MASTER THESIS

FROM EMPLOYER ATTRACTIVENESS TO EMPLOYER BRANDING: RESULTS OF A MIXED METHODS RESEARCH

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ABSTRACT

Companies nowadays have to distinguish themselves from their competitors not only on products or services, but also as an employer. Only when a company knows what their competitive advantage as an employer is can they get the required employees. This study explores job and organizational elements that make a company attractive to both potential (students) and current workers (employees) and determines how a company can use employer branding to communicate those elements. The concept of employer attractiveness is very well known in human resource literature. However, the employer branding concept adds a new dimension to this concept. In addition to knowing what makes a company attractive internally (employer attractiveness), it also includes communicating both internally and externally what makes the company attractive and desirable as an employer (employer branding). A research using mixed-method designs was conducted: literature study, quantitative study and qualitative study. The literature study resulted in an overview of how employer attractiveness and employer branding can be distinguished. There are a few small differences between employer branding and employer attractiveness. Employer attractiveness is a more static concept, in which a company determines its attractiveness elements. Employer branding is focused on communicating the elements that make the company attractive as an employer. This makes both concepts complement each other. It became clear from the literature study that a company should communicate those attractiveness elements through employer branding and align this message with the internal situation. Questionnaires were conducted among Master students of three different universities as well as employees in office functions of two locations of 'Saint-Gobain Abrasives B.V.'. The results show that employees and students find working environment, work-life balance, leadership style, task variety and decision making autonomy important aspects for the attractiveness of an employer. However, employees are significantly more interested in familiarity with the company and diversity, while students pay more attention to training & development, flexibility in working hours and task significance. A total of 14 Interviews (7 students and 7 employees) were conducted within the same target group. The interviews confirmed the completeness of the questionnaire and added details about some aspects of employer branding. The results of the interviews confirmed the importance of alignment between the internal and external message. Moreover, it seemed that the most important branding channel resulting from the interviews was the company website. This website should be realistic, clear and vivid. Furthermore, although familiarity received less attention in the results of the questionnaire, the results of the interviews show that familiarity is a condition for students to be able to attract them to the company website and at job markets. In conclusion, the company should determine what makes itself attractive as an employer, align this with elements that are attractive for different groups, followed by a clear and realistic internal and external branding message.

Keywords: employer branding, employer attractiveness, organizational attractiveness, employer of choice, attractive employer.

PREFACE

This Master thesis is the final project in obtaining a Master of Science degree in Business Administration, track Human Resource Management, at the University of Twente.
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CONTENT

SECTION 1. INTRODUCTION

1.1 INTRODUCTION

Without the right applicants, organizations are not able to develop the level of competitive advantage necessary to compete in an unstable economy (Backhaus & Tikoo, 2004). However, qualified up-and-coming talent is becoming scarce in many sectors (Pingle & Sharma, 2013). This talent shortage is mainly driven by demographic changes (Stahl, Björkman, Farndale, Morris, Paauwe, Stiles, & Wright, 2012). The current demographic forecasts predict that the potential workforce in the Netherlands will decline between 2014 and 2040 (CBS, 2014). In addition, it is expected that the current generation of workers has different work preferences than older workers (Cennamo & Gardner, 2008). These changes require organizations to participate in the 'war for talent' to attract highly desirable employees (Chapman, Uggerslev, Carroll, Piasentin, & Jones, 2005). This war for talent forces companies to distinguish themselves from their competitors. This study identifies how companies can become and retain attractive employers by presenting themselves as an attractive employer. First, through the determination of job and organizational elements that make a company attractive to both potential workers (students) and current workers (employees). In addition, this paper examines how a company can use employer branding to communicate that they are different and desirable as an employer.

Organizational attractiveness is a competitive advantage for employers to get the appropriate candidates (competence and skills) in their applicant pool (Cable & Turban, 2001). Moreover companies want to be regarded as attractive employers because this has many benefits, such as being more widely recognized, having products and services that are more well-known and having good candidates (Lievens, Hoye & Schreurs, 2005). Fulmer et al.,(2003) found in a longitudinal study that the 100 'best companies to work for' also performed better over the broad market, and in some cases, over the matched group. Although the importance of organizational attractiveness is clear, "job seekers are often limited in their knowledge about a potential hiring organization" (Rynes & Miller, 1983 as cited by Braddy, Meade & Kroustalis, 2006, p. 2) and the most talented job seekers will receive multiple job offers. They should be convinced to allocate their energies and knowledge to a certain 'attractive' company based on the available information. The attractiveness of the organization is formed by job seekers' individual perceptions of available information, which they receive from job advertisements, websites, brand advertising and theories from other people or employees related to the

organization (Elving, Westhoff, Meeusen & Schoonderbeek, 2012). In addition to identifying elements that determine employer attractiveness, this study also examines how the available information should be translated to effective employer branding.

1.2 PROBLEM STATEMENT

It is apparent that it is not possible to convince applicants in a later phase of recruitment, if they are not attracted to an organization in the subsequent recruitment or selection phases (Murphy, 1986). Attractiveness as an employer is the only concept that can be measured in this early recruitment phase. This means that this first phase of attracting applicants is extremely important. The only way to influence this primary phase is through employer branding, therefore this study combines both employer branding and employer attractiveness as two important concepts that should be combined in order to attract and retain the employees which the company needs. Companies should become aware of the elements that determine its attractiveness, since "job choice intentions are influenced by job attributes" (Jurgensen 1978; as cited by Cable & Judge 1996, p. 297). However, possessing characteristics alone is no guarantee for the attractiveness of a job and organization. When the company is aware of its competitive benefits as an employer they should create effective external and internal communication. This explains the increasing focus on employment advertising and employment branding (Berthon, Ewing & Hah, 2005). This also explains why employer attractiveness in literature is often linked to employer branding; it can be assumed that the more attractive the organization is, the stronger its employer brand will be (Berthon et al, 2005). However, the literature is ambiguous about the difference between the concepts of employer branding and employer attractiveness. Although every organization would like to be an attractive employer for potential and current employees, the literature is also not clear about the elements that determine employer attractiveness. This study tries to clarify the differences and similarities between both concepts, in order to describe how employer attractiveness elements and employer branding can be combined to attract and retain both employees and students.

1.3 RESEARCH OBJECTIVE AND RESEARCH QUESTION

Concluding from the problem statement, this will be the research question of the study:

> *Which job and organizational elements are perceived as important by employees and students for the attractiveness of an employer, and in which way can companies brand these elements?*

The research question results in several sub-questions as shown in table 1. Each sub-question is related to a specific research method. This mixed-method design (Saunders et al., 2009) is needed to answer the research question and create a comprehensive overview of the steps to becoming an attractive employer.

Table 1.Sub-question and research method

Sub-questions	Research method	Purpose of the research methods
What are the differences between the concepts of employer branding and employer attractiveness?	Literature study	Create clarity in differences and similarities between the concepts of employer branding and employer attractiveness and how they can strengthen each other.
Which job and organizational elements determine the attractiveness of an employer?	Literature study and quantitative Data collection	Literature study: facilitate the quantitative data collection through a comprehensive overview of all elements that determine employer attractiveness. Quantitative data collection Complementarity: Questionnaire among students and employees about what makes an employer attractive in order to determine the importance of the employer attractiveness elements.
What are the differences between Master students and employees in elements they find important for employer attractiveness?	Quantitative data collection	Complementarity: Overview of similarities and differences between employees and students in what they regard as important for the attractiveness of an employer
Which steps should an employer take to brand its employer attractiveness elements?	Qualitative data collection	Aid interpretation: Insights in the completeness of quantitative data Complementarity: insights in how to brand the employer attractiveness elements

This study makes use of the **facilitation** of quantitative data collection through literature study, and the **complementarity** and **interpretation** of qualitative data through interviews (Saunders et al, 2009). There is a lot of ambiguity between employer branding and employer attractiveness, both concepts are often mixed up. Therefore, the concepts should first be taken apart and compared, in order to create a comprehensive overview of the differences and similarities of both concepts as well as how they can reinforce each other. The second sub-question will be answered using both a literature study and quantitative results. The results of different employer attractiveness studies will be combined in order to create a comprehensive overview of all of the elements that determine employer attractiveness. The results of this overview table will serve as the source for the concepts in the questionnaire. This questionnaire tests which job and organizational elements are considered to be most

attractive. The results of the questionnaire also explore differences between students and employees. At this point in the research, it will be known what makes an employer attractive. The last part of the study tries to get some insight in underlying reasons for the attractiveness elements. Questionnaires are limited in the ability to probe in-depth questions as a skilled interviewer could do (Scholl et al., 2002). Because of this, after finishing the questionnaire, this study includes interviews with employees and students to ensure completeness of the questionnaire. The interviews also complement the study with insights on how the employer should brand its employer attractiveness elements. In section 5, the master thesis will conclude with answering the research question. This will be done by combining all results from the literature review, quantitative data collection and qualitative data collection.

1.4 RELEVANCE

Theoretical

The concept of employer attractiveness is very well known but still relevant in human resource literature. However, the employer branding concept adds a new dimension to this concept. In addition to knowing what makes a company attractive internally (employer attractiveness), it also includes communicating both internally and externally what makes the company attractive and desirable as an employer (employer branding). Few studies (Berthon et al., 2005; Tüzuner & Yüksel, 2009; Bondarouk, Ruel, & Weekhout (2012) paid attention to combining these branding and attractiveness concepts in order to become an attractive employer. Despite the growing attention to employer branding, empirical research is still limited and there is a lot of ambiguity in the definitions of employer branding and employer attractiveness. Bach and Edwards (2012) argue that employer branding is not clear because of the broad range of HR activities involving the concept and the large number of intangible assets it involves. Moreover, there is lack of structure and confusion with regard to definitions (Sponheuer, 2009).This study attempts to clarify the concepts of employer branding and employer attractiveness as well as the differences between both concepts. It creates an overview of how the concepts are linked and how they can be used to strengthen each other. A key difference of this study compared to other studies, is that it combines both internal and external target groups in the same study. It also links HR literature with the communication and marketing literature, because the employer attractiveness literature is combined with the branding literature. Moreover, there are only a few academic papers incorporating questionnaires to test employer attractiveness (Berthon et al. 2005; Corporaal, 2014). The

empirical part of the study contributes to generating measurement tools for the identification of job and organizational attractiveness of both internal and external job seekers.

Practical

Like Brown, Duncan, Harris and Kelly (2003) mentioned: "Unless an organization knows what its competitive strengths were in originally winning talent, they will rarely be able to act positively on the drivers of talent retention in the future (p. 22) ". This sentence shows that understanding the job and organizational attributes that determine employer attractiveness is essential to creating an effective employer brand in the recruitment and retention of employees (Arachige & Robertson, 2013). Maxwell and Knox (2009) also argue that managers need to identify the attributes of their own organization that employees find most attractive within the categories of employment, organizational success, and product/service characteristics. Many firms are increasing their budgets for recruitment and spend approximately 31% of the HR budget on recruitment and retention (Leonard, 1999 as cited by Turban, 2001, p. 293). However, when spending such resources, the effectiveness in recruiting is a critical competence for organizations. Effective employer branding can possibly reduce the cost for information to potential employees when the suitable message is communicated to the employee market and the turnover intention decreases. However, research with 2,186 job seekers and 436 HR professionals across Australia indicated a difference between what job seekers were seeking for in an organisation and what HR professionals thought made their organisation attractive to prospective employees (Chandler & McLeod, 2007). This underlines the importance of precisely determining the dimensions of employer attractiveness for different target groups. Employee satisfaction surveys are not sufficient to determine employer attractiveness, since this instrument only measures the satisfaction with the current employer. This does not tell us anything about the ideal situation according to the employee. This study figures out what makes an employer really attractive as well as how to communicate these elements. The practical value of employer branding is mainly communicating the appropriate employer attractiveness message. Employer branding is also an opportunity for HR to become more strategically focused. The field of employer branding is situated between marketing and Human resource management. Communication and HRM practitioners both emphasize employer branding as a significant and important factor in the creation of successful organizations (Willock, 2005). Employer branding is part of the strategic Human Resource Management field because it is focused on the strategic goals of the entire company (Christiaans, 2012).

1.5 STRUCTURE OF THE THESIS

Section 2 will provide a literature review about the differences and similarities between employer branding and employer attractiveness in order to answer sub-question 1 and 2. The third section consists of the research methodology in which the quantitative and qualitative research method will be described. Section 4 shows the results of both the quantitative and qualitative study. Section 5 includes the discussion, conclusions, recommendations, and limitations of the research.

SECTION 2. LITERATURE REVIEW

In this section, the literature analysis about the differences between employer branding and employer attractiveness is presented. The first subsection describes the literature review method. The second subsection discusses the concept of employer branding and employer attractiveness. Subsection 2.3 describes the possible relationships between the concepts, resulting in an overview of assumed relationships. The elements that determine employer attractiveness are described in subsection 2.4, a literature map results in the measures for the questionnaire of employer attractiveness.

2.1 LITERATURE REVIEW METHOD

The theoretical, quantitative and qualitative part of the study examine a different set of subjects with a different methodology that complement each other, therefore they are described as independent studies. The first part of the study consists of an extensive literature review. This review provides a theoretical overview of the current literature on the concepts of employer attractiveness and employer branding. It is important that repetition of this research results in the same paper. Therefore this subsection describes the used sources in the study. The preliminary literature sources are academic literature sources. Five article search databases were used: Google Scholar, Science Direct, Emerald Insight, Web of Science and Scopus in order to receive all the required literature for the study. First, the employer branding concept was studied. Search terms such as employer branding, employer brand and employer brand image were used. The employer attractiveness concept was studied with keywords such as: employer attractiveness, employer attractiveness elements, employer of choice and attractive employer. The concepts were also used in combination with each other, since it was desirable to find links between them. Employer attractiveness and employer branding keywords were used in combination with the keywords employee attraction and employee retention. The intention was to use peer-reviewed academic journals (selection in the search data bases) in the fields of marketing, human resource management and business administration. Articles are checked for citation index, an overview of important articles for this study and the times they were cited can be found at table 3 in section 2.4.

2.2 CONCEPTS OF EMPLOYER BRANDING AND EMPLOYER ATTRACTIVENESS

2.2.1 EMPLOYER BRANDING

The "demographic changes, high expectations and high self-interest attitude of Generation Y" (Arachchige & Robertson, 2013, p.35) resulted in the mid-1990s to a new organizational branding concept called 'employer branding'. This concept is derived from relationship marketing literature (Foster, Punjaisri, Cheng, 2010). It is not surprising that this topic also received more attention in marketing because employees are seen as the interface between the organization and customers (King, 1991; as cited by Foster, 2010). Employer branding became more important for organizations because the presence of a strong employer brand has positive effects on both the quantity and quality of applications (Collins & Han, 2004; Collins & Stevens, 2002; Fulmer, Gerhant, & Scott, 2003). Ambler and Barrow first defined the concept of the employer brand as "the package of functional, economic and psychological benefits provided by employment, and identified with the employing company" (1996: p.187). Another definition of the employer brand is: ''company's image as seen through the eyes of its associates and potential hires'' (Martin & Beaumont, 2003, p. 15). In this definition, employer branding is related to the ''employment experience'' which includes ''what it is like to work at a company, including tangible benefits such as salary and intangible such as company culture and values'' (Ruch, 2002; p. 3). Barrow and Mosley (2007) argue that employer branding can contribute to enhanced recruitment, retention, and employee commitment. Employer branding, both internal and external, promotes the aspects of the employer that differentiate the company from competitors (Backhaus & Tikoo, 2004). The employer branding strategy should be aligned with a company's overall corporate brand and customer brand strategy (Hieronimus et al., 2005; Wheeler et al., 2006; Mark and Toelken, 2009; as cited by Arachchige & Robertson, 2013). The employer branding concept has the same characteristics as consumer and corporate branding; the brand has to be noticeable, relevant, resonant and unique (Moroko & Uncles, 2008). Ambler and Barrow (1996) also argued that the employer brand: "has a personality and may be positioned in much the same way as a product brand" (p.9). This means that the employer brand should be consistent with its personality as seen by other parts of its business network and employees. Furthermore, both the employer brand and the consumer brand are about the perceptions of customers and employees (Knox & Freeman, 2006). There are also some important differences between branding and employer branding. 'Branding' is used to differentiate people, places and firms

while 'employer branding' is used to separate a firm from other firms. Employer branding includes working aspects (Mandhya & Shah, 2010). Employer branding affects the same stakeholders (i.e. employees, customers, and shareholders) as consumer and corporate branding, however the target group is different. Establishing an employer brand also requires an organisation to "build an image in the minds of the potential labour market that the company, above all others, is a great place to work (de Bussy et al., 2002, p. 12)". However, Barrow and Mosley (2011) state that the concept of employer branding is often only used to sell the benefits of the employer as a 'great place to work' (p. xvi). These authors advocate that there should be more attention to 'the reality' of the employment experience (p. xvi). According to the definition of de Bussy et al., (2002), employer branding seems to be about building an image. An employer image can be defined as 'potential applicants'' perceptions of overall corporate image as a place to work (Highouse et al., 1999). We could not identify the exact difference with the employer brand image, which is defined as the image associated with an organization uniquely in its role as an employer (Balmer, 2003). The study of Rynes et al. (1991) showed that the employer brand image is primarily shaped by employees, instead of the recruitment activities and material of the company. This means that the employer image is largely dependent on the experiences of employees. The employer brand image consists of attitudes, and perceived attributes or beliefs about the brand-specific features that are relevant to the purchase decision (Keller, 1993). Like the similarities between the consumer brand and employer brand, there are also similarities between the consumer brand image and employer brand image. Consumer brand image refers to information about the meaning of the brand for consumers, while employer brand image refers to the content of the beliefs held by a job seeker about an employer (Cable & Turban, 2001). The consumers in this comparison are the potential applicants and the 'brand' is the expansion of recruitment services provided by recruiters.

2.2.2 PHASES OF EMPLOYER BRANDING AND ITS LINK WITH EMPLOYER ATTRACTIVENESS

The employer branding concept consists of several steps. According to Backhaus and Tikoo (2004), the employer brand should first be marketed externally, subsequently the employer brand should be marketed internally and become part of the organizational culture. It is important that the external employer branding message is in line with the internal branding strategy. Moreover, the first step in the employer branding process is to determine the employer value proposition or employer brand proposition of the company, to define what makes working for the specific company a 'unique and desirable experience' (Sullivan 1999,

2002; Backhaus & Tikoo, 2004). "The employer brand proposition needs to show what prospective and current employees can expect from the organization in terms of rational and emotional benefits" (Mosley, 2007, p.131). It should show what the organization expects from the employee as well. This value of the employer brand, is also called its employer brand equity, which is created by the signals which are sent out by the organization (Oladipo, 2013). The attractiveness of an employer plays an important role in this employer branding process. An employers' value proposition is perceived and evaluated based on the attractiveness of an organization. The more attractive an employer is perceived by potential employees, the stronger that particular organizations' employer brand equity (Berthon et al., 2005, p. 156). Employer attractiveness is also seen as an antecedent of the more general concept of 'employer brand equity' (Berthon et al., 2005; Ewing & Michington, 2006). Yuzuner and Yuksel (2009) call this 'first step of employer branding' or 'pre-phase of employer branding' the "employer attractiveness" phase. They argue that the third step of employer branding involves carrying the brand "promise" made to recruits into the firm. In other words, this last step consists of internally marketing the employer brand (Lievens, 2007).

2.2.3 PHASES OF EMPLOYER ATTRACTIVENESS

The concept of employer attractiveness is seen as a multidimensional construct consisting of job and organizational characteristics (Cable & Judge, 1979). The attractiveness of an organisation is related to the perception of the job and organisation characteristics (Judge & Cable, 1997; Turban et al., 1998; Cober et al., 2003; Ehrhart & Ziegert, 2005 as cited by Podnar & Balmer, 2014, p. 92). These job and organization characteristics influence the job attitudes and behaviours of organizational members (Porter & Lawler, 1965; as cited by Turban & Keon, 1993). Employer attractiveness, in the definition of Hedlund, Andersson and Rosén (2009) has three different phases: "the work/organization is attractive if a person is interested to apply for it, wants to stay and is engaged in it" (p.3). The theoretical base of Behling, Labovitz and Gainer (1968) advocates three theoretical perspectives to explain how job seekers determine the attractiveness of a job and organization. These three perspectives on how a job seeker makes the decision to join an organization are: (1) the objective factor theory, based on weighing of advantages and disadvantages, (2) the subjective factor theory, based on the fit between the personal emotional needs and the subjective image of the firm and the (3) critical contact theory, based on the difference in treatment during the recruitment process (Behling et al, 1968 as cited by Corporaal & van Riemsdijk, 2013). The last theory is based on the inability of job seekers to find real differences, because of the limited contact

with the company. This paper focuses on the aspects of the objective factor theory, in which objective assessment of tangible factors such as location and career growth leads to the choice for an organization. Moreover, Barber (1999) created a model in which there were three phases of recruiting: convince to apply for positions, keeping the applicant interested, influencing the job choice intention. The first phase can be considered as the employer attractiveness phase, while in the second and third phase employer branding is important to keep the applicant interested. The outcomes of recruitment can be divided into job pursuit intentions, job-organizational attractiveness, acceptance intentions and job choice (Chapman et al., 2005). Job- and organizational attractiveness are not directly linked to the recruitment process of the company. However, according to Gomes and Neves (2011) perceptions of attractiveness predict job application intention (e.g. Carless, 2005; Porter et al., 2004), job pursuit intentions (e.g. Saks et al., 1995), and the intention to apply for a job vacancy (e.g. Saks et al., 1995; Robertson et al., 2005). Therefore, in this study we assume that there is a link between the perceptions of organizational attractiveness and eventually applying for a function.

In conclusion, both employer branding and employer attractiveness consist of several steps. One of the first steps of employer branding is also called the employer attractiveness phase and can be seen as a pre-phase of employer branding, or a part of the employer brand equity. The link between the attractiveness of the employer and applying for a function in the company will be assumed in this study while focusing on the objective factors of the employer.

2.3 RELATIONSHIPS BETWEEN THE CONCEPTS

2.3.1 EMPLOYER BRANDING, EMPLOYER ATTRACTIVENESS AND EMPLOYER BRAND IMAGE

The small differences between the concepts suggest that there is a strong association between branding, employer attractiveness, the employer brand and employer brand image (Lievens & Highouse, 2003; Berthon et al., 2005; Moroko & Uncles, 2009). However, empirical evidence for these expected relationships is scarce. The only empirical evidence for this relationship was found in the study of Bondarouk et al.(2012). These authors actually found a significant direct relation between employer branding elements and organizational attractiveness. The model cited most often (445 times cited) on employer branding and attractiveness is from Backhaus and Tikoo (2004). They proposed in their model, that employer brand associations affect employee attraction and that the employer image mediates the relationship between

employer brand associations and employee attraction. Mandhanya and Shah (2010) created a similar model related to talent management, they split the employer branding process into employer attraction and retention and employer productivity. Employer branding helps to create brand associations and the employer brand associations shape the employer image that in turn affects the attractiveness of the organization to the potential employees. Employer branding impacts organizational culture and organizational identity, which in turn contributes to employer branding loyalty. This loyalty in turn retains employees and helps the organization in managing their talent. Cable and Judge (1997) gave some clues for such. They proposed that employer branding associations result in an employer image, which the potential employees compare to their own identity. Arachchige and Robertson (2013) advocate a model in which external employer branding results in higher employer attractiveness and the internal employer brand results in employee productivity. Employer attractiveness, in their model, is the outcome of the external branding process, and as such, represents a significant component of the value of the brand, its equity. Moroko and Uncles (2008) define attractiveness as a dimension of the employer brand. Their qualitative study on the characteristics of employer branding success showed two dimensions of success for an employer brand: attractiveness and accuracy. The importance of accuracy emphasizes the need for consistency between the employer brand and the employment experience.

The literature shows that there is still a lot of disagreement on how the concepts are related due to the lack of empirical evidence. In order to create some clarity, the definitions are summarized in table 2. and the assumed relationships are shown in figure 1. in section 2.3.3. In the following subsections the difference between internal and external branding and attractiveness will be specified.

2.3.2 INTERNAL AND EXTERNAL EMPLOYER BRANDING AND ATTRACTIVENESS

In marketing literature it is clear that the image of a brand is perceived differently internally and externally (Knox & Freeman, 2006). However, little studies pay attention to this difference in employer branding and employer attractiveness. Maxwell, Knox (2009) and Lievens (2007) indicated that current and potential employees also tend to perceive an organization's brand in different ways. The research of Knox and Freeman (2006) tested the conceptual model of Dutton and Dukerich (1991). Their conceptual model assumed that there is an internal employer brand image (recruiters perception of the firm) an external image (potential recruits perception of the firm), and a construed employer brand image (employees

reflection of the external image). The construed image is further specified by Knox and Freeman as "the image which employees think external audiences have of the firm and is not necessarily the same as the image which external audiences actually have of the firm" (p. 699). Knox and Freeman (2006) showed that internal and external perceptions of employer brand image were significantly different. The recruiters (internal) and potential recruits (external) had significantly different perceptions of an organization's image. Arachchige and Robertson (2010) also advocate that the employer brand image perceived by potential employees is often less positive than expected by recruiters of the company. In contrast to other researchers, Lievens (2007) highlights employer brand beliefs of different groups of individuals, capturing both potential and current employees. Barber (1998) also defines the employer brand image as the general impression of the organization, inside and outside the organization. The internal employer brand image can be described as the actual employment offer perceived by the employees. In contrast, the external brand image represents the perceived employer brand image by current and potential employees based on the employer's 'identity projection' on the labour market (Vaijayanthi & Shreenivasan, 2011). The concept of employer attractiveness has been studied in the context of both internal and external attractiveness elements, more specifically as a tool for retention and recruiting (Pingle & Sharma, 2013). Internal attractiveness expresses perceptions of existing employees and external attractiveness the perceptions of external applicants (Jian & Iles, 2011 as cited by Lydeka, Bendaravičienė, Krištolaitis & Bakanauskienė, 2011). In other words, internal employer attractiveness is the degree of attractiveness among the company's current employees. External attractiveness is attractiveness in the eyes of prospective employees (Pingle & Sharma, 2013). External employer attractiveness can also be seen as the view of experts with experience in the field as well as from the viewpoint of novices, mostly students (Colomo-Palacios, 2012).

In conclusion, there is probably a strong relationship to be expected between employer branding and employer attractiveness. However, most of the models that predict this relationship were not empirically tested. Based on the consumer branding literature, it is expected that the employer brand and employer attractiveness is experienced differently inside and outside of the organization by students and employees. The next subsection will further address the ambiguity of the concepts.

2.3.3. OVERVIEW OF THE CONCEPTS

The differences between the discussed concepts are combined into a table in Appendix I. The most important definitions are selected and included in table 2. The definition of the employer brand is almost identical to the definition of employer brand image. Both concepts are about the image of the employer or organization in different groups. The employer brand proposition and the employer brand equity are also similar concepts. Both concepts are defined as the balance between employees' performance and what the employee receives in return. The definitions of organizational attractiveness and employer attractiveness are almost the same. The only difference is that the employer attractiveness definition sometimes incorporates job aspects. Furthermore, both employer attractiveness and organizational attractiveness are about benefits of an employer or organization that determine applicants' attraction to an organization. The mentioned 'benefits' in the definitions are conceptualized by Lievens and Highouse (2003) into instrumental and symbolic features. Instrumental attributes are objective, concrete and factual elements, while symbolic attributes are subjective, abstract and intangible elements. Another term for instrumental attributes are functional attributes (Cable & Turban, 2003). Especially symbolic attributes explain incremental variance in a company's attractiveness as an employer (Lievens et al., 2007, p. 54). An example of symbolic attributes can be strategic and cultural attributes.

Table 2: overview of the concepts

Concept	Used definition	Difference with other concepts
Employer branding	The "sum of a company's efforts to communicate to existing and prospective staff that it is a desirable place to work"(Lloyd, 2002, p.64)	This concept focuses on explicit actions to create a stable employer brand.
Employer brand	The "company's image as seen through the eyes of its associates and potential hires" (Ruch., 2002, p.3);	This concept is related to the image of the company/employer, similar to the employer brand image
Employer brand image	"The image associated with an organizations uniquely in its role as an employer" (Knox and Freeman, 2006, p. 697);	This concept also focuses on the image of the employer.
Organizational attractiveness	"Individual's affective and attitudinal thought about particular companies as potential places for employment" (Highouse et al., 2003, p. 989).	This concept is focusing on the attractiveness of overall organizational aspects.
Employer attractiveness	"Overall evaluation of the attractiveness of a job and organization" (Chapman et al, 2005, p. 929).	This concept is focusing on both organizational and job aspects.
Employer brand proposition/ employer value proposition	"The value or benefit an employee perceives to gain or experience by serving as a member of the organization, or from their employer" (Munsamy & Bosch. 2009 p.178)	Focusing on what differentiates the organization from other employers. Same as the employer brand equity
Employer brand equity	"The value of the employer brand"(Oladipo, Lyamabo & Otubanjo ,2013, p. 57)	Also focusing on the value provided by an organization to that organization's employees (Ewing, Pitt, de Bussy & Berthon, 2002)

From table 2. we can conclude that employer attractiveness is a more static concept compared to employer branding. Employer branding is about communicating and managing the employer brand and the efforts a firm puts in the employer branding process. Employer attractiveness can be seen as a pre-phase of employer branding. It determines what makes the employer attractive, while the employer branding process includes specific elements to communicate the employer brand message.

Figure 1 combines and illustrates the relationships between the different concepts based on the found literature. These relationships are largely not empirically tested. However, the model shows the expected relationships from different authors and tries to create an overview of the different ideas that authors have about these relationships.
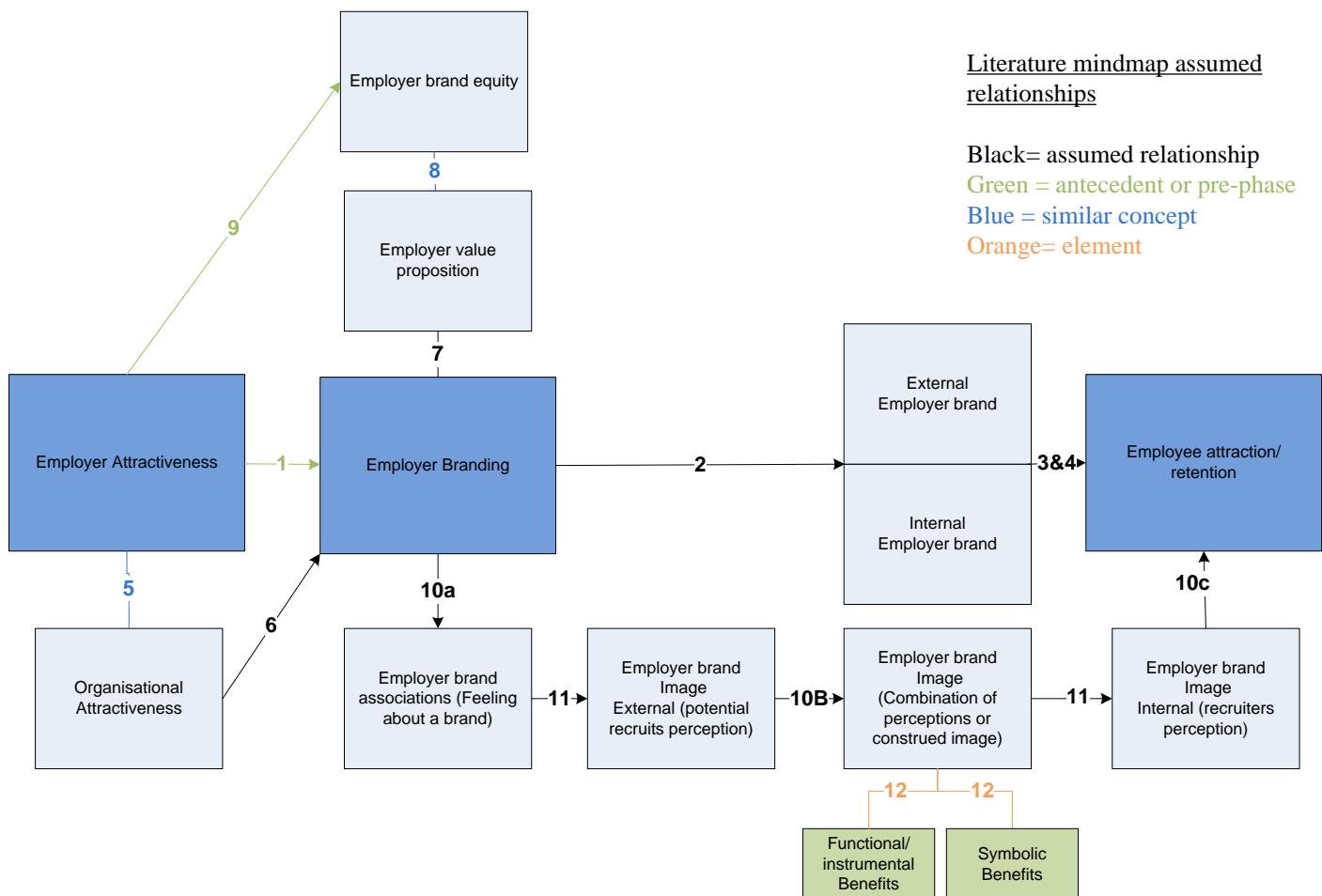
Figure 1. Assumed relationships based on literature

This model is a minemqp of how we interpret the assumed relationships. **(1)** Employer attractiveness is a pre-phase of employer branding (Yuzuner & Yuksel, 2009). **(2)** Employer branding is about communicating and managing the employer brand and the efforts a firm

puts in the employer branding process. The branding process results in an internal brand and external brand. **(3)** In this study internal and external branding are assumed to both influence attraction and retention and internal branding to influence organizational outcomes like productivity. **(4)** Ararichge and Robertson (2003) consider employer attractiveness as the outcome of the external brand. **(5)** Employer attractiveness and organizational attractiveness are similar concepts, however employer attractiveness sometimes incorporates job aspects. **(6)** Bondarouk et al.(2012) found a significant direct relation between employer branding elements and organizational attractiveness. **(7)** The first step in the employer branding process is determining the employer value proposition. **(8)** The employer brand equity is a similar concept, which also includes the value of the brand for employees. **(9)** On the other hand, the general concept of 'employer brand equity' is also mentioned as including employer attractiveness as an antecedent (Berthon et al., 2009; Ewing & Michington, 2006). These authors mention that the more attractive an employer, the stronger that particular organization's employer brand equity (Berthon et al., 2005). In the model of Arariche and Robertson (2003), employer attractiveness also represents a significant component of the employer brand equity**. (10)** Backhaus, Tikoo (2004) and Mandhaya, Shah (2010) proposed in their models that employer branding compose the **(A)** employer brand associations which shapes the **(B)** employer image. This employer image moderates the **(C)** employee attraction and retention. Cable and Judge (1997) also proposed that employer branding associations result in an employer image, which the potential employees compare to their own identity. **(11)** The difference between the internal recruiters' perception of the employer image and external potential recruits' perception of the employer image is mentioned by Knox and Freeman (2006). This is called the internal and external employer brand image. **(12)** The 'benefits' in employer brand image can be divided into instrumental and symbolic (Lievens & Highouse, 2003). Instrumental attributes are objective, concrete and factual elements. Symbolic attributes are subjective, abstract and intangible elements. Another term for instrumental attributes is functional attributes (Cable & Turban, 2003).

It can be concluded from figure 1. that employer branding is not a goal on its own, but a method to attract and retain the needed employees. In this study we consider employer attractiveness as a pre-phase of employer branding. Employer branding is essential in this study, otherwise the attractiveness of a company is not known by current and potential employees. This view is in line with a study of Kienbaum Communications (2009), which described that the increase of employer attraction, familiarity as an employer and employee

retention were the most important objectives of employer branding. The process of how employer branding ultimately leads to employee attraction and retention is still unknown, due to the lack of empirical evidence. However, it is clear from the study of Knox and Freeman (2006) that there will be some differences between the internal and external brand image of the company. The internal and external aspects should be aligned to effectively communicate the aspects of employer attractiveness. The next subsection will further explain which job- and organizational elements determine employer attractiveness.

2.4 JOB AND ORGANIZATIONAL DIMENSIONS THAT DETERMINE EMPLOYER ATTRACTIVENESS

2.4.1 EMPLOYER ATTRACTIVENESS ELEMENTS

This subsection of the report will explain which organizational characteristics are most likely to influence the job and organizational attractiveness. One of the most influencing publications in this field of Chapman, Uggerslev, Carroll, Kelly, Piasentin, and Jones (2005), resulted in a meta-analysis of 70 studies. Chapman et al. (2005) found that type of work, work environment, organization image, person-organization fit and perceptions of the recruitment process had the highest correlation with job and organizational attractiveness. Work environment was the element that had the highest correlation with job and organizational attractiveness. Following the approach of Chapman et al. (2005), this study includes a table that provides a basis for the quantitative study. In this table, existing scales from the academic fields of employer attractiveness, employer branding and organizational attractiveness are included. The studies that empirically found evidence for the attractiveness of certain elements were included. The studies constituted of different dimensions of relevant job- and organizational characteristics. The table in Appendix II gives an overview of all found employer attractiveness studies, including empirical research, literature overviews and meta-analyses. Table 3. shows how the results of the studies are converted to the chosen constructs in this study.

Table 3: Constructs based on literature

Author	Times cited (Google scholar)	Elements that influence employer attractiveness	Chosen constructs
Young, Rinehart, Heneman (1993)	53	Intrinsic and work context elements Intrinsic: Growing community, multicultural school and community, fit/teacher-school, action-centered, active involvement, risk taking, innovative strategies encouraged, students learn by doing, parent-teacher interaction, parent advisory council, teacher contract parent, teacher to teacher interaction. Work context: culture, recreation, professional sport team university, enrolment, class size, support personnel, curriculum program support, working hours, lunch time, conference period, planning time.	Atmosphere, work scheduling autonomy, team cohesion
Turban & Keon (1993)	408	Reward structure and centralization	Employment conditions , condition of the company, atmosphere
Cable & judge (1996)	1153	location, promotion opportunity, pay level, benefits, company-image, co-workers, security, supervisor and type of work	Location/position, employment conditions, job security, leaderships style, autonomy
Cable & Graham (2000)	212	The type of industry in which a firm operates, the opportunities that a firm provides for employee development, and organizational culture	Location/position of the company, training & development, atmosphere.
Vann et al., (2000)	-	Significance of work Autonomy and responsibility Chance to use skills Challenge of work	Decision making autonomy, training & development, work methods autonomy, task significance
Backhaus, Stone, Heiner (2002)	403	Corporate social performance dimensions: environment, community relations, and diversity dimensions have the largest affect on attractiveness ratings	Corporate social responsibility
Lievens, Hoye & Scheurs (2005)	128	Trait inferences (subjective, abstract, and intangible attributes) contributed most to the variance, followed by job and organizational attributes, and employer familiarity	Familiarity with the company
Berthon, Ewing & Hah (2005)	326	Happy work environment, An above average basic salary and An attractive overall compensation package	working environment, employment conditions
Lievens (2007)	101	social activities, physical activities, structure, job security, educational opportunities, task diversity, cheerfulness, competence, and prestige	job security, task variety
Lievens, van Hoye & Anseel (2007)	202	Instrumental attributes: Opportunity for social/team activities, opportunity for sports, provision of good salaries, advancement opportunities, job security, task diversity, opportunity to work in a structured (disciplined) environment and travel opportunities. Symbolic attributes: Sincerity, excitement, competence, sophistication and ruggedness	Employment conditions, task variety, job security
Maxwell & Knox (2009)	67	Employment related attributes (Work environment, workforce, type of work, style of management, employee rewards, management workforce relations), Organizational success, construed external image, product or service.	Working environment, leadership style, employment conditions, organizational image, familiarity with the company, team cohesion
Tetrick et al., (2010)	4	Salary, amount of vacation time, cost of health insurance, and type of retirement plan	Employment conditions
Nadler, Cundiff & Jackson, 2010)	10	modified flexitour, variable day, and variable week programs.	Flexibility in working hours & Flexibility in workplace, work scheduling autonomy
Hoye and Saks (2011)	28	Instrumental: more social activities, more advancement opportunities, and less structure. Symbolic image: more sincere, more exciting, more prestigious, and less rugged	Training & development, decision making autonomy
Alniacik & Alniacik (2012)	3	social value of the possible employers : Gaining career-enhancing experience Feeling good about yourself as a result of working for the organisation Acceptance and belonging Having a good relationship with your superiors The organisation both values and makes use of your creativity Good promotion opportunities within the organisation Recognition/appreciation from management Job security within the organisation	Leadership style, job security
Ararchige & Robertson (2013)	18	Gaining experience to help career Future opportunities Promotes self-esteem, Job security , Happy environment Develops confidence , Appreciation from management	training & development, job security, working environment, leadership style
Corporaal, Riemsdijk, Kluijtmans & van Vuuren (2014)	3	Development, clarity, the work environment and working conditions	Training & development, working environment, atmosphere

Concluding from the table, there were not many studies which made use of questionnaires. Many studies included scenario research to study the constructs of employer attractiveness. The employer attractiveness scale of Berthon et al. (2005) seemed the only validated scale which was often used. The target group mostly only includes students (external). Only a few studies included employees (internal) in their study. Students are usually studied because they are seen as 'potential employees'. Furthermore, studies are focused on rating the attractiveness of specific companies instead of measuring the general attractiveness elements of any organization. This study will focus on general job and organizational elements that determine the attractiveness for students and employees. The constructs in this study are chosen based on the overview in table 3 and based on the criteria that they contain objective job and organizational attributes. The following figure 2. gives an overview of the constructs in this study. This figure includes all constructs that will be measured with a questionnaire and interpreted with interviews as described in the research design of section 3.

Job and organizational characteristic
Location/position of the company
Condition of the company
Commitment/atmosphere
Organizational image
Corporate Social Responsibility
Training & development
Working environment
Leadership style
Diversity
Employer familiarity
Work-life balance
Task variety
Task significance
Task identity
Job security
Employment conditions
Teamcohesion
Work scheduling autonomy
Decision making autonomy
Work methods autonomy
Flexibility in working hours
Flexibility in workplace

Employer attractiveness students (external)

Employer attractiveness employees (internal)

Figure 2. Conceptual model

In conclusion, this study focuses on general attractiveness elements of any organization. The attractiveness elements will be measured among employees and students to investigate

whether there are differences between internal and external employer attractiveness. The next subsection will further specify which differences between groups are expected.

2.4.2 DIFFERENCE BETWEEN STUDENTS AND EMPLOYEES AND CONTROL VARIABLES

Employee groups can be segmented based on age, seniority and job type (Bach & Edwards, 2012). This study tests whether there is a relationship between the job- and organizational preferences and student or employee, gender, age and work experience. The outcomes of this study will be compared to other studies among young job seekers and the few studies that also studied employee preferences.

Employer attractiveness is "an important concept in knowledge-intensive contexts where attracting employees with superior skills and knowledge comprises a primary source of competitive advantage (Berthon et al., 2005, p. 151). However, within almost every organization there are key functions where talented employees are necessary to achieve the organizational goals. Maxwell and Knox (2009) found that specific attributes that were considered most attractive by employees were different in each organization. However, the categories of job attributes were almost identical: employment, organizational successes, construed external image, and product or service characteristics. Lievens et al. (2007) also showed that the image dimensions that determine organisational attraction are not the same across groups. They observed that perceived educational opportunities significantly predicted perceptions of attractiveness for applicants, but not for students and employees. Ararichchige and Robertson (2013) show that there is a small difference between the Sri Lankan students and more experienced workers in their perception of attractive attributes. Reputation perceptions of senior undergraduate student job seekers were also found to be based on different factors than those used by corporate executives (Cable & Graham 2000; as cited by Ararchchige & Robertson, 2013). In the quantitative part of this study the results of employees and students will be compared.

In the light of the war for talent, generation literature seems important to define the preferences of the future workforce. Many studies advocate that the newest generation of young and talented employees has different work preferences. Ritz and Sinelly (2011) for example, argue that young and talented employees will be loyal when they get work tasks and challenges that are attractive and contribute to their knowledge, career development and future employability. Generation differences in work values are also studied by Cennamo &

Gardner (2008) who advocate that Generation X (1962-1979) and Y (1980-2000) had different work values compared to the Baby boom generation (1946-1961).

For the present study, the classification of generations offered by Becker (1992) has been adopted as it is compatible with data of other Dutch studies. This classification and the names used for the groups of relevance to this research are: Protest generation 1940-1955, Generation X 1955-1970, Pragmatic generation 1970-1985 and Screenagers, 1985-2000. It is important to define what is meant with the term generations. Becker uses the following definition: "a generation consists of a clustering of cohorts, which is characterized by a specific historical location and common characteristics at the individual level, such as life courses, value orientations and behavioural patterns and by common attributes system level, such as generational cultural and generational organizations "(Becker, 1992, p. 23). However, a recent publication of Corporaal (2014) found that work preferences of young job seekers from VMBO, MBO and HBO do not differ from earlier generations. These job seekers all prefer a regular, permanent and full time job, with variety and opportunities to develop. The following section will explain how this study measures employer attractiveness among generations.

SECTION 3. RESEARCH DESIGN

3.1 OVERVIEW RESEARCH METHODS

The empirical study methodology of this paper includes a structured literature review, a quantitative method, the questionnaire and a qualitative research method of interviews. The literature review facilitated the employer attractiveness elements that should be included in the questionnaire. Table 4. shows that the next subsection includes the description of the quantitative method and data analysis. Section 3.3. includes the complementary quantitative data method through interviews. Followed by the method of data analysis, description of reliability and validity aspects and a preliminary discussion of the method.

Table 4. Overview of research methods

Research question	Research method	Purpose	Description of research method
Which job and organizational elements determine the attractiveness of an employer?	Quantitative Data collection: Questionnaire	Determine employer attractiveness elements	Section 3.2
What are the differences between Master students and employees on elements they find important for employer attractiveness?	Quantitative data collection: Questionnaire	Determine differences between groups in employer attractiveness	Section 3.2
Which steps should an employer take to brand its employer attractiveness elements?	Qualitative data collection: Interviews	Aid interpretation: Insights in the completeness of quantitative data. Complementarity: insights in how to brand the employer attractiveness elements	Section 3.3

3.2 QUANTITATIVE RESEARCH METHOD

3.2.1 SAMPLING TECHNIQUE AND CASE SELECTION

Within this research there are two target groups, one inside (employees) and one outside the organization (students). Saunders et al. (2009) argue that in case of research involving organisations, it is important to have an understanding of the organisation. Before starting the empirical part of this study, publications, internet sites and informal interviews were consulted. The organization of Saint-Gobain has over 200,000 employees globally. The company operates in four major sectors: Building Distribution, Construction Products, Innovative Materials, and Packaging. Saint-Gobain Abrasives produces engineered materials and is world's largest manufacturer in Bonded Abrasives (resinoid and vitrified), Coated Abrasives, and Diamond products. The internal study is only conducted within Saint-Gobain Abrasives B.V. The plants of Eibergen and Born will be involved in the research. The goal of Saint-Gobain Abrasives (SGA) is to become and stay a market leading company. Their vision: '*Be the global leader of reference in Abrasives, at the leading edge of innovation and service*' underlines the importance of talented employees. Within SGA the employees should be able to provide the innovation and service needed. Turban (2001) describes that familiar

organizations are also perceived as more attractive employers. Moreover, Lievens et al. (2005) found that familiarity with the armed forces was positively related to the perceived attractiveness of this employer.

However, the plant of SGA in Eibergen seems unfamiliar to many potential employees. The company is well-known in the area of their plants, Eibergen and Born, but at greater distances from the business location, this multinational corporation is often not known. The company is not yet struggling with attracting and retaining the right people. However, in the light of the demographic changes and changing work preferences, the company expects problems in attracting the right people. The type of sampling inside the organization is non-random sampling (Saunders et al., 2009). 50 Employees of Saint-Gobain Abrasives B.V. were asked to complete the online questionnaire. These employees are all operating as executives at higher business levels. They are managers and officers from different departments: marketing, HR, logistics, customer service, communication. This type of internal sampling is called 'typical case sampling' because it provides an illustrative profile using a representative case. The probability of each case being selected from the total population is not known and it is impossible to answer research questions or to address objectives that require you to estimate statistically the characteristics of the population from the sample. This type of sampling provides a range of alternative techniques to select samples based on subjective judgement (Saunders et al., 2009). The purposive or judgemental sampling technique enables the use of judgement to select cases that results in the best answer to the research questions (Saunders et al., 2009). The external target group can consist of two different groups: applicant population or applicant pool (Barber, 1998). The applicant population is the group from which the organization attempts to recruit individuals (Barber, 1998); the applicant pool consists of those individuals who choose to apply to the organization. In this study we include the applicant population which consist of Master students from the University of Twente, Open University Heerlen and the University of Maastricht. This includes Master students of the faculty 'Management and governance' (UT), 'Managementwetenschappen'(OU) and 'School of Business and Economics' (UM). These locations have been chosen based on purposive sampling (Saunder et al., 2009). These universities include potential employees for SGA based on their location and faculty that is related to the departments of marketing, HR, logistics, customer service and communication. These Universities are chosen based on the fact that they include potential employees for Saint-Gobain Abrasives based on their location.

3.2.2 RESEARCH DESIGN

The questionnaire is a structured research methodology for descriptive and explanatory purposes. This study makes use of self-administered electronic questionnaires or so-called 'internet-mediated questionnaires'(Saunders et al., 2009) to measure the elements related to employer attractiveness. The advantage of an online survey is the ease with which several types of questions like dichotomous questions, multiple-choice questions, scales, questions in a multimedia format, both single-response and multiple-response questions, and even open-ended questions can be included (Evans & Mathur, 2005). A big disadvantage of online surveys is the low response rate (Fricker & Schonlau, 2002). This potential problem, however, can be caught by more actively stimulating employees to fill in the questionnaire or attract them with 'incentives' (Baarda, de Goede & van Dijkum, 2003).

Employees received a request to fill out the questionnaire by e-mail. An advantage of this method is the high confidence that the right person has responded. Furthermore, this means that the size of sample can be large and geographically dispersed (Saunders et al., 2009). Obtaining a high response rate required a lot of researcher involvement. Program directors of Twente University (UT) and OU Heerlen (OU) were not allowed to distribute the email addresses of Master students. Many lecturers of both Universities were contacted and asked to distribute the link of the questionnaire. However, most of the lecturers were not willing to co-operate because the students already have a high workload. Lecturers of the courses Managing Change and Human Resource Management (UT), SHRM (OU), and innovation and change management (OU) were willing to distribute the questionnaire link to their students. Students of OU could not be contacted in real life, because they do not attend classes at the university. Therefore, Master students were requested to fill out the questionnaire via Facebook, Linkedin and Twitter. To increase the response rate, flyers were handed out at the UT and UM with the link to the questionnaire.

3.2.3 SCALE DEVELOPMENT

This study includes rating scales to collect opinion data about the dimensions of employer attractiveness. Scales are a coherent set of questions or items that are regarded as indicators of a construct or concept (Saunders et al., 2009). Rather than developing one's own scales, it often makes sense to use or adapt existing scales (Schrauf & Navarro, 2005). Each question can be answered on a seven point scale. Matell and Jacoby (1972) argue that an increased number of answering question in the Likert scale reduces the likelihood that respondents answer neutral. The concepts that will be measured in this study consist mostly of existing

scales, based on studies mentioned in the employer attractiveness table. Researchers can generate scale items using either a deductive or an inductive approach (Hinkin, 1995). This study includes development of a classification scheme prior to data collection and following that, a thorough review of the literature (Berthon et al., 2005).

3.2.4 PRETEST OF THE QUESTIONNAIRE

To check the face validity (Saunders et al., 2009) of the questionnaire, a pilot questionnaire was used for this self-administered questionnaire. 10 respondents (5 employees and 5 students) tested the questionnaire, their comments are included in Appendix IV. The students and employees tested whether they could fill in the questionnaire without help. After the pre-test of the questionnaire, several questions had to be changed because they were not clear to the respondents. Some statements in the original English questionnaire e.g. 'buying stock is a good investment' had to be changed into 'A company of which buying stock is a good investment'. There were also some questions which were lacking direction, e.g. 'commute time to work', this sentence was changed into 'A company with a short commute time from home to work'. Especially the self-constructed questionnaires were changed after the Pre-test.

3.2.5 VARIABLES

All constructs of the questionnaire are measured on a 7 point Likert-style scale (1 =Not at all important; 2 = Unimportant;3= Slightly unimportant; 4= Neutral; 5 =Moderately important; 6 =Very important; 7= Extremely important). Because this study intends to use series of statements, the same order of response categories should be used to avoid confusing respondents (Dillman, 2007; as cited by Saunders et al., 2009). For the employee questionnaire, this study inquires standard demographical data as well as the employee's duration of the affiliation with the company and the number of former employers. For students we inquire type of study, age and gender and geographic dispersion. To ensure validity of the questionnaire, items are translated from English to Dutch and translated back to English by the researcher and first supervisor.

3.2.6 RELIABILITY AND VALIDITY

The internal validity and reliability of the data depends largely on the design of the questions (Saunders et al, 2009). Important for avoiding biases and errors are clear definitions, data collection and analysis through logical reasoning. The pre-test was a qualitative 'check' to see if respondents were interpreting items in the way intended. This study uses a Cronbach's alpha test to identify whether the questions together form a reliable scale ($\alpha > .70$). Santos (1999) found that .70 is the cut-off value for being acceptable. Table 5. gives an overview of the

reliability of the scales from the analysis of the authors. There are also some threats to external validity, also called the generalisability of the findings. One can doubt on the extent that the research findings are applicable to other research settings because of the relatively small company sample size. A number of key ethical issues arise across the stages and duration of a research project (Saunders et al., 2009). Because of the control variables, we cannot guarantee anonymity. The results should still be treated confidentially though (Babbie, 2010). However, we can assure confidentiality of data provided by individuals or identifiable participants in this research and should communicate this to the respondents.

Table 5. Reliability of the scales

Name	Author	Cronbach's alpha	Number of items
Location	Self- developed		4
Condition	Self-developed		4
Commitment/ Atmosphere	Self-developed		4
Corporate image	Lemmink, Schuijf and Streukens (2003)	The reliability of the first-order constructs was evaluated using composite reliability (Joreskog, 1971; as cited by Lemmink et al., 2003).	6
Corporate social responsibility	CSR consist according to Kim, Lee, Lee and Kim (2010) of two items: CSR participation and CSR activities. CSR associations are defined as employees perceptions of the character of the company related to societal issues while CSR participation is the degree to which employees share in the execution of CSR activities or in decision making (Brown & Dacin, 1997; as cited by Kim, Lee, Lee & Kim, 2010). Three association items were adapted from Lichtenstein et al. (2004) Two participation items were adapted from (Peterson, 2004), the other item was drawn from Smidts et al. (2001)	Association 0.89 Participation 0.77	5
Work-Life-balance	Hill, Hawkins, Ferris, Weitzman(2001) One item of the original scale was removed: 'When I take a vacation, I am able to separate myself from work and enjoy myself'	0.83	3
Training & development	Corporaal (2013)	0.87.	
Job security	Lievens et al. (2005)	0.80	
Working environment	Items developed by Berthon et al. (2005), scale is self-developed.	0.91	2
Employment conditions	Self-developed		5
Team cohesion	Riordan & Weatherley (1999)	0. 81	4
Leadership style	Huiskamp, de Jong & den Hoedt (2008) originally derived from the Charismatic Leadership in Organizations Questionnaire (CLIO, de Hoogh et al., 2004).	0.91	4
Diversity management	Ko and Hur (2014)	0.81	3
Familiarity	Self-developed		3
Autonomy	Morgeson and Humphrey (2006)	work scheduling autonomy(α=.76) decision making autonomy (α=.84) work methods autonomy (α=.79)	9
Tasks	Morgeson and Humphrey (2006)	task variety (α=.91) task significance (α=.80) task identity (α=.77)	12
Flexibility in working place	Corporaal (2014)	0.88	3
Flexibility in working time and working days	Corporaal (2014)	0.70	4

3.2.7 QUANTITATIVE DATA ANALYSIS

First, data is checked for errors and missing values. The group of students is not totally heterogeneous. Because students of the Open University also often work part-time, the data was checked for outliers. There were no outliers of Open University respondents in the sample data (Appendix V). The scale score of each case was calculated by adding together the scores of each of the items that were selected (de Vaus, 2002). The empirical part of the research resulted in mostly descriptive outcomes. To arrange and display the data, different matrices, charts and graphs are used to recognise patterns in the data.

3.3 QUALITATIVE RESEARCH METHOD

3.3.1 RESEARCH DESIGN

 After conducting the qualitative data analysis, the results are interpreted by conducting and analysing in-depth interviews. The interviews are semi-structured with the topics focused on the results of the online questionnaire. The goal of the interviews is an interpretation of the results combined with suggestions for recommendations about employer branding. The interviews had a total length of 40-70 minutes each. The interviews are part of the inductive approach to create theory based on the data collection and analysis (Saunders et al., 2009). The interview checklist is included in Appendix V.

3.3.2. SAMPLING TECHNIQUE

The type of sampling for the interviews is heterogeneous sampling (Saunders et al., 2009). In order to explain the key theme differences between students and employees, the small sample represents students and employees from all locations. The students and employees will also be from a various range of studies and ages. Table 6 shows the characteristics of the interviewees from the sample.

Table 6. sample interviews

Respondent number	age	gender	Study/department	Location	Country
1	23	male	Business Administration	UT	The Netherlands
2	42	female	Supply chain	Born	
3	27	male	Export	Born	
4	26	female	HR	Eibergen	
5	44	female	Customer service	Eibergen	
6	51	male	Finance	Eibergen	
7	22	male	Business and economics	UM	Spain
8	24	male	Business administration	UT	South Africa
9	23	female	Managementwetenschappen	OU	The Netherlands

10	36	female	R&D	Eibergen	
11	25	female	Educational science and technology	UT	The Netherlands
12	43	male	Managementwetenschappen	OU	The Netherlands
13	25	male	Business administration	UT	The Netherlands
14	44	male	Warehouse	Born	

3.3.3. PRE-TEST OF THE INTERVIEWS

In order to test the interview checklist, two students from higher professional education were interviewed and both students also reviewed the interview. The pre-test resulted in a revision of the ranking assignment as described in the interview checklist in Appendix V. It seemed that ranking all 20 items was too difficult. The ranking scheme was adapted to include only the 11 items with the highest means. This cut-off point was made because the top eleven items of the questionnaire scored between moderately important and extremely important. The pre-test also resulted in including the following questions: *Describe in five keywords an attractive employer for you*; *which recommendations do you have for future employers to attract you?* ; *Mention an employer of which you have a positive image, and employer of which you have a negative image, what makes the difference*. The interviews are transcribed which resulted in a preliminary coding scheme for employer branding based on the research questions. This coding scheme was further specified after all interviews were conducted and can be found in subsection 4.4.3.

3.3.4 DATA ANALYSIS

An advantage of the audio-recording of the interview is that it allows the interviewer to concentrate on questioning and listening (Saunders et al., 2009). The interviews are audio-recorded and transcribed with permission of the interviewees. Personal details such as name and function were anonymized. To check the exactness of the transcripts, the respondents reviewed the transcribed interviews. However, none of the interviewees had comments on the transcripts. To make sense of the qualitative data, the transcripts are analyzed and ordered based on their meanings. The type of coding is called 'open coding' and can be described as coding without prior literature study (Saunders et al., 2009). The empirical data pieces were first put in an overview based on their questions.

SECTION 4. RESULTS

In this section the empirical findings of the questionnaire and interviews are presented, including a brief analysis. First the response results of the questionnaire are described, thereafter the reliability of the scales are discussed and finally the differences in means and correlations are described. The qualitative part of the study contains the results of the interviews.

4.1 RESULTS OF QUANTIATIVE ANALYSIS

4.1.1 TOTAL SAMPLE

The total sample of the questionnaire consists of 378 respondents: 306 students and 72 employees of SGA. A total sample of 410 persons entered the online survey, 378 respondents finished the survey. We could not assure that the 32 respondents who did not complete the survey filled out the survey at another moment in time. Therefore, we excluded these students from the results. An overview of the sample group can be found in table 7. The 31 students and 1 employee who did not complete the questionnaire only answered the demographic questions on the first page, or did not fill out this page seriously (e.g. age 110).

Table 7. Sample overview

	Students (n=306)	**Employees (n=72)**	**Total sample (n=378)**
Average Age	26	44	30
Gender	166 men(54,2%) 140 women(45,8%)	43 men (59,7%) 29 women (40,3%)	209 men (55,3 %) 169 women (44,7%) .

4.1.2 STUDENT SAMPLE

The student sample consist of 171 students from University of Twente (UT), 55 students from Open University (OU) and 80 students from Maastricht University (UM). Master students of OU were older with an average age of 41, and are often studying part-time (84%).The students are all Master students of the faculty 'Management and governance' (UT), 'Managementwetenschappen'(OU) and 'School of Business and Economics' (UM). The exact total population is not known, because UM and OU are not willing to distribute the exact numbers as shown in table 8. This table shows the master student population, the amount of certificates in 2013 and the total student population.

Table 8. Student population 2013

University	Master students Business studies	Certificate	Total student Population
University Twente (2013-2014)	806	337	Bachelor + Master 9.161
Open University (2013)	Unknown	142	Bachelor+ Master 48.941
University Maastricht (2013)	Unknown	Unknown	Bachelor + Master 16.229

Of the student sample, 244 Students were studying fulltime, 46 part-time and 16 other . The student sample consist of 208 Dutch students and 98 international students. The distribution of the nationality of international students is given in figure 4. International students were asked where they currently live. 33,7% lives in Overijssel, 46,9% in Limburg and 10,2% still lives abroad. This last group consisted of students from Germany or Belgium. Dutch students were asked where they lived before studying at the university. The distribution of provinces was 30,3% Overijssel, 18,3% Gelderland, 9,1% Noord-Holland, 8,7% limburg, 8,2% Noord-Brabant.
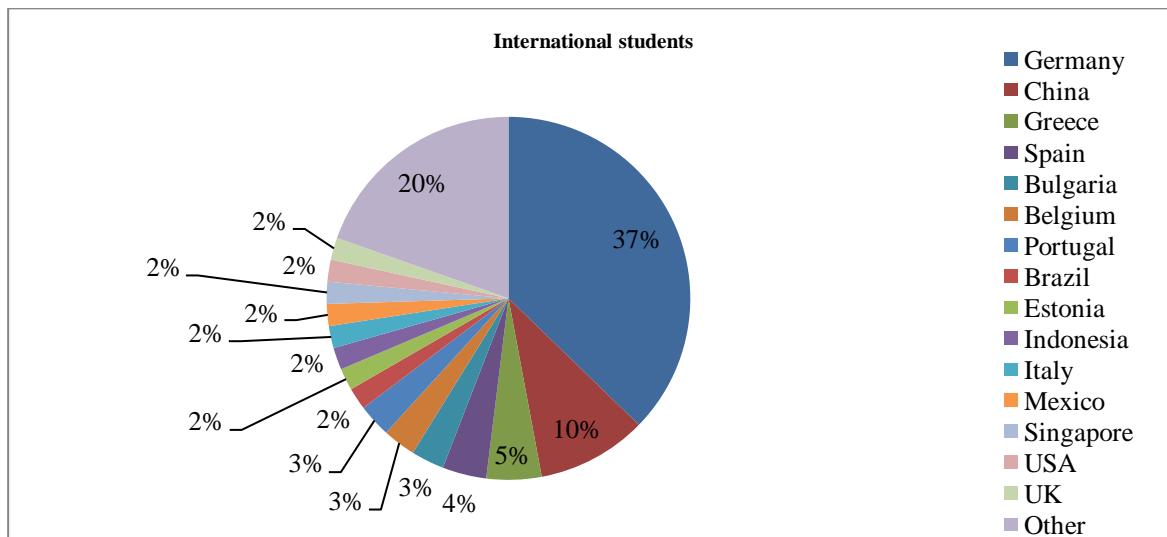
Figure 4. Nationality of international students

4.1.3 EMPLOYEE SAMPLE

Of the 85 employees from Saint-Gobain Abrasives BV who received the questionnaire via e-mail, 73 started the questionnaire and 72 employees filled in the entire questionnaire. The sample consist of 23 employees (69% response) of Saint-Gobain Abrasives Born and 49 employees (89% response) of Saint-Gobain Abrasives Eibergen. The education level distribution was: MBO (34), HBO (24), WO (9) and other (5). Employees were asked how many employers they had had between their finishing their studies and starting at Saint-

Gobain Abrasives. They were also asked for how many years they had been working for SGA. The descriptive results of these questions are displayed in figure 5. And figure 6. The graphs show that employees mostly had 3-7 former employers and 1-15 years of work experience within Saint-Gobain Abrasives.
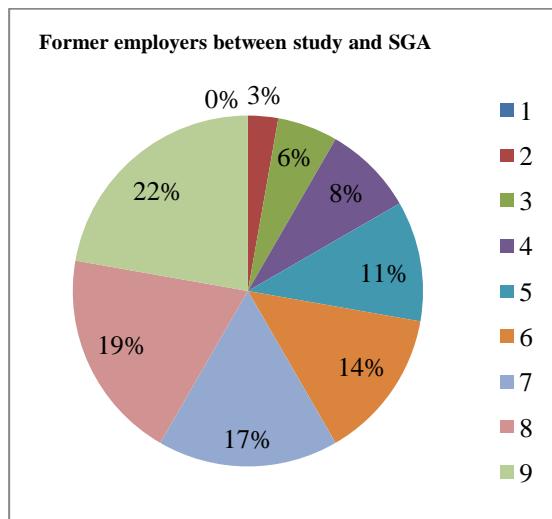
Figure 5. Amount of former employers   *Figure 6. Years of employment SGA*
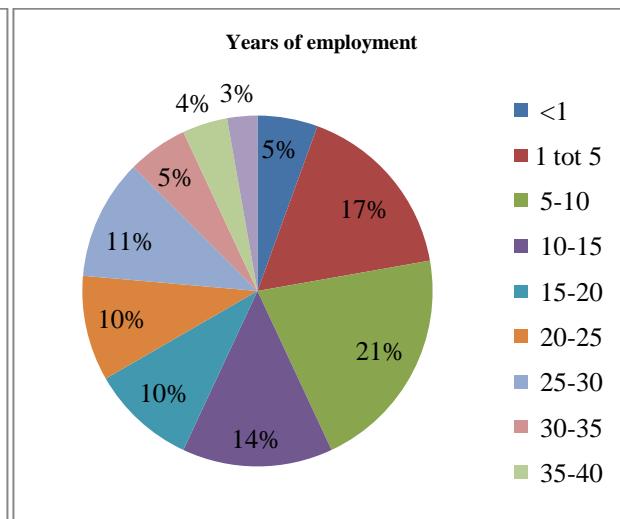
4.2. RELIABILITY OF THE SCALES

4.2.1 INTERNAL CONSISTENCY

For all scales, there was one common question measured on a 7-point Likert scale: *'How important are the following elements to you when you evaluate the attractiveness of an employer ?* (1= not at all important – 7 = extremely important). The internal consistency is measured with the Cronbach's alpha test. The results of this test are given in table 9.

Table 9. Reliability of the scales

Variable	Items	Cronbach's alpha study	Item deleted	Cronbach alpha after item deleted	Cronbach's alpha students	Cronbach's alpha employees
Location/position	4	0.478			0,433	0,529
Condition	4	0,652	A company with offices in several countries	0,674	0,650	0,749
Commitment/At mosphere	4	0,638				
Corporate image	6	0,726			0,697	0,788
CSR associations	3	0,897			0,901	0,871
CSR participation	2	0,918			0,911	0,968
Work-life balance	3	0,877			0,861	0,933
Training & development	4	0,756			0,727	0839
Job security	4	0,832			0,825	0,836
Working environment	3	0,722			0,712	0,786
Employment conditions	5	0,766			0,747	0,790
Team cohesion	4	0,823			0,821	0,791
Leadership style	4	0,849			0,836	0,901
Diversity		0,837	Managers/supervisor s/team leaders that work well with employees of different backgrounds	0,903	0,894	0,951
Familiarity	3	0,931			0,915	0,962
Works scheduling autonomy	3	0,850			0,846	0,854
Decision making autonomy	3	0,861			0,850	0,917
Work methods autonomy	3	0,873			0,868	0,902
Task variety	4	0,911			0,905	0,936
Task significance	4	0,914			0,906	0,946
Task identity	4	0,900			0,905	0,888
Flexibility in workplace	3	0,921			0,923	0,916
Flexibility in working hours	4	0,847			0,846	0,858

4.2.2. UNRELIABLE SCALES

The scales of location/ position, condition and atmosphere/commitment in the company will not be used in the analysis because they were unreliable scales based on their Cronbach's alpha of <0.70. However, single items as shown in table 10. can indicate also the importance of several aspects. Items about informal culture and layers of management did not match the

items about the commitment & atmosphere which scored much higher. For the location/position of the company there are big differences in importance between a company that is located near a large city, with multiple locations and offices in several countries and the importance of a short commute time and motorways/public transport. The question about committed employees scored 6 points on the 7 point Likert scale. This means that it is marked as 'important' by the sample. Also, a friendly atmosphere, a growing number of employees, a short commute time, appropriate motorways/public transport, informal culture and a growing sector scored between moderately important (5) and important (6). The item: 'A company that has multiple locations in Netherlands' was the only item in the questionnaire that scored below neutral with a mean score of 3,44. This item scored between slightly unimportant (3) and neutral(4). It seems that committed employees, a friendly atmosphere and a growing number of employees are important for many respondents because they have a high mean score as well as a high minimum score.

Table 10. Descriptive statistics items unreliable scales

Unreliable scale	Descriptive Statistics					
		N	Minimum	Maximum	Mean	Std. Deviation
Commitment & Atmosphere	A company with committed employees	378	3	7	6,02	,794
Commitment & Atmosphere Condition	A company with a friendly atmosphere	378	2	7	5,97	,989
	A company in which the number of employees grows	378	2	7	5,84	,907
Location/position	A company with a short commute time from home to work	378	1	7	5,32	1,230
Location/position	A company that is well served by motorways / public transport	378	1	7	5,26	1,344
Commitment & Atmosphere Condition	A company with an informal culture	378	1	7	5,10	1,237
	A company in a growing sector	378	1	7	5,09	1,097
Location/position	A company with offices in several countries	378	1	7	4,49	1,191
Commitment & Atmosphere	A company with few layers of management	378	1	7	4,47	1,161
Location/position	A company with offices in several countries	378	1	7	4,34	1,618
Location/position	A company that is located near a large city (> 160,000 inhabitants)	378	1	7	4,05	1,680
Location/position	A company that has multiple locations in Netherlands	378	1	7	3,44	1,510
	Valid N (listwise)	378				

4.2.3. MEAN SCORES ON VARIABLES AND ITEMS

Table 11. gives an overview of the mean scores on all the constructs completed by all respondents of the questionnaire. All items scored on average above neutral (4). Nine constructs scored between neutral (4) and moderately important (5). Ten constructs scored between moderately important (5) and important (6). Working environment was the most important construct with a mean score between important (6) and extremely important (7). The five highest means are scored for the constructs working environment (M=6.1; SD=0.74)

, work-life balance (M=5.92; SD=0.82), leadership style (M=5.88; SD= 0.77), task variety (M=5.72;SD=0.82) and training & development (M=5.72; SD=0.797). The lowest means are scored for CSR participation (M=4.4; SD=1.28) and CSR associations (M=4.21; SD= 1.30). However, these constructs still score above neutral (4). The highest standard deviation of the construct diversity (SD=1.51) indicates that the data is widely spread.

Table 11. Overview of means scales

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Working environment	378	3,00	7,00	6,0908	,73659	,543
Work-life balance	378	1,00	7,00	5,9242	,81657	,667
Leadershipstyle	378	3,00	7,00	5,8810	,77326	,598
Taskvariety	378	2,00	7,00	5,7295	,82207	,676
Training & development	378	3,00	7,00	5,7282	,79726	,636
Decision making Autonomy	378	3,00	7,00	5,7169	,77013	,593
Team cohesion	378	2,00	7,00	5,6104	,80586	,649
Work methods Autonomy	378	2,00	7,00	5,6093	,78893	,622
Work scheduling Autonomy	378	1,00	7,00	5,5150	,94495	,893
Job security	378	1,00	7,00	5,4279	1,00245	1,005
Employment conditions	378	2,00	7,00	5,3630	,80982	,656
Organisational image	378	2,00	7,00	4,9250	,81566	,665
Taskidentity	378	1,00	7,00	4,8717	1,12972	1,276
Flexibility in working hours	378	1,00	7,00	4,8340	1,13132	1,280
Tasksignificance	378	1,00	7,00	4,7116	1,17959	1,391
Flexibility in workplace	378	1,00	7,00	4,6596	1,33883	1,792
Familiarity	378	1,00	7,00	4,6305	1,27046	1,614
Diversity	378	1,00	7,00	4,5026	1,51123	2,284
Corporate social responsibility participation	378	1,00	7,00	4,4378	1,28477	1,651
Corporate social responsibility associations	378	1,00	7,00	4,2063	1,30034	1,691
Valid N (listwise)	378					

When we look at the top ten of individual items in table 12., it confirms that the working environment aspect scores relatively high. Commitment & atmosphere and leadership style aspects also seem to be very important. There was no reliable scale for commitment and atmosphere, however this results indicate that the single items are important. It is also remarkable that these elements include some 'symbolic' elements although the focus in this study was mainly on objective elements.

Table 12. Top ten of individual items

	N	Minimum	Maximum	Mean	Std. Deviation
A fun working environment	378	2	7	6,19	,801
A working environment where I feel (like at) home	378	2	7	6,05	1,064
Working in an exciting environment	378	1	7	6,04	,870
A company with committed employees	378	3	7	6,02	,794
Ability to maintain adequate work and personal/family life balance	378	1	7	6,00	,879
A job where I can grow to functions with more independence	378	3	7	5,98	,843
A company with a friendly atmosphere	378	2	7	5,97	,989
A manager who encourages me to develop my talents	378	2	7	5,96	,885
A job where I can grow into functions of greater responsibility	378	2	7	5,95	,897
A manager who encourages me to come up with my own initiatives	378	2	7	5,95	,869

The constructs that were studied included several items with some remarkable differences in means. The organizational image includes six items with some big differences as shown in table 13. The item of: 'A company of which buying stock is a good investment' is neutral to the respondents while 'A company where the management is committed to the organization' is between moderately important and important. This result emphasize that in addition to the committed employees, committed management is also important.

Table 13. Organizational image items

	N	Minimum	Maximum	Mean	Std. Deviation
A company of which buying stock is a good investment	378	1	7	4,03	1,451
A company that often introduces innovations	378	1	7	5,01	1,325
A company where the management is committed to the organization	378	2	7	5,80	,974
A company with appealing advertising for products and services	378	1	7	4,24	1,448
Heard/experienced positive things about the company	378	1	7	5,31	1,041
A company that is first choice for high quality products/services	378	1	7	5,17	1,210

The employment condition construct includes different types of employment benefits as shown in table 14. Differences in means show that the salary is most important item, followed by extra benefits. Flexible salary is less important for the attractiveness of an employer.

Table 14. Employment condition items

	N	Minimum	Maximum	Mean	Std. Deviation
Level of the primary wage (salary and holiday pay)	378	1	7	5,64	,905
Level of flexible salary (i.a. bonus scheme)	378	1	7	4,86	1,321
Benefits (including training)	378	1	7	5,62	,970
Number of Holidays	378	1	7	5,32	1,081
Retirement System	378	1	7	5,37	1,293

The job security construct includes one item about 'a job that offers people a job for life' which scored remarkably lower than the other items as displayed in table 15.

Table 15. Job security items

	N	Minimum	Maximum	Mean	Std. Deviation
A job that offers the possibility to hold a permanent position	378	1	7	5,75	1,155
A job that offers job security	378	1	7	5,82	1,064
A job that offers people a job for life	378	1	7	4,46	1,548
A job that offers prospects for a certain future	378	1	7	5,68	1,088

The first item of the diversity construct was managers/supervisors/team leaders that work well with employees of different backgrounds as shown in table 16.. This item scores one point higher than the other items in the scale. In order to improve the reliability of the scale, this item is removed from the scale.

Table 16. Diversity items

	N	Minimum	Maximum	Mean	Std. Deviation
Managers/supervisors/team leaders that work well with employees of different backgrounds	378	1	7	5,51	1,168
Policies and programs that promote diversity in the workplace (for example, recruiting minorities and women, training in awareness of diversity issues, mentoring).	378	1	7	4,56	1,551
Supervisor/team leaders that are committed to a workforce representative of all segment of society	378	1	7	4,44	1,613

Concluding from the results of the means of constructs and items that the working environment, work-life balance, leadership style, task variety and training & development are the most important constructs. The constructs of Corporate social responsibility associations and participation are the least important but still score above neutral. Within the construct of organizational image, the item about buying stocks is less important than committed management. The salary is the most important item of the employment conditions and within the job security construct, the job that offers people a job for life is less important.

4.3 DIFFERENCES IN THE RESULTS BETWEEN GROUPS

4.3.2. DIFFERENCES BETWEEN STUDENTS AND EMPLOYEES

The independent sample t-test showed that there are no significant differences in means between students and employees in the constructs of working environment, work-life balance, work methods autonomy, task identity, flexibility in workplace, corporate social responsibility participation and associations. The graph in figure 5. shows the scores of students and employees on all constructs. CSR associations scored the lowest value and working environment the highest value for both students and employees.
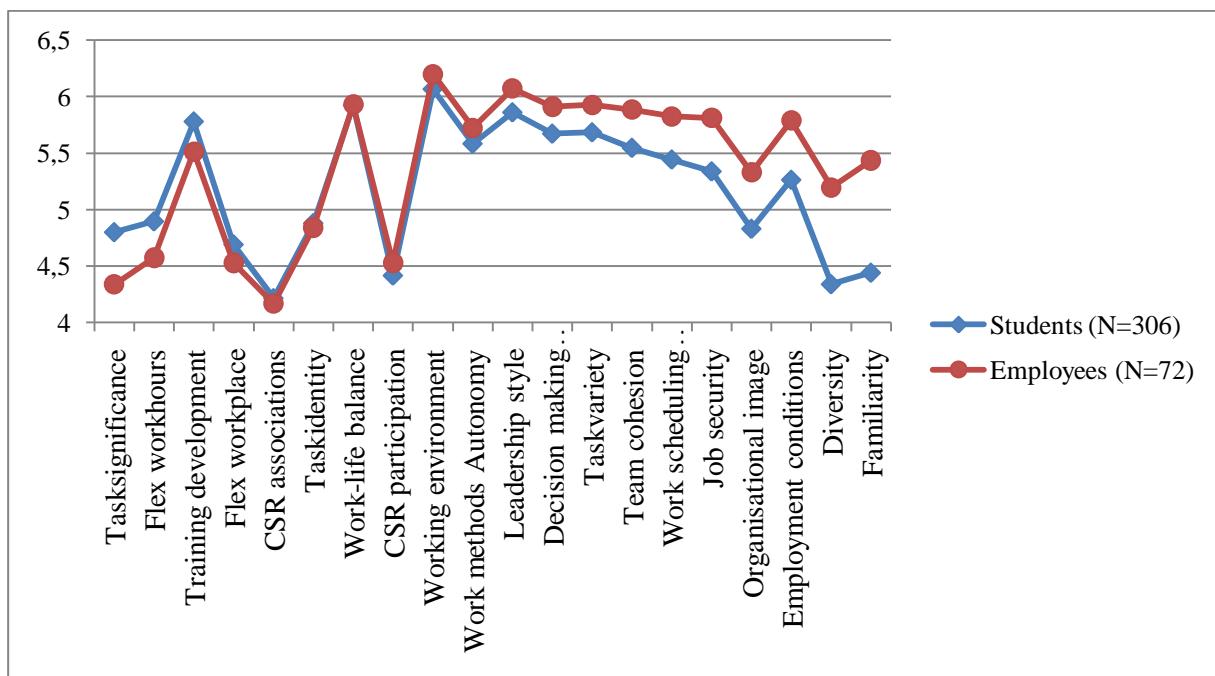
Figure 5. Scores of students and employees

Figure 6. shows the significant differences between students and employees on organizational image (F=.556, p=0.00), training & development (F=3.652, p= 0.011) , job security (F=5,.365, P=.00), employment conditions (F=3.211, p=0.00), team cohesion (F=6.677, p=0.00), diversity (12.646, p=0.00), familiarity (F=.277, p=0.00), work scheduling autonomy (F=12.984, p=0.00), decision making autonomy (F=12.137, p=0.06), task variety (F=6.006, p=0.012), task significance (F 3.595,p=0.003), leadership style (F=.244, p=0.030) and flexibility in working hours (F=.285, p=0.029).
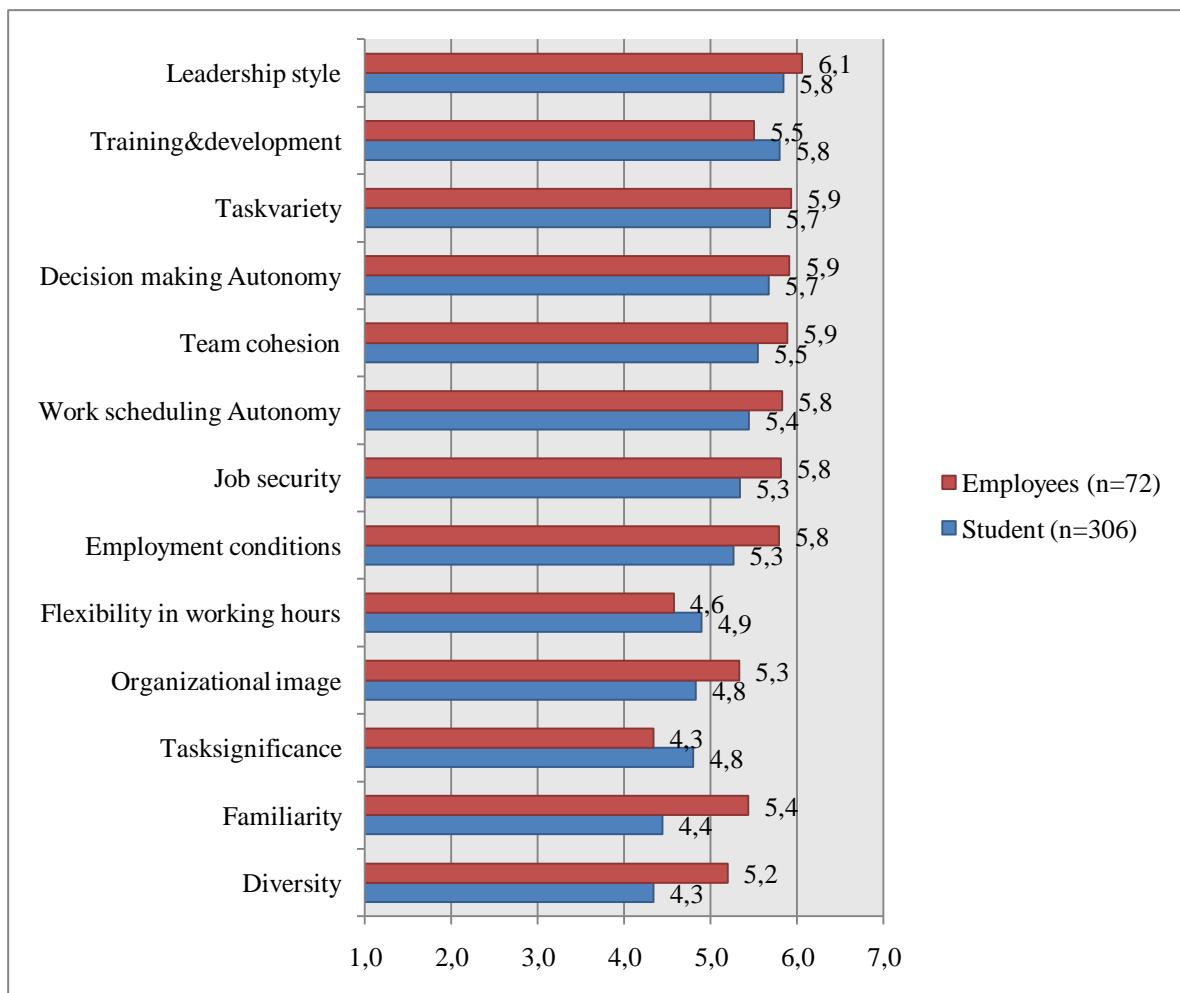
Figure 6. Significant differences in means between employees and students

The results of the differences between employees and students show that employees assign more value to almost every aspect. However, students are more interested in training & development, flexibility in working hours and task significance. The biggest differences between employees and students are found on the variables familiarity and diversity. Students score between neutral (4) and moderately important (5), while employees score between moderately important (5) and important (6).

4.3.3 OTHER DIFFERENCES IN MEANS

Due to the exploratory nature of this study, we also checked for significant differences in other groups we could demonstrate. Moreover, because the sample of students is heterogeneous with also some students that study part-time we have to check whether differences between students and employees can also be caused by other characteristics. Therefore, we would check whether there are differences between men and women, generations, education level and nationality.

The independent sample t-test showed that between men and women the largest significant ($p < 0.05$) difference in means is also for variable diversity ($F = 5,332$, $p = 0,21$): men (M=4.04; SD=1.55) women (M=5.07; SD=1.25). There was also a large significant difference in means on the variables CSR participation ($F = 4.316$, $p = 0.038$) and leadership style ($F = 4.635$, $p = 0.032$). To test the variances between Eibergen and Born in both groups, independent t-tests are conducted. There were no significant differences ($p < 0.05$) in means between Eibergen and Born.

Differences in age and generations

There are significant ($p < 0.05$) differences in means for age at the variables: Training & development ($F = 1.630$, $p = 0.009$), work scheduling autonomy ($F = 1.555$, $p = -.016$) and decision making autonomy ($F = 1.467$, $p = -.032$). To find the differences, the employees and students are divided into categories based on the generation categories of Becker (1992) as mentioned in subsection 2.4.2. Table 17 shows the classification based on generations.

Table 17. Generations

Generation	Year born	Age in October 2014	Frequencies
Protestgeneration	1940-1955	59 till 74	12
Generation X	1955-1970	43 till 59	62
Pragmatic Generation	1970-1985	28 till 43	64
Screenagers	1985-2000	13 till 28	240

The variables of work-life balance ($F = 2.919$, $p = 0.034$), training & development ($F = 7.923$, 0.000), working environment ($F = 6.633$, 0.000), diversity ($F = 2.841$, 0.038), familiarity ($F = 2.904$, $p = 0.035$), work scheduling autonomy ($F = 9.588$, $p = 0.000$), decision making autonomy ($F = 7.545$, 0.000), work methods autonomy ($F = 2.731$, 0.044), taskvariety ($F = 4.712$, $p = 0.003$), flexibility in workplace ($F = 4.902$, $p = 0.002$), flexibility in working hours ($F 2.880$, $p = 0.036$) showed significant differences between generations. There are no significant

differences in leadership style, team cohesion, job security, employment conditions, organizational image, task identity, task significance, corporate social responsibility associations and participation. The differences in means show that the pragmatic generation is more interested in flexibility and work-life balance aspects, while the screenagers are especially interested in training & development. For the oldest generation, training & development, work-life balance and flexibility is less important, this group is more interested in autonomy in decision making and work methods. However, this results should be interpreted cautiously, because the protest generation group consist of only 12 respondents.
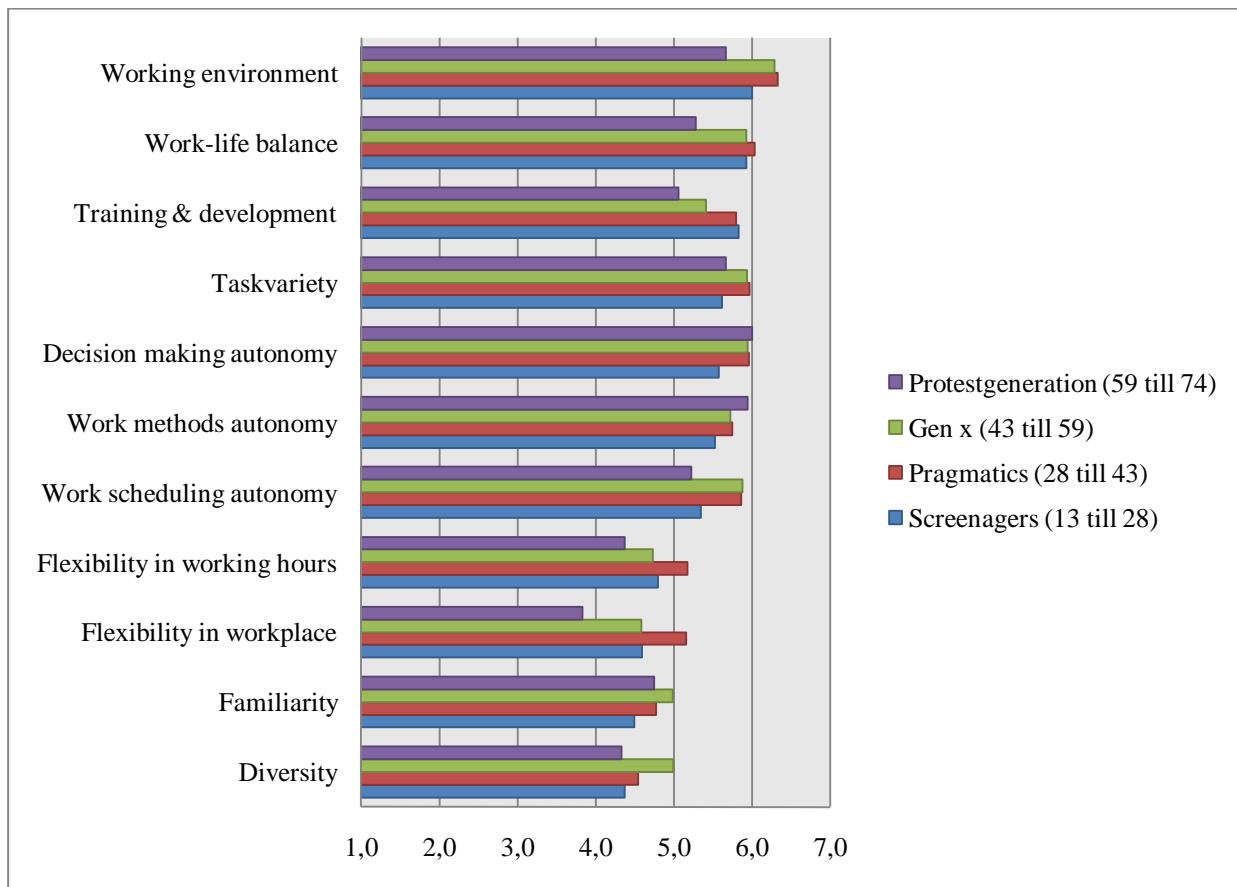
Figure 7. significant differences between generations

Differences in student sample

In the group of students, there are significant differences in means between universities on organizational image (F=4.458, p=0.012), CSR associations (F=3.984, p=0.020) and participation (F=3.984, p=0.020), training & development (F=3.908, p=0.021) working environment (F=4.693, p=0,010), employment conditions(F=5.505, p=0.10), diversity (F=8.888, p=0.000), familiarity (F=3.690, p=0.026), work scheduling autonomy (F=8.303, p=0.000), decision making autonomy (F=10,996, p=0,000), work methods autonomy

(F=7.752, p=0.001), task significance (F=4.621, p=0,011), flexibility in workplace (F=4,403, p=0,013) and flexibility in working hours (F=7.588, p=0,001). The biggest difference in means is between UT (M=4.06; SD=1.64) and UM (M=4.93; SD=1.40) on diversity. There are no significant differences in work-life balance, leadership style, task variety, training & development, team cohesion, job security, and task identity.
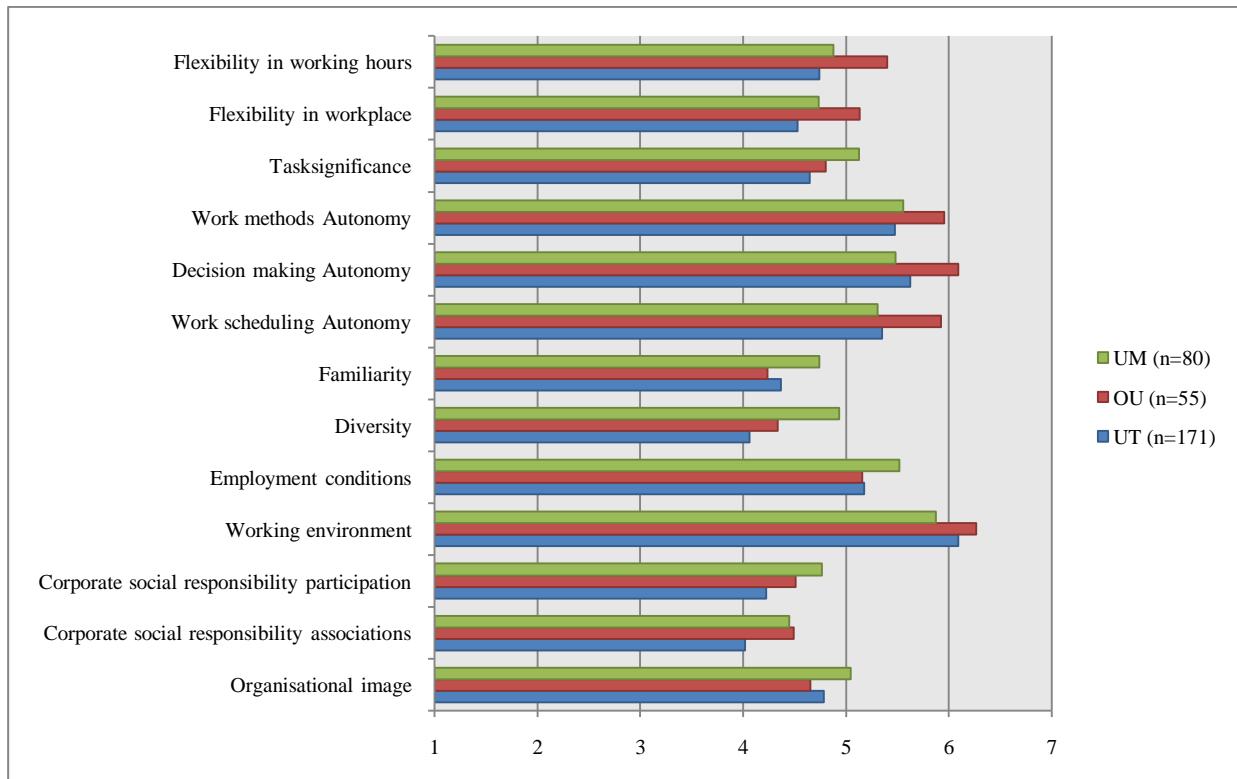
Figure 8. Significant differences between Universities

It seems that students of OU find flexibility and autonomy aspects more important. While students at UT are more interested in familiarity, organizational image and diversity aspects.

There are also significant (p<0.05) differences between Dutch and Non-Dutch students on the variables organizational image (F=.129; p=0.000), CSR associations (F=.842; p=0.000), CSR participation (F=3.614; P=0.000), work-life balance (F=1.724; p=0.001), working environment (F=7.764; p=0.000), employment conditions (F=2.936; p=0.000), team cohesion (F=2.936; p=0.000), diversity (F=4.428; p=0.000), familiarity (F=.000; p= 0.001), decision making autonomy (F=2.248; p=0.003), task variety (F=7.657; p=0.018), task significance (F=4.197; p=0.000), task identity (F=4.384; p=0.003). There are no significant differences in leadership style, training & development, work methods Autonomy, work scheduling Autonomy, job security, flexibility in working hours, task significance and flexibility in workplace.
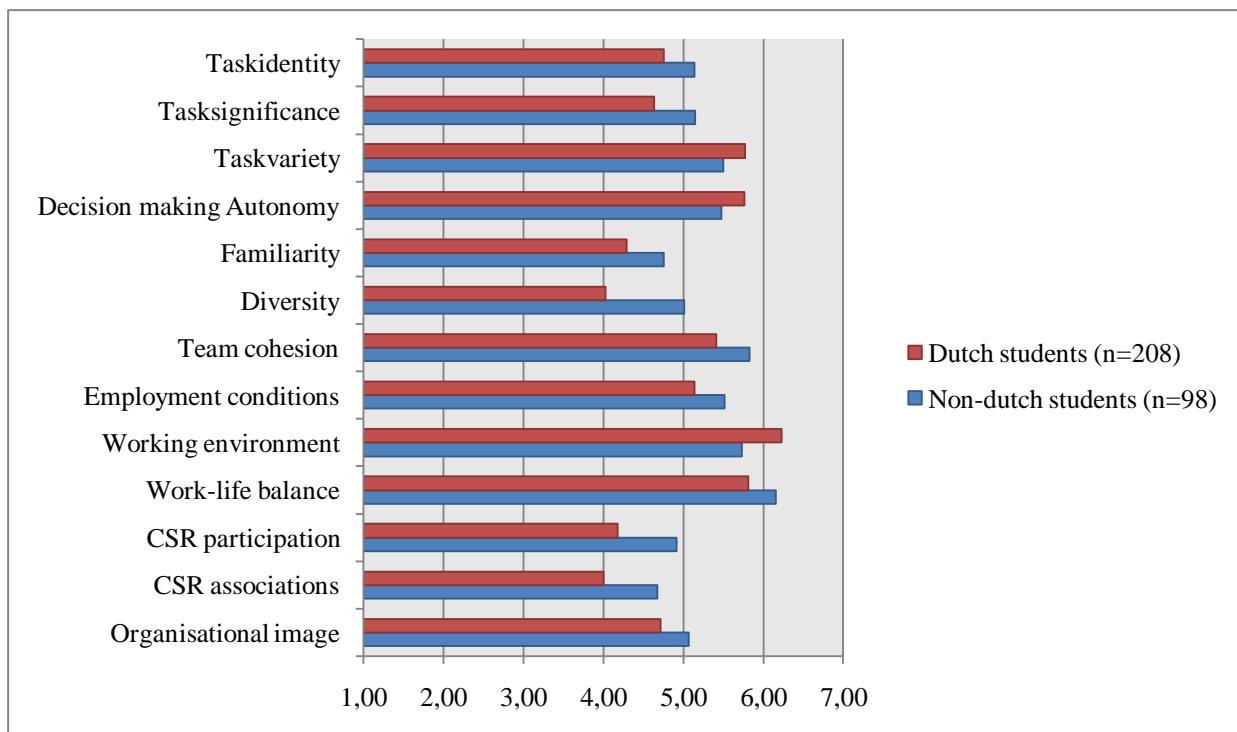
Figure 9. Significant differences between Dutch and Non-Dutch

The results show that diversity is more important for non-Dutch students (M=5.01;SD=1.33) than for Dutch students (M=4.02; SD=1.56). Non-Dutch students are also far more interested in CSR participation and associations. The working environment, task variety and decision making autonomy are more important for Dutch students. The results of the ANOVA test (Appendix V) showed significant (p<0.05) differences between education level on organizational image (F= 8.758, p=0,000), job security (F=6.313, p=0,000), employment conditions (F=9.529, p=0,000), team cohesion (F=5.895, p=0.001), diversity (F=7.,254, p=0,000), familiarity (F=15,639, p=0.000), leadership style (F=2,675, p=0.047) work scheduling autonomy (F=3.185, p=0.024), task significance (F=3.581, p=0,014) and training & development (F=2.762, p=0.042). There are no significant differences in working environment, work-life balance, task variety, decision making autonomy, work methods autonomy, task identity, flexibility in working hours, flexibility in workplace, corporate social responsibility participation, and corporate social responsibility associations.
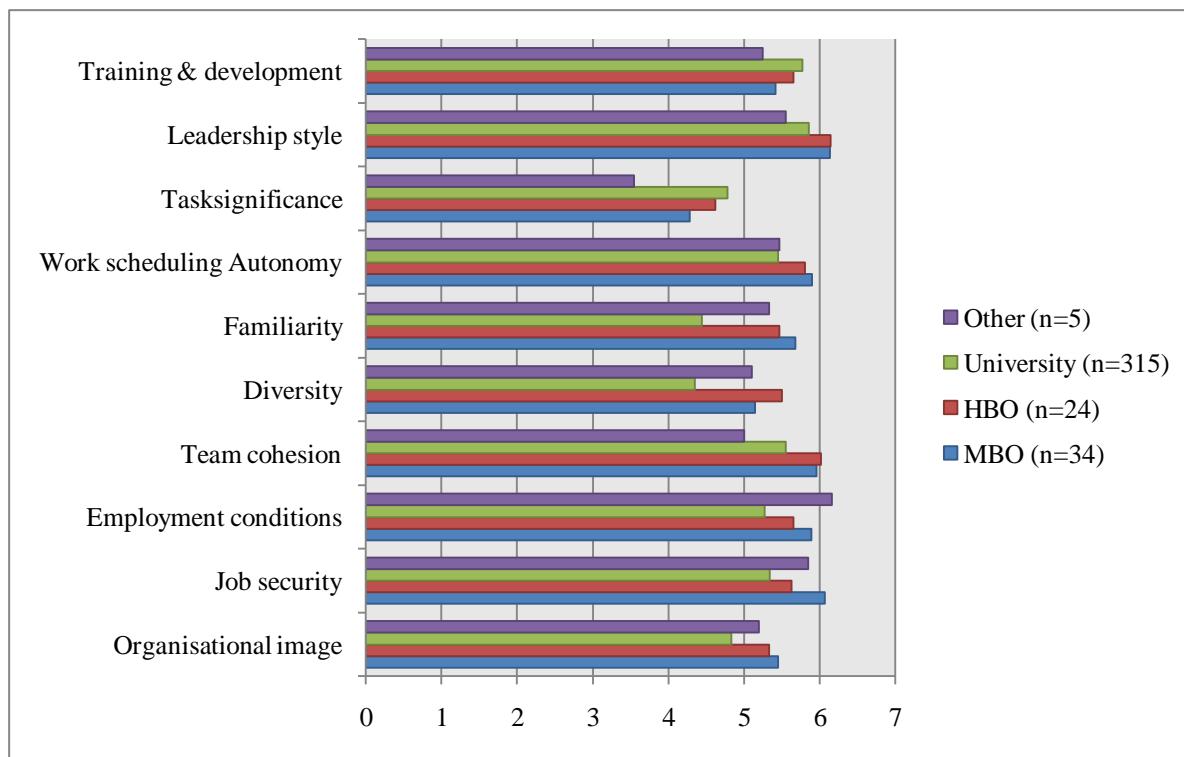
Figure 10. Significant differences between education levels

The results show that students of MBO and other studies are more interested in employment conditions and job security. Students of the university are more interested in task significance and training & development however. There is a big difference between University and tether students in how important they find familiarity and diversity aspects. University students find this far less important than students from other education levels.

4.3.4 CORRELATION OUTCOMES

The correlation coefficient quantifies the strength of the linear relationship between two ranked or numerical variables. The values of the correlation coefficient are: -1= perfect negative, -0.7= strong negative, -0.3= weak negative, 0 = perfect independence, 0.3 = weak positive, 0.7= strong positive, 1 = perfect positive (Saunders et al., 2009).

The Pearson correlation test (Appendix V) showed that there are negligible significant ($p<0.05$) positive correlations between age and: organisational image ($r=.101$, $p=.049$), leadership style ($r=. 104$, $p=0.044$), diversity ($r=.136$, $p=0.008$), familiarity ($r=.123$, $p=0.009$), work scheduling autonomy ($r=.173$, $p=0.001$), decision making autonomy ($r=.223$, $p=0.00$), work methods autonomy ($r=.142$, $p=0.006$) and task variety ($r= .121$, $p=0.018$). There is a negligible significant negative correlation with training & development ($r=.-236$, $p=.000$).

The Pearson correlation test (Appendix V) also showed a significant (p<0.05) negligible negative correlation (r=.-233, p=0.049) between the length of employment within SGA and training and development and a negligible negative correlation with task variety (r=.272, p=0.021). There is also a weak positive correlation between the amount of former employers and decision making autonomy (r=.336, p=0,004) and a negligible positive correlation with work methods autonomy (r=.268, p=0,024).

The results of this correlation analysis show that there are some significant correlations between attractiveness elements and age and length of employment. The biggest finding was a weak positive correlation between the amount of former employers and decision making autonomy.

4.4 RESULTS OF QUALITATIVE ANALYSIS

Interviews are conducted in order to specify, clarify and supplement the results of the quantitative analysis. All findings of the interviews are displayed in Appendix VII. This subsection mentions remarkable results of this analysis starting with a check of the completeness of the questionnaire.

4.4.1 CHECK OF COMPLETENESS OF QUESTIONNAIRE

The first step of qualitative analysis was to check whether all elements of employer attractiveness included in the questionnaire were mentioned on the question: *'Which elements determine the attractiveness of an employer?'* It can be concluded from table 18. that the mentioned aspects are mostly the same as the aspects measured in the questionnaire. The aspects that are not mentioned in the questionnaire are: responsibilities within the function and type of customers. The other items are included in the questionnaire. This check confirmed the completeness of the questionnaire.

Table 18. Mentioned items 'Which elements determine the attractiveness of an employer?'

Mentioned item	Amount of respondents mentioned the item
Employment conditions	4
Functional growth	4
Autonomy in decisions	3
Training	3
Travel distance	3
Company size	2
Environmental policies	2
Familiarity	2
Leadership	2
Responsibilities	2
Working environment	2
Colleagues	1
Type of customers	1
Job description	1
Job security	1
Management support	1
Multinational	1
Not have to work on different locations	1
Positive image in the news	1
Rating as an employer	1
Reputation of the company	1
Task variety	1

A similar question checking the most important elements of employer attractiveness: *'Describe in 5 words an attractive employer'* The overview of all 70 mentioned words is included in Appendix VII. Table 19. gives an overview of the aspects that were mentioned most often as elements for the attractiveness of an employer. The results confirmed the completeness of the questionnaire, all items were also included in the questionnaire.

Table 19. Mentioned items 'Describe in 5 words an attractive employer'

Mentioned aspect	Times mentioned
Development opportunities	9
Employment conditions	8
Work-life balance	4
Travel distance	3
Informal culture	2
Variety	2
Environmental aspects	2
Autonomy	2
Responsibilities	2
Multinational	2
Leadership style	2
Atmosphere	2
Collegiality	2
Freedom/Independency	2
Stability	2

The last step to check the completeness of the quantitative results, and to verify the ranking of the quantitative results was a ranking assignment among interviewees. Interviewees had to rank the top 11 of the questionnaire constructs in what they find most important. The results of table 20. show that almost all aspects of this top eleven are relevant to the interviewees.

Table 20. Ranking of the interviews

Variable	Mean ranking Interviews (1= most important; 11 = least important)
Training & Development	4,1
Working environment	4,2
Decision making autonomy	4,5
Task variety	5
Team cohesion	5,1
Work methods autonomy	6,1
Leadership style	6,5
Work-life balance	7
Work scheduling autonomy	7,1
Employment conditions	8,1
Job security	9

Only job security was sometimes mentioned as unimportant, the reason can be illustrated by the following quote of respondent 12:

- *'I do not believe in the myth to work for the same employer for 40 years. It still happens, but I do not believe that it is likely. '*

It seems that working your entire life for the same employer is not desirable. This was also what we found from the questionnaire in which the: 'a job that offers people a job for life' scored remarkably lower than the other items. Erlenkaemper, Hinzdorf and Priemut (2005) argue that asking at the preference regarding employer attractiveness does not portray the decision-making process of potential applicants in their selection process. Therefore, we asked the interviewees whether there was a difference in the elements of employer attractiveness and elements they would select an employer on. There were three types of answers given:

- Some interviewees mentioned that there is a difference between what organizations mention and what is really present in the company like respondent 8: *'One could say that the company has a good leadership style, there are plenty of companies that included it in their policies, they say they have a transformational leadership style however, there is a difference between what is real and what is intended.'*
- Other interviewees mentioned that several elements are conditions for them to apply for a job, such as respondent 6: *'I would be able to apply in Utrecht but I would not consider it because of the commute time.'*
- Final, interviewees mentioned that it depends on your personal situation whether you are in the position to critically select on elements like respondent 12: *'That depends a bit from what situation I should look for another job. Looking back at the last 20+ years I have always had the luck that I came from a position where I already had a job. I can imagine that if you're in a situation where you are unemployed, you would be less demanding.'*

It can be concluded from the interviews that almost all aspects are measured in the questionnaire. This implies that the questionnaire was quite complete, except for cultural/commitment aspects. The employer attractiveness elements are mostly the same as the elements interviewees would select an employer on.

4.4.2 CHECK OF COMPLETENESS OF CONSTRUCTS

This subsection focuses on some constructs of the questionnaire which were further examined through interviews. The quantitative results showed that the construct of 'working environment' scored the highest mean on importance for the employer attractiveness. However, it was not clear what explicitly influenced a 'fun' working environment and an 'exiting' environment. Therefore, interviewees were questioned on what they consider to be a fun and exciting working environment as shown in table 21. From the following table, we can conclude that there are two main aspects that influence the working environment: colleagues and the office. Regarding the office the respondents often mentioned that the working environment is influenced by a combination of all other aspects mentioned in the questionnaire.

Table 21. Working environment aspects

Respondent	Interviewees ranking of Working environment	Working environment aspects
Resp. 4	1	Ability to be yourself
Resp. 5	7	Colleagues
Resp. 7	1	Colleagues
Resp. 9	2	Office
Resp. 10	1	Colleagues
Resp. 11	8	Office
Resp. 12	4	Is created when other aspects like team cohesion are fulfilled
Resp. 13	2	Colleagues, office and canteen

Work-life balance was the second most important element of the questionnaire results. However the constructs of 'flexibility in working hours'(mean score 4,8) and 'flexibility in workplace'(mean score: 4,6) scored much lower on the questionnaire. This result made us curious as to what exactly was meant by 'work-life balance'. Several interviewees explicitly mentioned the aspects of work-life balance that are important to them. From table 19. it can be concluded that work-life balance is experienced different by the interviewees. Work-life balance is considered as freedom to organize your work in place and time but also as support from family and your partner.

Table 22. Work-life balance aspects

Respondent	Interviewees ranking of Work-life balance	Work-life balance aspects
Resp. 3.	5	Flexibility in working hours. Flexibility If you have to arrange or organize something personal.
Resp. 4	9	Flexibility in working hours
Resp. 5	4	Flexibility in working hours Support of your family and support at work
Resp. 6	10	In consultation with your partner
Resp. 9	5	Flexibility in workplace (ability to work at home in the weekends) Not have to work in your leisure time
Resp. 10	2	Part-time work Flexibility in working hours
Resp. 11	7	Taking work home
Resp. 12	1	Working at home, flexibility in working times, ability to combine work with study

The results of the interviews shed light on the ambiguity of working environment and work-life balance. It seemed that working environment basically consist of colleagues and office elements, and work-life balance of flexibility and social support. It can be concluded that those constructs should be further specified in following studies, focusing on several different aspects in order to determine what is most important for the attractiveness of an employer. Moreover, it seems that working environment, work-life balance and familiarity are a condition to consider an employer as attractive.

4.4.3 EMPLOYER BRANDING STRATEGY

The second part of the interviews included questions about employer branding. Students and employees were asked which channels they used to get the necessary information about the employer and which information they needed to determine the attractiveness of an employer. Open coding resulted in the following coding scheme in table 23.

Table 23. Coding scheme

Category (Channel)	Sub-category (Type of information)	Description
Google [GO]	[GO-T]	Google and internet information
Website [W]	[W-T]	Website information Textual
	[W-V]	Website information Videos
	[W-PI]	Website information Pictures
	[W-PE]	Website information Personal contact
	[W-L]	Website Lay-out
Meeting [M]	[M-PE]	Company diner/lunch meetings
Guest lecture[GU]	[GU –PE]	Guest lectures
Company visit[C]	[C-PE]	Company visits
Job market [J]	[J-PE]	Job markets
Network [N]	[N –PE]	Network contacts
Vacancy[V]	[V-T]	Vacancies
LinkedIn[L]	[L-T]	LinkedIn information
Social media [S]	[S-T]	Twitter and Facebook
Newspaper[N]	[P-T]	Vacancies or adverts in newspapers
Advertisement [A]	[A-PI]	Pictures/videos as advertisement

To be able to conclude about the robustness of the findings about employer branding (Saunders, 2009), the data has been classified based on confirming or contradicting data pieces of similar or different interviewees. This results in a table in Appendix VII with all data pieces about employer branding. Contradicting data was indicated by a (-) sign, while confirming data pieces are indicated by a (+) sign.

Data pieces that had two or more confirming (++) data pieces were about the lay-out of the website (W-L) and the information on the website (W-T). The first and most often mentioned comment on employer branding is about the website that had to look professional:

- *'If it is very unprofessional it would scare me off' (Respondent 5; Data piece 30).*
- *'The site looking bad in terms of layout would disappoint me as well, as if they cannot even make a good-looking site' (Respondent 11; Data piece 62).*
- *' What the web page looks like, whether it is professional or if it is just put together' (Respondent 14; Data piece 82).*

The other comments are about the information on the website on what the company offers. There should be clear information instead of information about the informal working atmosphere.

- *'If it is fuzzy about what they offer, like growth, I think yes ok, that is not necessary for me. I can estimate, whether it is informal / formal and whether or not it is a good working environment' (Respondent 13; Data piece 75).*
- *'You do not have to write down everything, like the fuzzy information about the informal working environment and things like that' (Respondent 13; Data piece 78).*
- *'You always read: "we have a good working atmosphere, we have good benefits." You can only really determine this when you're actually there.' (Respondent 14; Data piece 84).*

Data pieces that had two or more confirming (++-) and one contradicting data pieces were about videos on the website (W-V).

- *'Videos about people that are laughing and not working like a robot. I think that's a good point. Everything can be written down, but just as we are communicating right now you can see my reactions (Respondent 3.; Data piece 18).*
- *' I also like videos, not the slick stuff but when they also show vulnerability.' (Respondent 4; Data piece 19).*
- *'I really like videos, info graphics, and maybe PowerPoint presentation.' (Respondent 7; Data piece 39).*
- *I like the website of Allianz.com. The website shows true Employee testimonials, you can feel that this is real. That it is not made up. It should be real, just behind the desk,*

not on location. It also shows someone's interests, travelling, rugby, normal things. (Respondent 8.; Data piece 44).

- *'I thought that was rather nice, people who tell what they do themselves. You immediately get the idea when they show the office that it seems credible. It also indicates that they have put in a bit of effort, which is important' (Respondent 13; Data piece 79).*

One interviewee contradicts these findings:

- *'I never take it seriously, because it is always on paper, it is pre-recorded. You can present yourself in any way you want.' (Respondent 9; Data piece 50).*

Many interviewees mentioned things about the job vacancies (V-T). Data pieces that had one confirming data piece are mentioned below. Some interviewees mentioned the vision of the company and background information for new employees.

- *What is their vision for the organization. Why did they set up the logistics in the way that they have. Why are they looking now, why is there a development now (Respondent 2; Data piece 10).*
- *The organization, why they look for people (Respondent 14; Data piece 85).*

Information about the function is also important to get a complete picture of the company.

- *A little bit of information about the company, but also about the particular function. (Respondent 9; Data piece 27).*
- *What are the responsibilities, what are you going to do, if it fits with what I want, which is important of course. What are the possibilities, what can a company offer you in the field of education and appreciation and those sorts of things (Respondent 10; Data piece 85).*

One interviewee mentioned the importance of creativity and clearness in job vacancies several times.

- *'I always find it nice when an employer mentions: we ask this of you, and we offer you this' (Respondent 9; Data piece 54).*

- *'If I find an interestingly formulated job description, I would apply sooner then when there is a fairly standard job description, moreover, they should react quickly if you have a question' (Respondent 9; Data piece 55).*

Guest lectures are also mentioned by three respondents. Some remarkable data pieces are given below (GU-PE).

- *'Almost every time I have a guest lecture from a company, I also find the company interesting, there are hardly any uninteresting companies but you have to know that they are interesting' (Respondent 8; Data piece 46).*
- *'Guest lectures also ensure that I will be very positive about that company and that I want to learn more about the company' (Respondent 11; Data piece 64).*

The importance of using your social networks was contradictory (N-PE). One interviewee mentioned:

- *'It doesn't really happen anymore that you ask locally, like family and friends' (Respondent 2; Data piece 8).*

However, other interviewees mentioned that they do make use of their social contacts to determine attractiveness of an employer.

- *'What helps too, is when you hear from people in your own network about their experiences with different companies'(Respondent 9; Data piece 41).*
- *'I still think I would first look in my surroundings, that I would look within my network.(Respondent 13; Data piece 74)'*
- *'First let's talk to some of the people within the family, my brother, my father' (Respondent 13; Data piece 77).*

Concluding, the results of the interviews show that the website lay-out and information on the website are very important for the attractiveness. Information about the company and the function is needed but also about the strategic decisions of the recruitment of new employees. The information has to be presented in a clear but creative way, through videos, pictures and text. Moreover, guest lectures are useful to create familiarity with the company. A positive image of the company within people's social network is important. Many interviewees asked their family and friends what they think of a company, this underlines the importance of familiarity with the company.

SECTION 5. DISCUSSION AND CONCLUSION

This subsection includes the discussion of the findings based on literature, it also includes an overview of lacks of the study and its methodology and recommendations for further research.

5.1 DISCUSSION

This mixed-method study explored the complex process of becoming an attractive employer through an extensive literature review, quantitative study and qualitative attempt to explain the results. The first step was a literature study in which the concepts of employer branding and employer attractiveness were thoroughly examined. This study contributes to existing research by summarizing and analyzing existing literature to find the differences between employer branding and employer attractiveness and paying attention to the difference between internal (employees) and external (students) attractiveness.

Difference between employer branding and employer attractiveness

The study first examined the difference between employer branding and employer attractiveness through an extensive literature review. It can be concluded that employer attractiveness and employer branding are closely related. The study of Bondarouk et al.(2012) showed that, as assumed in this and many other studies (Berthon et al. 2005; Lievens, 2007; Lievens & Highhouse, 2003; Lievens et al., 2005; Lievens et al., 2007), there is a direct relationship between employer branding and organizational attractiveness. There was still ambiguity in the literature about the content of the concepts. Employer attractiveness can be considered as the 'Overall judgement of the attractiveness of a job and organization (Chapman et al, 2005)'. This concept focuses on both organizational and job aspects, while employer branding is about the 'Sum of a company's efforts to communicate to existing and prospective staff that it is a desirable place to work' (Lloyd, 2002). This concept focuses on explicit actions to create a stable employer brand. We found that employer branding was a more dynamic concept than employer attractiveness. Employer branding complements the well-known employer attractiveness concept by adding the communication aspect to the process. Employer attractiveness is in fact a pre-phase of employer branding in which the needed attractiveness elements will be determined. Employer attractiveness focuses on the elements that make an employer attractive for employees and students, while employer branding is about the process of communicating those elements.

After conducting the literature analysis, it was clear that in addition to employer attractiveness, employer branding is needed to communicate elements that make working for

its specific company a unique and desirable experience. Sullivan (1999, 2002), Backhaus and Tikoo (2004) also called the employer value proposition. This proposition needs to show what prospective and current employees can expect from the organization in rational and emotional terms (Mosley, 2007). It should also show what the organization expects from the employee though. From the interviews it became clear that the company has to communicate a clear and realistic image of the employer. This underlines the importance of the theory of Backhaus and Tikoo (2004), who argue that the external employer branding message has to be in line with the internal branding strategy. Moreover, Rynes et al. (1991) showed that the employer brand image is primarily shaped by employees, instead of the recruitment activities and material of the company. Not only the employer branding should be aligned, but also the consumer branding strategy. Employees are also consumers, when their experience with the company as a consumer is negative, it will be hard to convince them to apply as a future employee. Mosley (2007) argues that the employee experience is more difficult than customer experience because you need to ensure that your employer brand attracts the right kind of people. The group of students and employees that was studied in this paper can be considered as the 'right people' for Saint-Gobain Abrasives because they are either already working in the company, or are potential future talents for the company. However, following studies should consider that there is a difference between marketing and employer branding in the fact that employer branding only has to attract and retain the 'right people'.

Elements of a job and organization that determine the employer attractiveness
The differences between both concepts having been investigated, the second purpose of the literature study was defining which job and organizational elements determine the attractiveness of an employer. A comprehensive overview of employer attractiveness studies resulted in a list of 23 variables that influence employer attractiveness. The second part of this research question is answered through questionnaires among Business Master students from universities and employees of Saint-Gobain abrasives. The quantitative analysis resulted in a grouping of all measured elements for employer attractiveness as shown in table 24. The results show that all elements are relevant for the attractiveness of an employer. Due to the broad 7-point likert scale, three broad categories can be determined. This study did not test whether there is a difference between the job- or organizational aspects that influence employer attractiveness. It only tested which aspects influence employer attractiveness in general. However, the outcome is in line with the important employer attractiveness study of

Chapman et al. (2005) which found that aspects of the working environment were the most important for employer attractiveness.

Table 24. Overall attractiveness elements

Important (6) -Extremely important (7)	Moderately important(5)-Important(6)	Neutral(4)-Important(5)
Working environment	Work-life balance Leadership style Task variety Training & development Decision making Autonomy Team cohesion Work methods Autonomy Work scheduling Autonomy Job security Employment conditions	Organisational image Task identity Flexibility in working hours Task significance Flexibility in workplace Familiarity Diversity Corporate social responsibility participation Corporate social responsibility associations

Another gap in the literature was the measurement of employer attractiveness through questionnaires. There are only a few academic papers incorporating questionnaires to test employer attractiveness (Berthon et al. 2005; Corporaal, 2014). Most of the studies use scenario research. This study further added to the existing literature by developing scales for location, condition, commitment, employment conditions and familiarity with the company. Despite pre-testing the scales of the questionnaire, three self-constructed scales resulted being unreliable. This indicates that elements about location, such as being situated near a big city and commute time cannot simply be put together in one scale. The contribution of this study also consists of the ability to create more specific items for the scale of working environment and work-life balance through the conducted interviews. According to the interviews, the working environment was mostly related to colleagues, and the office and the work-life balance was mostly related to flexibility and social support. Moreover, this study shows that the attractiveness concepts that were tested all scored above neutral. This means that they are all relevant for employer attractiveness. Based on the single item measures, it could also be concluded that committed employees, committed management and an informal working atmosphere are important indicators of employer attractiveness. However, in this study we were not able to develop a reliable scale for commitment/atmosphere indicators. Another remarkable finding from the interviews was the relatively low score on 'a job that offers work for life'. These findings are in line with the message of Rosethorn(2009, p.8) who advocates "Job security is a thing of the past as companies grow and shrink, hire and fire."

Differences between students and employees

The results of the study of Knox and Freeman (2006) showed that there may be a difference between the employer image among internal and external groups. However, many studies included only students as prospective employees in their sample. This study shows that there are significant differences between students and employees, however. The quantitative study resulted in an analysis of differences between groups on what they find important for employer attractiveness. Employees attach more value to almost all aspects than students, except for training & development, flexibility in working hours and task significance. This can be explained by the fact that employees are more aware of what they find important due to their broader experience. The biggest differences between employees and students are found on the variables familiarity and diversity. Employees attach more value to both constructs. However, diversity is also more important for women than for men and for non-Dutch students, the standard deviation of this construct also indicates that the data is widely spread. Two autonomy aspects (decision making and work methods) are more important for older age groups, while work scheduling is more important for younger ages. The construct of work-life balance and aspects related to the work-life balance like flexibility in working hours/workplace are especially important between the age of 28 -43. This could be explained due to combining work-life with young children in this age group. The construct of training & development is found more important at younger ages, which is probably the result of their need to grow further in their function. Future studies should also include both internal and external groups to further define which different approaches are necessary. We would strongly recommend to conduct a longitudinal study to follow the students before and after entering the company. This way, the brand promise that was made by the company can be verified. All differences between groups in employer attractiveness elements can be used in a segmented approach of branding by emphasizing the elements that are most important. Therefore table 25. displays an overview of the top five attractiveness elements for different groups and significant differences between groups. The first column shows all elements based on their mean score among all respondents. The second column shows the differences between students and employees. Decision making autonomy was significantly more important for employees than for students. Autonomy aspects also become more important as the person's age increases. Employees and students who are older have more need for freedom in how they do their tasks but are less interested in the flexibility in planning their tasks and their work in general. Training & Development was significantly more important for students. Training & development opportunities are also more important for employees

and students with an age under 28. Decision making autonomy is significantly more important for Dutch students compared to Non-Dutch ones. While team cohesion and diversity are significantly more important for Non-Dutch students. This could be explained by the relatively low Power Distance score and high Individualism score of The Netherlands on Hofstede (1983) his well-known cultural dimensions. The third column shows that team cohesion is important to women and is also significantly different from men. The fourth column shows that there are significant differences in job security and team cohesion between education levels. Employees with an educational level of MBO find job security and team cohesion more important. Employees and students, as well as employees with a university education level are especially interested in training & development. It was expected that the current generation of workers has different work preferences than older workers (Cennamo & Gardner, 2008). The last column shows that work-life balance is important for all generations except for age 59+. Between 28 -43, an employer should pay extra attention to work-life balance. However, results from the qualitative analysis show there are some differences in what people perceive as distortion of the work-life balance. Some interviewees are interested in flexibility in working hours, while other interviewees consider work-life balance as not taking your work home. Therefore, a customized and personal approach would be most suitable. Work methods and decision making autonomy are especially important for employees and student of the age of 59+ while work scheduling autonomy is less important for this group. Information table 25 provides an indication to HR managers about elements that are important for attracting specific groups in their employer branding strategy.

Table 25. Segmented elements of employer attractiveness

All respondents	Students and employees	Gender	Education level	Generations
	Significant differences: organizational image, training & development , job security, employment conditions, team cohesion, diversity, familiarity, work scheduling autonomy, decision making autonomy, task variety, task significance, leadership style, and flexibility in working hours. **No significant differences:** working environment, work-life balance, work methods autonomy, task identity, flexibility in workplace, corporate social responsibility participation and associations.	**Significant differences**: CSR associations, CSR participation, work-life balance, job security, employment conditions, team cohesion, leadership style, diversity, work scheduling autonomy, task significance. **No significant differences:** training & development, working environment, familiarity, decision making autonomy, work methods autonomy, flexibility in working hours, flexibility in workplace, task identity, organizational image.	**Significant differences**: organizational image, job security, employment conditions, team cohesion, diversity, familiarity, leadership style, work scheduling autonomy, task significance and training & development. **No significant differences** working environment, work-life balance, task variety, decision making autonomy, work methods autonomy, task identity, flexibility in working hours, flexibility in workplace, corporate social responsibility participation, corporate social responsibility associations.	**Significant differences:** work-life balance, training & development , working environment, diversity, familiarity, work scheduling autonomy, decision making autonomy, work methods autonomy, task variety, flexibility in workplace, flexibility in working hours. **No significant differences**: leadership style, team cohesion, job security, employment conditions, organizational image, task identity, task significance, corporate social responsibility associations and participation.
1. Working environment 2. Work-life balance 3. Leadership style 4. Task variety 5. Training & Development 6. Decision making Autonomy 7. Team cohesion 8. Work methods Autonomy 9. Work scheduling Autonomy 10. Job security 11. Employment conditions 12. Organisational image 13. Task identity 14. Flexibility in working hours 15. Task significance 16. Flexibility in workplace 17. Familiarity 18. Diversity 19. CSR participation 20. CSR associations	**Employees** 1. Working environment 2. Leadership style 3. Work-life balance 4. Task variety 5. Decision making autonomy **Students** 1. Working environment 2. Work-Life balance 3. Leadership style 4. Training & development 5. Task variety **Dutch students** 1. Working environment 2. Leadership style 3. Work-life balance 4. Task variety 5. Decision making autonomy **Non-Dutch students** 1. Work-life balance 2. Leadership style 3. Training & development 4. Team cohesion 5. Working environment	**Men** 1. Working environment 2. Leadership style 3. Work-life balance 4. Decision making autonomy 5. Training & development **Women** 1. Working environment 2. Work-life balance 3. Leadership style 4. Team cohesion 5. Training & development	**MBO (employees only)** 1. Working environment 2. Leadership style 3. Job security 4. Team cohesion 5. Work-life balance **HBO (employees only)** 1. Working environment 2. Leadership style 3. Task variety 4. Team cohesion 5. Work-life balance **University** 1. Working environment 2. Work-life balance 3. Leadership style 4. Training & Development 5. Task variety **Other (employees only)** 1. Task variety 2. Working environment 3. Employment conditions 4. Work-life balance 5. Decision making autonomy	**Age -28** 1. Working environment 2. Work-Life balance 3. Leadership style 4. Training & Development 5. Task variety **Age 28-43** 1. Working environment 2. Leadership style 3. Work-life balance 4. Task variety 5. Decision making autonomy **Age 43-59** 1. Working environment 2. Leadership style 3. Work-life balance 4. Work scheduling autonomy 5. Team cohesion **Age 59+** 1. Decision making autonomy 2. Work methods autonomy 3. Job security 4. Leadership style 5. Task variety

Familiarity with the company

It was assumed that familiar organizations are also seen as more attractive organizations (Turban, 2001; Lievens et al., 2005). However, in this study we did not find that familiarity was very important for employer attractiveness. Still, the interviews showed that familiarity is a condition for employer attractiveness. The company first needs to be familiar in order to become attractive, when there is no familiarity with the company potential employees will not be reached by employer branding activities. Results of a study of Williamson, King, Lepak and Sarma (2010) show that the information on the website was moderated by the familiarity (reputation of the company). These so-called pre-recruitment beliefs can influence the response to an organization. In their study among MBA students there was a three-way interactive effect on attractiveness through the amount of company and job attribute information provided on a recruitment website, the website's vividness (amount of text divided by the number of pictures/animations), and the firm's reputation. For firms with good reputations as employers, both vividness and information had an effect on attractiveness. The reputation could compensate the low amount of website information. For employers with poor or weak reputations, vividness did not have a significant effect on attractiveness. The results of this study show that familiarity is a pre-recruitment belief that can influence the process. Those pre-recruitment beliefs also seem to be important based on the interviews. Potential recruits use their personal network to check familiarity and image among other people. This means that familiarity among employees can strengthen the positive image among potential employees. Next studies should further identify how the aspects of familiarity are related with attractiveness to a company: either familiarity directly influences the attractiveness, or familiarity with the company is a condition to get in touch with the employer branding strategy, or familiarity influences how a potential employee perceives employer branding elements.

Limitations

External validity is about the generalizability of research results (Saunders et al., 2009). The generalizability of this study is limited as Maxwell and Knox (2009) found that specific attributes that were considered most attractive by employees were different for each organization. Respondents were students from three universities with different backgrounds, this makes the group quite heterogeneous. The results show that there are differences within the student groups between Dutch and Non-Dutch students, men and women and different ages. However, this study did not examine in depth which cultural differences influenced the

results. The study of Alnıaçık, Alnıaçık, Erat, and Akçin (2014) showed that students studying in Turkey attribute higher importance to attractiveness of employers compared to Latvian students. This emphasizes the importance to further study the importance of cultural differences that influence employer attractiveness.

Erlenkaemper, Hinzdorf and Priemut (2005) argue that asking for the preference regarding employer attractiveness does not reflect the decision-making process of potential applicants in their selection process. For example, someone who wants to earn a high salary will usually also accept a higher workload. This makes scenario research more useful. However, we would like to know what the ideal set of job- and organizational aspects would be, in order to communicate this in the employer branding strategy. Therefore, we checked whether interviewees ranked the employer attractiveness element differently than they scored in the questionnaire. Some self-developed constructs that were unreliable included important items that should be used to further develop employer attractiveness questionnaires.

The differences this study found between generations are based on the theory of Becker (1992). However, there is criticism on this theory saying that differences can also be caused solely due to age. In this study, we did not check whether personal characteristics were also different between generational groups. Therefore, in future studies, researchers should determine whether these differences are caused by generational differences or age differences.

The influence of symbolic attributes was underestimated in this study. Although the paper was mainly focused on objective job- and organizational elements, the few that can be considered as 'symbolic' like 'working environment' scored remarkably high. The results of the questionnaire show that items of the unreliable scale of commitment and atmosphere include social elements that seem to be important for attractiveness. Moreover, work-life balance and working environment scored high in the results of the questionnaire. However, the result of the interviews shed light on the ambiguity of the constructs. Therefore, in future studies, researchers should pay more attention to symbolic elements as Lievens et al. (2007) already mentioned.

5.2 RECOMMENDATIONS

This subsection includes an overview of recommendations for Saint-Gobain Abrasives and companies in general in table 26. The recommendations for becoming and retaining an attractive employer are related to the following figure 11. This process starts with determining the employer attractiveness elements, followed by aligning the internal and external branding strategy, the third step is creating a clear and vivid company website, followed by clear and creative job vacancies, finally creating familiarity with the company. The last step of creating familiarity with the company is also a starting point (especially for students) to get in touch with the company and their employer branding strategy. The shape of the circle shows that it is an ongoing process. Becoming and retaining an attractive employer is an ongoing process of aligning the internal and external brand.
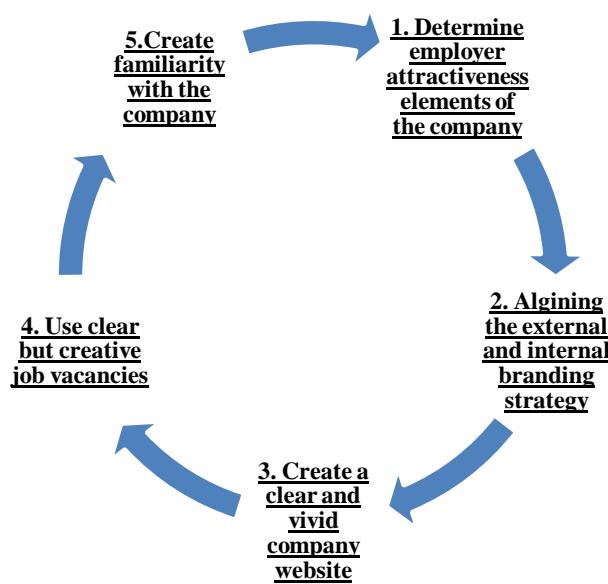
Figure 11. Recommendation circle

Table 26. Prioritised recommendations

Recommendation steps	Advice
1. Determine employer attractiveness elements of the company The first step is finding out what makes the company unique and desirable as an employer (Backhaus & Tikoo, 2004) also called the employer value proposition. When the company is aware of these elements, they have to make a match with the elements that can be considered as important for different groups as shown in table 25.	**Internal** Define what makes the company unique
2. Align the external and internal branding strategy The most important recommendation on employer branding is: communicate not only the desired message but also a realistic message. The study of Rynes et al. (1991) showed that the employer brand image is primarily shaped by employees, instead of the recruitment activities and material of the company. This means that the employer image is largely dependent on the experience of employees. The interviewees also mentioned that they use their personal network to check their image of an employer. Therefore, the company should regularly check whether the external branding strategy is in line with the internal attractiveness elements. This study showed that both students and employees prefer a realistic image of the employer. As one of the employees mentioned: ' *Our internal HR processes have to be in control before we can brand the company as an attractive employer'(Respondent 4.).* Disappointment will probably create a negative image of the employer. Moreover, not only the employer branding should be aligned, but also the consumer branding strategy. Employees are also consumers, when their experience with the company as a consumer is negative, it will be difficult to convince them to apply as a future employee.	**Website, networking, marketing** Be honest and create a realistic impression of the company in both text, pictures and videos
3. Create a clear and vivid company website This seems needless to say, but the interviews showed that students were always able to mention confusing and unclear websites which they had come across. The results of the interviews show that it is hard to actually attract people through your company website. The website has to be clear, with a professional lay-out, in order to keep the applicants attracted to the company. Results of a study of Braddy et al. (2006) showed that perceptions about companies were directly related to the usability and attractiveness of their websites. Especially navigating through the website and the appearance of the website were important. Many respondents mentioned employee testimonials or videos of the company that could complete the image of a company. One can imagine that, especially for university students, it is hard to imagine what it is like to work for a company. Videos containing employee testimonials in their office environment are recommended. Moreover, the company should show what projects or products they are working on.	**Website, social media** Realistic videos on the website videotaped in the office and production environment
4. Use clear but creative job vacancies Job vacancies need to be easy to find on the website. Moreover, the job vacancies have to be clear in what a company offers and expects of the future employee. A vacancy text can attract people according to the interviewees when it is unique and clearly explaining companies vision and requirements for the function. Expressing the culture of the company can be done through videos and social media. Reacting via social media can be especially considered as real time and realistic information as one of the interviewees mentioned: *'There are companies that respond very formal and distant, there are also companies that are very friendly and open to you' (Respondent 9. Data piece 49).*	**Website, social media, LinkedIn** Easy to find, clear and creative job vacancies
5. Create familiarity with the company Familiarity with the company was not found to be very important in the quantitative analysis. However, the qualitative analysis showed that when an employer is not familiar to students and employees, they will also not be attracted by the positive elements of a company. Students and employees who are not familiar with the company will less often look on the company website, LinkedIn, and they will skip these companies at job markets. One of the students mentioned that almost all companies are attractive when you are familiar with them: *'Almost always when I have a guest lecture from a company that I also find the company interesting, there are almost no uninteresting companies but you have to know that they are interesting.' (Respondent 8; Data piece 46).* Several respondents mentioned guest lecturers or other meetings as important for attractiveness of the company. Therefore we would certainly advise to pay attention to familiarity with the company in the form of: guest lectures, company visits or other meetings. Especially students at the University are not very familiar with many companies but they will remember the company when they are looking for future employers.	**Guest lectures, Lunch/dinner meetings, company visits** Create familiarity and keep them interested

5.3 CONCLUSION

This final subsection provides the conclusion of this study and answers the research question.

This study has explored what students and employees find important in the attractiveness of an employer and how an employer should brand these attractiveness elements. A mixed-method of three types of research designs was conducted: a literature study, quantitative study and qualitative study.

The final research question can be answered: *Which job and organizational elements are perceived as important by employees and students for the attractiveness of an employer, and in which way can companies brand these elements?* The results emphasize that working environment, work-life balance, leadership style, task variety and decision making autonomy are important elements for the attractiveness of an employer according to students and employees. The employer should communicate these elements through employer branding with the use of websites, vacancies and guest lectures and align this message with the internal situation.

WHAT ARE THE DIFFERENCES BETWEEN THE CONCEPTS OF EMPLOYER BRANDING AND EMPLOYER ATTRACTIVENESS? According to literature, there are a few small differences between employer branding and employer attractiveness. Employer attractiveness is a more static concept in which a company determines its attractiveness elements. Employer branding is a more dynamic concept focused on communicating the elements that make the company attractive as an employer. This makes both concepts complement each other.

WHICH JOB AND ORGANIZATIONAL ELEMENTS DETERMINE THE ATTRACTIVENESS OF AN EMPLOYER? The working environment, work-life balance, leadership style, task variety and training & development can be considered as most important for employer attractiveness from the results of this study. However, decision making autonomy, team cohesion, work methods autonomy, work scheduling autonomy and job security can also be considered as moderately important till important.

WHAT ARE THE DIFFERENCES BETWEEN STUDENTS AND EMPLOYEES IN ELEMENTS THEY FIND IMPORTANT FOR EMPLOYER ATTRACTIVENESS? There are significant differences between student and employees on the constructs: organizational image, training & development, job security, employment conditions, team cohesion, diversity, familiarity, work scheduling autonomy, decision making autonomy, task variety, task significance, leadership style, and

flexibility in working hours. Employees attach more value to almost all aspects, except for the significant differences on training & development, flexibility in working hours and task significance. The biggest differences are found on the variables familiarity and diversity.

WHICH STEPS SHOULD AN EMPLOYER TAKE TO BRAND ITS EMPLOYER ATTRACTIVENESS ELEMENTS? The company should first determine what makes it attractive as an employer. The company should determine the employer value proposition to find the elements that make the company unique. This proposition needs to make clear what prospective and current employees can expect from the organization, but also what the organization expects from the employee. Next is determining what type of employee is needed for the company. The external employer branding can communicate these elements and align them with the elements that are present in the company. The internal employer branding should be aligned with the external message to make it a part of the organizational culture. The most important branding channel resulting from the interviews is the company website. This website and job vacancies should be clear and vivid. Finally, it is especially important to create familiarity among students to be able to attract them to your company website and at job markets.

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APPENDICES

APPENDIX I OVERVIEW CONCEPTS

Concept	Employer brand	Employer brand image	Employer Branding	Employer attractiveness	Organizational attractiveness
Definitions	the package of functional, economic and psychological benefits provided by employment, and identified with the employing company (Amber & Barrow, 1996) the "company's image as seen through the eyes of its associates and potential hires" (Ruch., 2002); 'potential applicant's attitudes and perceived attributes about the job or organisation' (Collins and Stevens, 2002).	'potential applicant's attitudes and perceived attributes about the job or organization (Collins and Steven, 2002); the image associated with an organizations uniquely in its role as an employer (Knox and Freeman, 2006); the content of the beliefs held by a job seeker about an employer (Cable and Turban, 2001); is formulated based on the organisation's intent statements to attract prospective employees (Judge and Cable, 1997).	the ' sum of a company's efforts to communicate to existing and prospective staff that it is a desirable place to work' (Lloyd, 2002) a firm's efforts to promote, both within and outside the firm, a clear view of what makes it different and desirable as an employer ' (Backhaus & Tikoo, 2004, p. 501).	the envisioned benefits that a potential employee sees in working for a specific organisation Berthon, Ewing & Hah (2005); an attitude or expressed general positive affect toward an organization and toward viewing the organization as a desirable entity with which to initiate some relationship Aiman-Smith et al. (2001). overall judgement of the attractiveness of a job and organization (Chapman et al, 2005).	A positive affective attitude toward an organization which is associated with the motivation to build a relationship with this organization and to enter its employment (Turban & Keon, 1993); 'the power that draws applicants attention to focus on an employer brand and encourages existing employees to stay' (Jiang and Iles, 2011; as cited by Lydeka, Bendaravičienė, Krištolaitis, & Bakanauskienė,(2011); Company attractiveness is reflected in individual's affective and attitudinal thought about particular companies as potential places for employment‖(Highouse et al., 2003, p. 989). Applicants' willingness to pursue jobs and to accept job offers in an organization (Tsai and Yang , 2010: 49)
External/ internal	current and potential employees	Potential applicant's, job seekers	existing and prospective staff, within and outside the firm	potential employee	applicants attention and existing employees, individual
Goal	increase productivity and improve recruitment, retention and commitment	job or organization, organization uniquely in its role as an employer	communicate that it is a desirable place to work, different and desirable as an employer		build a relationship with this organization and enter employment, applicants focus on an employer brand and encourages existing employees to stay
Activity	provide a coherent framework for management to simplify and focus priorities		efforts to promote, efforts to communicate		
Perception		attitude, attributes, image, content of the beliefs, intent statements		envisioned benefits, attitude or expressed general positive affect, overall judgement	a positive affective attitude, the power that draws applicants attention, individual's affective and attitudinal thought

APPENDIX II OVERVIEW EMPLOYER ATTRACTIVENESS LITERATURE

Authors	Study	Specific characteristics of the research	Attractiveness focus	Internal/ external	Attractiveness dimensions included	Results	Most important dimensions of employer attractiveness	Scale development
Young, Rinehart, Heneman (1993)	The present study examines the effects of Job Attribute Categories, Applicant Job Experience, and Recruiter Sex on applicant attraction to an elementary school teaching position. The specific variables investigated and the hypotheses underlying their choice are discussed next.	cross-impact matrix. In total, 18 different videotapes of simulated recruitment interviews were made, and each recruiter role played all three scripts. Within each recruiter sex condition, applicants were assigned at random to a specific experimental treatment.	job attributes, applicant job experience, recruiter sex	A total of 48 persons role played the part of job applicant for an elementary school teacher's job in a school district	Economic: Salary growth, extracurrula salary, reward training, life insurance, health insurance, major-medical, prescription drug, dental insurance, sick leave, severance pay, personal leave, vacation periods, retirement system. Intrinsic: Growing community, multicultural school and community, fit/teacher-school, action-centered, active involvement, risk taking, innovative strategies encouraged, students learn by doing, parent-teacher interaction, parent advisory council, teacher contract parent, teacher to teacher interaction. Work context: culture, recreation, professional sport team university, enrolment, class size, support personnel, curriculum program support, working hours, lunch time, conference period, planning time.	Results of the present study indicate that applicants differentiated between the three categories of attributes in terms of their attractiveness. On average, the economic category of attributes was rated as significantly less attractive than the intrinsic and work context categories. Moreover, these attractiveness differences occurred regardless of applicant job experience and interviewer sex.	Intrinsic and work context elements	Cross-impact matrix
Turban and Keon (1993)	Study on how personality characteristics of self-esteem and need for	Two points in time	organizational characteristics	Students in management classes	Reward structure, centralization, organization size,	Reward structure and centralization influenced the attractiveness of	Reward structure and centraliziation	self-constructed scenario

	achievement moderated the influence of organizational characteristics on individuals attraction to firms.				geographical dispersion.	the organization. Students with low Self-esteem were more attracted to decentralized and larger firms, students with high need for achievement were attracted to organizations that rewarded performance rather than seniority		
Ambler and Barrow's (1996)	Inductive delineation of three dimensions (functional, psychological and economic).	exploratory	Benefits of EB to employees	no empirical study	Developmental and/ or useful activities (functional) ; material or monetary rewards (economic); feelings such as belonging, direction and purpose (psychological).	no empirical results	no empirical results	no empirical results
Cable and Judge (1996)	To investigate job seekers' and new employees' subjective person–organization (P-O) fit perceptions, Cable and Judge answered the questions: What are the determinants of job seekers and new employees P-O fit perceptions and how important are P-O fit perceptions in job choice decisions and work attitudes relative to job attraibutes? .	Three points in time Respondents reported the attractiveness of these job attributes when they were seeking jobs (Time 1 data collection) and for the organizations they eventually joined (Time 3)	Job attributes	96 active Job seekers	location, promotion opportunity, pay level, benefits, company-image, co-workers, security, supervisor and type of work	Each of the factors representing the attractiveness of the job attributes positively and significantly predicted applicants job choice intentions.	location, promotion opportunity, pay level, benefits, company-image, co-workers, security, supervisor and type of work	Jurgensen, 1978; Locke, 1976; Turban, Eyring, & Campion, 1993
(Cable and Graham, 2000)	Explore the factors that job seekers consider when evaluating employers' reputations	The study utilizes verbal protocol analysis	Job seekers reputation perceptions	Study 1: 14 upper-level undergraduate students Study 2: Sixty-six undergraduate job seekers enrolled in two different southeastern universities Study 3: One hundred twenty-six junior,	Study 1: Industry Opportunities for growth Organizational culture Organizational familiarity/previous exposure History/age Endorsement Size Legitimacy Global Financial/profit ability Study 2: Organizational reputation Opportunities	Results from three very different methodologies suggested that job seekers' reputation perceptions are based on different factors than those used by corporate executives. The type of industry in which a firm operates, the opportunities that a firm	The type of industry in which a firm operates, the opportunities that a firm provides for employee development, and organizational culture affect job seekers' reputation perceptions	Study 1: Our parse categories were drawn from the recruitment and job search literatures (e.g., Barber, 1998; Breaugh, 1992; Gatewood et al., 1993; Rynes, 1991; Turban and Keon, 1993) and the literature on

Author/Year	Description		Construct	Sample	Dimensions/Factors	Findings		References
				senior, and masters-level job seekers	for growth Industry Organizational culture Organizational profitability Pay level Organizational familiarity Study: Familiarity Opportunities Industry Culture Profitability Pay level	provides for employee development, and organizational culture affect job seekers' reputation perceptions		organizational reputation (e.g., Fombrun, 1996; Fombrun and Shanley, 1990; Garbett, 1988; McGuire et al., 1988; Suchman, 1995; Talbott, 1996; Wartick, 1992).
Vann et al., (2000)	This paper demonstrates how an adaptation of an opportunity evaluation scheme used in business (Aaker, 1998) can be used by the job seeker. The purpose of this paper is to present and explain the use of the matrix in the job-search setting, to provide examples of how it can be used, and to offer it as a tool for individuals involved in a personal job search or for career counselors or advisors in assisting job seekers.	No empirical results	Job attractiveness	No empirical study	Significance of work Autonomy and responsibility Chance to use skills Challenge of work Physical work environment Compensation and benefits Job security Career advancement opportunities Co-workers Boss/Management Geographic location Size of town, city, community Commute time Company policies/practices/reputation Company's financial position Lifestyle possible outside of work	Listed in declining order of importance as rated by employers Adapted from Fink, Bauer, and Campion (1994, p. 34). Adapted from Pritchard and Fidler (1993, p. 48).		
Backhaus, Stone, Heiner, 2002	Building on existing studies suggesting that corporate social performance (CSP) is important in the job choice process, the authors investigate job seekers' perceptions of importance of CSP and explore effects of CSP dimensions on organizational attractiveness.		Corporate social performance dimensions	data were collected from 297 undergraduate business students	Employee relations, natural environment, product quality, treatment of women and minorities, community relations	Using signaling theory and social identity theory, the authors hypothesize differences in effects of CSP data on ratings of employer attractiveness and find that environment, community relations, and diversity dimensions have the largest affect on attractiveness ratings.	environment, community relations, and diversity dimensions	
Lievens and Highouse	This study adds a new marketing-based angle to the	.	Job/organizational characteristics	Two groups of prospective	Pre-study 1: pay, advancement,	In both samples, trait inferences about		

(2003)	study of the attractiveness of organziations in the early stages of the recruitment process. Drawing on the instrumental-symbolic framework from the marketing literature, we expected that the meanings (in terms of inferred traits) that prospective applicants associate with employing organizations would play an important role in applicants attractiveness to these organizations.			applicants (275 final-year students and 124 bank employees)	job security, task demands, location, and working with customers. Pre-study 2: advancement and development, job security, task demands, benefits and flexible working hours.	organizations accounted for incremental variance over job and organizational attributes in predicting an organization's perceived attractiveness as an employer. Moreover, it was easier to differentiate among organizations on the basis of trait inferences versus traditional job and organizational attributes. Practical implications for image audit and image management are discussed Job/organizational characteristics: Pay Trait inferences: competence, sincerity, advancement.		
(Highhouse, Lievens & Sinar 2003)	The authors empirically distinguishing items assessing attractiveness, prestige, and behavioural intentions and by modelling their effects on organization pursuit		Organizational attraction	305 Undergraduates	Attraction, Intentions, Prestige	Analyses of the item responses suggested that three components of organizational attraction can be reliably distinguished and that their relation to organization-pursuit behavior corresponds to Fishbein and Ajzen's theory of reasoned action.		
Lievens, Hoye & Schreurs (2005)	This study uses Cable and Turban's (2001) employer knowledge framework as a conceptual model to formulate hypotheses about a broad range of possible factors affecting the attractiveness of an organization (i.e. armed forces)		job/organizational characteristics	(576 high-school seniors).	Trait inferences, familiarity, job and organizational characteristics (social/team activities, physical activities, structure, advancement, travel opportunities, pay and benefits, job security,	Results show that gender, familiarity with military organizations, perceptions of job and organizational attributes (task diversity and social/team activities), and trait inferences (excitement, prestige, and cheerfulness)	Relative importance analyses showed that trait inferences contributed most to the variance, followed by job and organizational attributes, and employer familiarity	Self-constructed, interviews

					educational opportunities, task diversity).	explained potential applicants' attraction to military organizations.		
	among potential applicants							
Berthon, Ewing and Hah (2005)	Identifying and operationalizing the components of organizational attractiveness.	exploratory	organizational attractiveness	A total of six focus groups were conducted in all, using final-year (finalsemester) graduate and undergraduate business school students at a large Australian university	Extended the perspective of Ambler and Barrow (1996) (Interest value) and (Social value) capture their 'psychological benefits'; (Development value) and (Application value) expand on their 'functional benefits'; and, both operationalisations have an economic dimension.	The study resulted in an employer attractiveness scale total of 25 items Happy work environment, An above average basic salary and An attractive overall compensation package had the highest means.	Happy work environment, An above average basic salary and An attractive *overall* compensation package	Self-constructed, inductive approach. 25 items
Chapman, Uggerslev, Carrol, Piasentin, 2005	Relationships between various predictors with job-organization prediction, job pursuit intentions, acceptance intentions and job choice.	In this study, the authors meta-analyzed 667 coefficients from 71 studies examining relationships between various predictors with job–organization attraction, job pursuit intentions, acceptance intentions, and job choice.	Job and organizational characteristics	job applicants or participants role playing as applicants,	Attributes that are specific to a job (e.g., pay, benefits, type of work) and those attributes that are more broadly reflective of the organization (e.g., company image, size, work environment, location, familiarity).	Results showed that applicant attraction outcomes were predicted by job–organization characteristics, recruiter behaviors, perceptions of the recruiting process, perceived fit, and hiring expectancies, but not recruiter demographics or perceived alternatives. Path analyses showed that applicant attitudes and intentions mediated the predictor–job choice relationships.		
Lievens (2007)	This study conceptualizes employer brand as a package of instrumental and symbolic attributes. The authors examine the relative importance of		Job and organizational characteristics	Potential and actual applicants, military employees	Social/team activities Physical activities Structure Advancement Travel opportunities Pay and benefits Job security	In the actual applicant sample, the significant predictors were social activities, physical activities, structure, job security, educational	social activities, physical activities, structure, job security, educational opportunities, task diversity, cheerfulness, competence, and prestige	Self-constructed: semistructured interviews with actual applicants and military employees were conducted, respondents

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	instrumental and symbolic employer brand beliefs across different groups of individuals: potential applicants, actual applicants, and military employees (with less than three years of tenure).				Educational opportunities Task diversity	opportunities, task diversity, cheerfulness, competence, and prestige. Finally, in the military employee sample, structure, sincerity, and competence predicted the Army's attractiveness as an employer.		were asked to state various reasons for joining the Army.
Lievens, van Hoye, & Anseel (2007).	This study aims to bridge two research streams that have evolved relatively apart from each other, namely the research streams on organizational identity and on employer branding (employer image). In particular, we posit that it is crucial to examine which factors company outsiders (applicants) as well as company insiders (employees) associate with a given employer. To this end, this study uses the instrumental–symbolic framework to study factors relating to both employer image and organizational identity of the Belgian Army	.	Instrumental & symbolic attributes	Two samples are used: a sample of 258 Army applicants and a sample of 179 military employees	Instrumental attributes: Opportunity for social/team activities, opportunity for sports, provision of good salaries, advancement opportunities, job security, task diversity, opportunity to work in a structured (disciplined) environment and travel opportunities. Symbolic attributes: Sincerity, excitement, competence, sophistication and ruggedness	Results show that both instrumental and symbolic perceived image dimensions predict applicants' attraction to the Army	Instrumental attributes: Opportunity for social/team activities, opportunity for sports, provision of good salaries, advancement opportunities, job security, task diversity, opportunity to work in a structured (disciplined) environment and travel opportunities. Symbolic attributes: Sincerity, excitement, competence, sophistication and ruggedness	Instrumental attributes: semi-structured interviews and focus groups with a number of military employees, prompting them to describe the Army as an employer (see Lievens, Van Hoye and Schreurs, 2005). symbolic attributes: adapted version of Aaker's (1997) scale for measuring symbolic attributes related to brands.
Maxwell and Knox (2009)	The objective of the study is to know what makes an organization attractive to its current employees	Comparative case study, 5 companies. Open-ended questionnaire	Employer brand attractiveness	Employees selected by the manager	Employment: Work environment, workforce, type of work, style of management, employee rewards, management workforce relations, organizational success, product of service, construed external image.	Employment, Organizational success, construed external image, product or service.	Employment related attributes, Organizational success, construed external image, product or service.	No scales, open-ended questionnaire
Tetrick, Weathington, Da silva,Hut	A study to examine the effect of salary level, amount of leave	A mixed experimental design	Benefits	Seventy-six students in a large urban	Salary level, amount of leave per year, extent of costsharing	Salary, amount of vacation time, cost of health	Salary, amount of vacation time, cost of health	Self-constructed scenario research

cheson (2010)	per year, extent of cost-sharing for health care insurance coverage, type of retirement plan on individuals job choice within the US employment context.			university in the United States	for health care insurance coverage, type of retirement plan	insurance, and type of retirement plan predicted the likelihood that individuals would apply for a position as well as accept the position if it were offered to them.	insurance, and type of retirement plan	
Nadler, Cundiff & Jackson, (2010).	The purpose of this paper is to empirically demonstrate the relationship between different flexible work schedules and employee perceptions of organizational attractiveness.	Scenario research	Organizational attractiveness	Participants were college students with a limited work experience	Seven proposed categories of flextime are: flexitour, modified flexitour, gliding schedule, modified gliding schedule, variable day, variable week, and crediting schedule (Nadler and Cundiff, 2007; Rubin, 1979).	The study found significant differences in organizational attractiveness based on the eight types of work schedule flexibility. The study's results supported categorizing flextime programs as heterogeneous constructs.	Modified flexitour, variable day, and variable week programs.	self-constructed scenario
Tuzuner & Yuksel (2009)	The purpose of the study is to determine the components of employer attractiveness from the perspective of potential employees.	a questionnaire of employer attractiveness scale and demographic questions.	Employer attractiveness	Potential employees were grouped in two clusters according to their expectation dimensions called "integrators" and "challengers." Undergraduate Business administration students	"integrated employer branding" : Possibilities for advancement/promotion, tasks that mean bigger challenges, a good reference for your future carrier, innovative solutions, strong clear company culture, good ethic, good leadership/management, market success, internal further education, inspiring collogues, dynamic organization, balance between private life and carrier, environmental friendly policy, international carrier			

| | | | | | opportunities, good reputation and highly thought of, safe employment, project based work, continuous reconnection and follow-up of your work, varying work, attractively geographically situated, employees with varying background, only recruiting the best, few hours overtime, exciting products and/or services, flexible working hoursand

"competitivenes s.": employer that provides competitive work environment that provides competitive working environment, competitive compensation package and possibilities to work from home. | | | |
|---|---|---|---|---|---|---|---|---|
| Hoye & Saks (2011) | This study investigates perceptions of organisational image and attractiveness among 200 potential applicants for the Belgian Defense and the person (e.g. friend, parent) accompanying them to a job fair | | organizational image and attractiveness | Potential applicants | Instrumental image: Social activities Structure Advancement Travel Pay Job security Education

Symbolic image: Sincerity Excitement Competence Prestige Ruggedness | Instrumental: more social activities, more advancement opportunities, and less structure. Symbolic image: more sincere, more exciting, more prestigious, and less rugged | Instrumental: more social activities, more advancement opportunities, and less structure. Symbolic image: more sincere, more exciting, more prestigious, and less rugged | Scale consists of seven instrumental and five symbolic image dimensions (Lievens et al., 2005, 2007 |

Alniacik & Alniacik, (2012)	This study attempts to identify the dimensions of attractiveness in employer branding, to examine their perceived importance levels and to contrast perceptual differences (if any) regarding the age, gender and current employment status of the respondents.		Employer attractiveness	600 participatns, Half of them were employed and the other half were un-employed college students at the time of data collection	The 'employer attractiveness' scale has 25 items corresponding the functional, economic and psychological benefits delineated by Ambler and Barrow (1996). Labeled as social value, market value, economic value, application value, cooperation value, working environment	Respondents attributed the highest importance to social value (M= 4,46) of the possible employers when seeking for employment. They attributed the least importance to market value (M = 3,82) of the potential employers.	importance to social value (M= 4,46) of the possible employers : Gaining career-enhancing experience Feeling good about yourself as a result of working for the organisation Acceptance and belonging Having a good relationship with your superiors The organisation both values and makes use of your creativity Good promotion opportunities within the organisation Recognition/appreciation from management Job security within the organisation	Berthon, Ewing & Hah, (2005) 25 items
Arachige and Robertson, (2013)	This study expands on an earlier survey in Sri Lanka of the employer attributes most important in attracting job-seekers, drawing on the perceptions of Sri Lankan undergraduate Business/Commerce students in their final semester before graduation and comparing those findings with the results of a similar survey of MBA students who have had varying periods of employment experience.		the dimensions of attractiveness to a preferred employer	Sri Lankan undergraduate Business/Commerce students in their final semester before graduation and comparing those findings with the results of a similar survey of MBA students who have had varying periods of employment experience.	25 of which were drawn from the EmpAt scale developed by Berthon, Ewing and Hah (2005) An examination of other literature on the topic suggested that there were additional organizational factors that could impact on attractiveness. These included profitability, publicity, size, type of product or service (Cable and Graham, 2000), the quality of the management, honesty and fairness and personal respect.	Ararchige and Robertson found that Gaining experience to help career* Future opportunities* Promotes self-esteem* Job security* Happy environment Develops confidence* were most important for graduating students, while Promoting self-esteem* Gaining career experience* Appreciation from management, Develops confidence* Job security* Future opportunities* were most important for MBA students.	Graduating students: Gaining experience to help career* Future opportunities* Promotes self-esteem* Job security* Happy environment Develops confidence* , MBA students: Promoting self-esteem* Gaining career experience* Appreciation from management, Develops confidence* Job security* Future opportunities*	Berthon, Ewing & Hah (2005) 25 items
Corporaa l, Riemsdijk, Kluijtma ns& van Vuuren(2	First and foremost in this research, young jobseekers'' preferences have been established very precisely. In addition, we have		Job seekers preferences	Generation Y	challenge alternation autonomy and clarity colleagues leadership Training &	The strongest preferences of young people are primarily linked to development, clarity, the work	development, clarity, the work environment and working conditions.	

| 014) | investigated the extent to which there is a match between those preferences and the kind of work that is offered by organisations in the manufacturing industry, healthcare and government. Hence, our study makes an important scientific contribution on the one hand, namely how to better operationalise the preferences of young jobseekers, and an important practical contribution on the other, namely by identifying job and organisation-related characteristics which should be given priority in order to increase the appeal of organisations when trying to recruit young jobseekers. | | | | Development physical workplace flexibility | environment and working conditions. Clarity and working conditions are particularly striking because those characteristics are not generally associated with the newest generation of jobseekers in publications about Generation Y. | | |

APPENDIX III QUESTIONNAIRES

Students

1.Wat is uw geslacht? *

○ Man

○ Vrouw

2.Wat uw leeftijd? *

[   ]

3.Aan welke Universiteit studeert u? *

○ Utwente (Enschede)

○ OU Heerlen (Heerlen)

4.Welke opleiding volgt u op dit moment? *

[   ]

5.Volgt u deze opleiding in voltijd of in deeltijd? *

○ Voltijd [   ]

○ Deeltijd [   ]

○ Overig (licht toe) [   ]

6.In welke provincie heeft u gewoond voordat u ging studeren aan de huidige universiteit? *

○ Friesland

○ Groningen

○ Drenthe

○ Gelderland

○ Utrecht

○ Flevoland

○ Overijssel

○ Noord-Brabant

○ Limburg

○ Zeeland

○ Noord-holland

○ Zuid-Holland

Hoe belangrijk zijn de volgende onderwerpen voor u bij het beoordelen van de aantrekkelijkheid van een werkgever?

1= Zeer onbelangrijk

2= Onbelangrijk
3= Tamelijk onbelangrijk
4= Neutraal
5= Tamelijk belangrijk
6= Belangrijk
7= Zeer belangrijk

7.Locatie/ligging van het bedrijf

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een bedrijf dat is gevestigd in de buurt van een grote stad (>160.000 inwoners)	O	O	O	O	O	O	O
Een bedrijf met een korte reistijd van huis naar het werk	O	O	O	O	O	O	O
Een bedrijf dat meerdere locaties in Nederland heeft	O	O	O	O	O	O	O
Een bedrijf dat goed bereikbaar is via snelwegen/openbaar vervoer	O	O	O	O	O	O	O

8. Staat van het bedrijf

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een bedrijf in een groeiende sector	O	O	O	O	O	O	O
Een bedrijf met een gezonde financiële situatie	O	O	O	O	O	O	O
Een bedrijf waarin het aantal medewerkers groeit	O	O	O	O	O	O	O
Een bedrijf met vestigingen in meerdere landen	O	O	O	O	O	O	O

9.Betrokkenheid/sfeer

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een bedrijf met weinig managementlagen	O	O	O	O	O	O	O
Een bedrijf met een informele cultuur	O	O	O	O	O	O	O
Een bedrijf met betrokken medewerkers	O	O	O	O	O	O	O
Een bedrijf met een gemoedelijke sfeer	O	O	O	O	O	O	O

10.Organisatorisch beheer

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een bedrijf waarvan het kopen van aandelen een goede investering is	O	O	O	O	O	O	O
Een bedrijf dat vaak nieuwe innovaties introduceert	O	O	O	O	O	O	O
Een bedrijf waar het management is toegewijd tot de organisatie	O	O	O	O	O	O	O

11. Korte-termijn ervaring

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een bedrijf met aansprekende reclame voor producten en services	○	○	○	○	○	○	○
Een bedrijf waar ik positieve dingen over heb gehoord en ervaren	○	○	○	○	○	○	○
Een bedrijf dat de eerste keuze voor kwalitatief hoogwaardige producten / diensten is	○	○	○	○	○	○	○

12. Verbondenheid met Maatschappelijk Verantwoord Ondernemen (MVO)

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een bedrijf dat is toegewijd om een deel van haar winst te gebruiken om non-profitorganisaties te helpen	○	○	○	○	○	○	○
Een bedrijf dat winst terug geeft aan de gemeenschappen waarin het bedrijf zaken doet	○	○	○	○	○	○	○
Een bedrijf dat een bijdrage aan liefdadigheid in zijn zakelijke activiteiten integreert	○	○	○	○	○	○	○

13. Deelname aan Maatschappelijk Verantwoord Ondernemen (MVO)

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Samenwerken als een team aan MVO-activiteiten	○	○	○	○	○	○	○
Ruimschoots de gelegenheid om MVO-activiteiten voor te stellen	○	○	○	○	○	○	○

14. Werk-privé balans

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Balans tussen eisen van werk en privé/gezinsleven	○	○	○	○	○	○	○
Kunnen onderhouden van de balans tussen werk en privé/gezinsleven	○	○	○	○	○	○	○
Makkelijk werk en privé/gezinsleven kunnen combineren	○	○	○	○	○	○	○

15. Opleidings- en ontwikkelingsmogelijkheden

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan waarin ik door kan groeien naar functies met meer zelfstandigheid	○	○	○	○	○	○	○
Een baan waarin ik door kan groeien naar functies met meer contact met mensen buiten de organisatie	○	○	○	○	○	○	○
Een baan waarin ik door kan groeien naar functies met meer verantwoordelijkheid	○	○	○	○	○	○	○
Een baan waarin ik door kan groeien naar een leidinggevende functie	○	○	○	○	○	○	○

16. Baanzekerheid

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan die de mogelijkheid tot een vaste positie biedt	○	○	○	○	○	○	○
Een baan die werkzekerheid biedt	○	○	○	○	○	○	○
Een baan die mensen een werk voor het leven biedt	○	○	○	○	○	○	○
Een baan die de vooruitzichten voor een zekere toekomst biedt	○	○	○	○	○	○	○

17. Werkomgeving

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een werkomgeving waar ik plezier ervaar	○	○	○	○	○	○	○
Werken in een boeiende omgeving	○	○	○	○	○	○	○
Een werkomgeving waar ik me thuis voel	○	○	○	○	○	○	○

18. Arbeidsvoorwaarden

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Hoogte van het basis salaris (maandsalaris en vakantietoeslag)	○	○	○	○	○	○	○
Hoogte van flexibele salaris (eventuele bonusregeling)	○	○	○	○	○	○	○
Secundaire arbeidsvoorwaarden (o.a.opleidingsmogelijkheden)	○	○	○	○	○	○	○
Aantal vakantiedagen	○	○	○	○	○	○	○

Pensioensysteem	○	○	○	○	○	○	○

19.Teamcohesie

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een team waarin mensen weten dat ze van elkaar afhankelijk zijn	○	○	○	○	○	○	○
Een team waar mensen echt belangstelling voor elkaar hebben	○	○	○	○	○	○	○
Een team waarin mensen veel met elkaar samen werken	○	○	○	○	○	○	○
Een team waar mensen ook echt als team werken	○	○	○	○	○	○	○

20.Stijl van leidinggeven

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een leidinggevende die mij stimuleert om mijn talenten te ontwikkelen	○	○	○	○	○	○	○
Een leidinggevende die mij aanmoedigt om onafhankelijk te denken	○	○	○	○	○	○	○
Een leidinggevende die uitdagende verantwoordelijkheden aan mij delegeert	○	○	○	○	○	○	○
Een leidinggevende die mij stimuleert om met eigen initiatieven te komen	○	○	○	○	○	○	○

21.Diversiteit

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Managers/leidinggevenden /teamleiders die goed werken met medewerkers van verschillende achtergronden.	○	○	○	○	○	○	○
Beleid en programma's die de diversiteit bevorderen op de werkvloer (bijvoorbeeld het werven van minderheden en vrouwen, de opleiding in het bewustzijn van diversiteit kwesties, mentoring)	○	○	○	○	○	○	○
Supervisor/teamleiders die zich inzetten voor een personeelsbestand dat representatief is voor alle segmenten van de samenleving	○	○	○	○	○	○	○

22. Bekendheid met het bedrijf

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Bekendheid met het bedrijf	○	○	○	○	○	○	○
Bekendheid met merken van het bedrijf	○	○	○	○	○	○	○
Bekendheid met producten van het bedrijf	○	○	○	○	○	○	○

23. Werkplanning autonomie

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan die me in staat stelt om zelf te bepalen hoe ik taken plan	○	○	○	○	○	○	○
Een baan die me in staat stelt om de volgorde van mijn werkzaamheden te bepalen	○	○	○	○	○	○	○
Een baan die me in staat stelt om te plannen hoe ik mijn werk doe	○	○	○	○	○	○	○

24.Autonomie in beslissingen nemen

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan die me de kans geeft om persoonlijk initiatief te nemen of zelf te oordelen over de uitvoering van het werk	○	○	○	○	○	○	○
Een baan die me in staat stelt om veel beslissingen zelf te nemen	○	○	○	○	○	○	○
Een baan die mij een aanzienlijke mate van vrijheid biedt in het maken van beslissingen	○	○	○	○	○	○	○

25. Autonomie in werkmethoden

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan die me in staat stelt om beslissingen te nemen over de methode die ik gebruik om mijn werk uit te voeren	○	○	○	○	○	○	○
Een baan die mij geruime gelegenheid geeft voor onafhankelijkheid en vrijheid in hoe ik mijn werk doe	○	○	○	○	○	○	○
Een baan die me in staat stelt om zelf te beslissen hoe ik mijn werk doe	○	○	○	○	○	○	○

26. Taakvariëteit

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk

Een baan die een hoge mate van taak variëteit bevat	○	○	○	○	○	○	○
Een baan die het doen van een aantal verschillende dingen omvat	○	○	○	○	○	○	○
Een functie die vraagt om de uitvoering van een breed scala aan taken	○	○	○	○	○	○	○
Een baan die het uitvoeren van diverse taken omvat	○	○	○	○	○	○	○

27.Taaksignificantie

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Resultaten van het werk die waarschijnlijk significante invloed hebben op de levens van andere mensen	○	○	○	○	○	○	○
Een baan die zelf zeer belangrijk is en belangrijk is in een ruimer spectrum van dingen	○	○	○	○	○	○	○
Een baan die een grote impact op mensen buiten de organisatie heeft	○	○	○	○	○	○	○
Werkzaamheden in een baan die een significante invloed hebben op mensen buiten de organisatie	○	○	○	○	○	○	○

28.Taakidentiteit

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan waarin het werk een begin en einde bevat	○	○	○	○	○	○	○
Een baan die zo wordt ingericht dat ik een heel stuk van het werk kan doen van begin tot eind	○	○	○	○	○	○	○
Een baan die mij de kans biedt om het werk helemaal af te maken waaraan ik begin	○	○	○	○	○	○	○
Een baan waarin ik werk dat ik begin kan voltooien	○	○	○	○	○	○	○

29. Flexibiliteit in werkplek

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan waarin ik niet verplicht ben om al mijn werkuren fysiek aanwezig te zijn op mijn werk	○	○	○	○	○	○	○

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan waarin ik zo nu en dan thuis kan werken	○	○	○	○	○	○	○
Een baan waarin ik zelf mag bepalen wanneer ik thuis werk	○	○	○	○	○	○	○

30. Flexibiliteit in werktijden

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan waarin ik zelf kan bepalen wat de begin- en eindtijden zijn van mijn werkdag	○	○	○	○	○	○	○
Een baan waarin ik de vrijheid heb om met collega's te wisselen van werkdag	○	○	○	○	○	○	○
Een baan waarin ik zelf kan bepalen wanneer ik pauze neem	○	○	○	○	○	○	○
Een baan waarin ik veel flexibiliteit heb voor het opnemen van vrije uren	○	○	○	○	○	○	○

Vul hier uw e-mailadres in, als u kans wilt maken op één van de cadeaubonnen.

1.**What is your gender?** *

○ Man

○ Woman

2.**What is your age?** *

[   ]

3.**At which University are you studying?** * *

○ Utwente (Enschede)

○ OU Nederland (Heerlen)

○ Universiteit Maastricht

4.**What are you studying at the university?** *

[   ]

5.**Is this a full-time or part-time study?** *

○ Fulltime [   ]

○ Part-time [   ]

○ Other (explain) [   ]

6.**What country are you from?** *

[   ]

7.**In which Dutch province do you currently live?** *

○ Friesland

○ Groningen

○ Drenthe

○ Gelderland

○ Utrecht

○ Flevoland

○ Overijssel

○ Noord-Brabant

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○ Limburg

○ Zeeland

○ Noord-holland

○ Zuid-Holland

○ I live abroad

How important are the following elements to you when you evaluate the attractiveness of an employer

1= Not at all important
2= Unimportant
3= Slightly unimportant
4= Neutral
5= Moderately important
6= Very important
7= Extremely important

8.Location/position of the company

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A company that is located near a large city (> 160,000 inhabitants)	○	○	○	○	○	○	○
A company with a short commute time from home to work	○	○	○	○	○	○	○
A company that has multiple locations in Netherlands	○	○	○	○	○	○	○
A company that is well served by motorways / public transport	○	○	○	○	○	○	○

9.Condition of the company

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A company in a growing sector	○	○	○	○	○	○	○
A company with a sound financial situation	○	○	○	○	○	○	○
A company in which the number of employees grows	○	○	○	○	○	○	○
A company with offices in several countries	○	○	○	○	○	○	○

10.Commitment/Atmosphere

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A company with few layers of management	○	○	○	○	○	○	○

A company with an informal culture	○	○	○	○	○	○	○
A company with committed employees	○	○	○	○	○	○	○
A company with a friendly atmospher	○	○	○	○	○	○	○

11. Organisational management

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A company of which buying stock is a good investment	○	○	○	○	○	○	○
A company that often introduces innovations	○	○	○	○	○	○	○
A company where the management is committed to the organization	○	○	○	○	○	○	○

12.Short-term experience

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A company with appealing advertising for products and services	○	○	○	○	○	○	○
Heard/experienced positive things about the company	○	○	○	○	○	○	○
A company that is first choice for high quality products/services	○	○	○	○	○	○	○

13.Corporate Social Responsibility (CSR) associations

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A company that gives profits back to the communities where the company does business	○	○	○	○	○	○	○
A company that integrates charitable contributions into its business activities	○	○	○	○	○	○	○
A company that is committed to use a portion of its profits to help nonprofits	○	○	○	○	○	○	○

14.Corporate Social Responsibility (CSR) participation

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
Work together as a team on CSR activities	○	○	○	○	○	○	○
Have ample opportunity to suggest CSR activities	○	○	○	○	○	○	○

15.Work-Life-Balance

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
Ability to balance the demands of your work	○	○	○	○	○	○	○

and your personal/family life						
Ability to maintain adequate work and personal/family life balance	○	○	○	○	○	○
Ability to easily combine work and private/family life	○	○	○	○	○	○

16.Training & development

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A job where I can grow to functions with more independence	○	○	○	○	○	○	○
A job where I can grow to functions with more contact with people outside the organization	○	○	○	○	○	○	○
A job where I can grow into functions of greater responsibility	○	○	○	○	○	○	○
A job where I can grow into a leadership role	○	○	○	○	○	○	○

17.Job security

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A job that offers the possibility to hold a permanent position	○	○	○	○	○	○	○
A job that offers job security	○	○	○	○	○	○	○
A job that offers people a job for life	○	○	○	○	○	○	○
A job that offers prospects for a certain future	○	○	○	○	○	○	○

18.Working environment

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A fun working environment	○	○	○	○	○	○	○
Working in an exciting environment	○	○	○	○	○	○	○
A working environment where I feel (like at) home	○	○	○	○	○	○	○

19.Employment conditions

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
Level of the primary wage (salary and holiday pay)	○	○	○	○	○	○	○
Level of flexible salary (i.a. bonus scheme)	○	○	○	○	○	○	○
Benefits (including training)	○	○	○	○	○	○	○
Number of Holidays	○	○	○	○	○	○	○
Retirement System	○	○	○	○	○	○	○

If you have completed all the questions, proceed to the next page.

20.Teamcohesion

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A work group in which group members know that they can depend on each other	○	○	○	○	○	○	○
A work group in which members take interest in one another	○	○	○	○	○	○	○
A work group in which group members are very cooperative with one another.	○	○	○	○	○	○	○
A work group in which group members work as a team.	○	○	○	○	○	○	○

21.Leadership style

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A manager who encourages me to develop my talents	○	○	○	○	○	○	○
A manager who encourages me to think independently	○	○	○	○	○	○	○
A manager who delegates challenging responsibilities to me	○	○	○	○	○	○	○
A manager who encourages me to come up with my own initiatives	○	○	○	○	○	○	○

22.Diversity

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
Managers/supervisors/team leaders that work well with employees of different backgrounds	○	○	○	○	○	○	○
Policies and programs that promote diversity in the workplace (for example, recruiting minorities and women, training in awareness of diversity issues, mentoring).	○	○	○	○	○	○	○
Supervisor/team leaders that are committed to a workforce representative of all segment of societ	○	○	○	○	○	○	○

23.Familiarity with the company

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
Familiarity with the company	○	○	○	○	○	○	○
Familiarity with the brands of the company	○	○	○	○	○	○	○
Familiarity with the products of the company	○	○	○	○	○	○	○

24.Work Scheduling Autonomy

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A job that allows me to make my own decisions about how to schedule my work	○	○	○	○	○	○	○
A job that allows me to decide on the order in which things are done on the job.	○	○	○	○	○	○	○
A job that allows me to plan how I do my work	○	○	○	○	○	○	○

25.Decision-making autonomy

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A job that gives me the chance to use my personal initiative or judgement in carrying out the work	○	○	○	○	○	○	○
A job that allows me to make a lot of decisions on my own	○	○	○	○	○	○	○
A job that provides me with significant autonomy in making decisions	○	○	○	○	○	○	○

26.Work methods autonomy

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A job that allows me to make decisions about what methods I use to complete my work	○	○	○	○	○	○	○
A job that gives me considerable opportunity for independence and freedom in how I do the work	○	○	○	○	○	○	○
A job that allows me to decide on my own how to go about doing my work	○	○	○	○	○	○	○

27.Task variety

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A job that involves a great deal of task variety	○	○	○	○	○	○	○
A job that involves doing a number of different things	○	○	○	○	○	○	○
A job that requires the performance of a wide range of tasks	○	○	○	○	○	○	○

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
The job involves performing a variety of tasks	○	○	○	○	○	○	○

28. Tasksignificance

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
The results of my work that significantly affect the lives of other people	○	○	○	○	○	○	○
A job itself that is very significant and important in the broader scheme of things.	○	○	○	○	○	○	○
A job that has large impact on people outside then organization	○	○	○	○	○	○	○
The work performed on the job that has a significant impact on people outside the organization	○	○	○	○	○	○	○

29. Taskidentity

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A job that involves completing a piece of work that has an obvious beginning and end	○	○	○	○	○	○	○
A job arranged so that I can do an entire piece of work from beginning to end	○	○	○	○	○	○	○
A job that provides me the chance to completely finish the pieces of work I begin	○	○	○	○	○	○	○
A job that allows me to complete work I start	○	○	○	○	○	○	○

30. Flexibility in workplace

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A job in which I am not required to have all my hours at work physically present	○	○	○	○	○	○	○
A job in which I can work occasionally at home	○	○	○	○	○	○	○
A job in which I can decide when I work at home	○	○	○	○	○	○	○

31. Flexibility in working hours

	Not at all important	Unimportant	Slightly unimportant	Neutral	Moderately important	important	Extremely important
A job in which I can determine the start and end times of my working day itself	○	○	○	○	○	○	○
A job in which I have the freedom to switch working days with	○	○	○	○	○	○	○

colleagues							
A job in which I can decide when I take breaks	○	○	○	○	○	○	○
A job in which I have a lot of flexibility for the inclusion of free hours	○	○	○	○	○	○	○

Employees

1.Wat is uw geslacht? *

○ Man

○ Vrouw

2.Wat uw leeftijd? *

[   ]

3.Wat is uw hoogst genoten opleiding? *

○ MBO

○ HBO

○ WO

○ Overig [   ]

4.Bij hoeveel bedrijven heeft u gewerkt tussen uw studie en in diensttreding bij Saint-Gobain?

[▼]

5.Wat is de duur van uw dienstverband bij uw huidige werkgever (in jaren)?

[▼]

Hoe belangrijk zijn de volgende onderwerpen voor u bij het beoordelen van de aantrekkelijkheid van een werkgever?

1= Zeer onbelangrijk
2= Onbelangrijk
3= Tamelijk onbelangrijk
4= Neutraal
5= Tamelijk belangrijk
6= Belangrijk
7= Zeer belangrijk

7.Locatie/ligging van het bedrijf

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een bedrijf dat is gevestigd in de buurt van een grote stad (>160.000 inwoners)	○	○	○	○	○	○	○
Een bedrijf met een korte reistijd van huis naar het werk	○	○	○	○	○	○	○
Een bedrijf dat meerdere locaties in Nederland heeft	○	○	○	○	○	○	○
Een bedrijf dat goed bereikbaar is via	○	○	○	○	○	○	○

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snelwegen/openbaar vervoer

8. Staat van het bedrijf

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een bedrijf in een groeiende sector	○	○	○	○	○	○	○
Een bedrijf met een gezonde financiële situatie	○	○	○	○	○	○	○
Een bedrijf waarin het aantal medewerkers groeit	○	○	○	○	○	○	○
Een bedrijf met vestigingen in meerdere landen	○	○	○	○	○	○	○

9.Betrokkenheid/sfeer

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een bedrijf met weinig managementlagen	○	○	○	○	○	○	○
Een bedrijf met een informele cultuur	○	○	○	○	○	○	○
Een bedrijf met betrokken medewerkers	○	○	○	○	○	○	○
Een bedrijf met een gemoedelijke sfeer	○	○	○	○	○	○	○

10.Organisatorisch beheer

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een bedrijf waarvan het kopen van aandelen een goede investering is	○	○	○	○	○	○	○
Een bedrijf dat vaak nieuwe innovaties introduceert	○	○	○	○	○	○	○
Een bedrijf waar het management is toegewijd tot de organisatie	○	○	○	○	○	○	○

11.Korte-termijn ervaring

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een bedrijf met aansprekende reclame voor producten en services	○	○	○	○	○	○	○
Een bedrijf waar ik positieve dingen over heb gehoord en ervaren	○	○	○	○	○	○	○
Een bedrijf dat de eerste keuze voor kwalitatief hoogwaardige producten / diensten is	○	○	○	○	○	○	○

12.Verbondenheid met Maatschappelijk Verantwoord Ondernemen (MVO)

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een bedrijf dat is toegewijd om een deel van haar winst te gebruiken om non-profitorganisaties te helpen	○	○	○	○	○	○	○
Een bedrijf dat winst terug geeft aan de gemeenschappen waarin het bedrijf zaken doet	○	○	○	○	○	○	○
Een bedrijf dat een bijdrage aan liefdadigheid in zijn zakelijke activiteiten integreert	○	○	○	○	○	○	○

13.Deelname aan Maatschappelijk Verantwoord Ondernemen (MVO)

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Samenwerken als een team aan MVO-activiteiten	○	○	○	○	○	○	○
Ruimschoots de gelegenheid om MVO-activiteiten voor te stellen	○	○	○	○	○	○	○

14.Werk-privé balans

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Balans tussen eisen van werk en privé/gezinsleven	○	○	○	○	○	○	○
Kunnen onderhouden van de balans tussen werk en privé/gezinsleven	○	○	○	○	○	○	○
Makkelijk werk en privé/gezinsleven kunnen combineren	○	○	○	○	○	○	○

15. Opleidings- en ontwikkelingsmogelijkheden

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan waarin ik door kan groeien naar functies met meer zelfstandigheid	○	○	○	○	○	○	○
Een baan waarin ik door kan groeien naar functies met meer contact met mensen buiten de organisatie	○	○	○	○	○	○	○
Een baan waarin ik door kan groeien naar functies met meer verantwoordelijkheid	○	○	○	○	○	○	○
Een baan waarin ik door kan groeien naar een leidinggevende functie	○	○	○	○	○	○	○

16. Baanzekerheid

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan die de mogelijkheid tot een vaste positie biedt	○	○	○	○	○	○	○
Een baan die werkzekerheid biedt	○	○	○	○	○	○	○
Een baan die mensen een werk voor het leven biedt	○	○	○	○	○	○	○
Een baan die de vooruitzichten voor een zekere toekomst biedt	○	○	○	○	○	○	○

17. Werkomgeving

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een werkomgeving waar ik plezier ervaar	○	○	○	○	○	○	○
Werken in een boeiende omgeving	○	○	○	○	○	○	○
Een werkomgeving waar ik me thuis voel	○	○	○	○	○	○	○

18. Arbeidsvoorwaarden

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Hoogte van het basis salaris (maandsalaris en vakantietoeslag)	○	○	○	○	○	○	○
Hoogte van flexibele salaris (eventuele bonusregeling)	○	○	○	○	○	○	○
Secundaire arbeidsvoorwaarden (o.a.opleidingsmogelijkheden)	○	○	○	○	○	○	○
Aantal vakantiedagen	○	○	○	○	○	○	○
Pensioensysteem	○	○	○	○	○	○	○

19.Teamcohesie

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een team waarin mensen weten dat ze van elkaar afhankelijk zijn	○	○	○	○	○	○	○
Een team waar mensen echt belangstelling voor elkaar hebben	○	○	○	○	○	○	○
Een team waarin mensen veel met elkaar samen werken	○	○	○	○	○	○	○
Een team waar mensen ook echt als team werken	○	○	○	○	○	○	○

20.Stijl van leidinggeven

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een leidinggevende die mij stimuleert om mijn talenten te ontwikkelen	○	○	○	○	○	○	○

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een leidinggevende die mij aanmoedigt om onafhankelijk te denken	○	○	○	○	○	○	○
Een leidinggevende die uitdagende verantwoordelijkheden aan mij delegeert	○	○	○	○	○	○	○
Een leidinggevende die mij stimuleert om met eigen initiatieven te komen	○	○	○	○	○	○	○

21.Diversiteit

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Managers/leidinggevenden /teamleiders die goed werken met medewerkers van verschillende achtergronden.	○	○	○	○	○	○	○
Beleid en programma's die de diversiteit bevorderen op de werkvloer (bijvoorbeeld het werven van minderheden en vrouwen, de opleiding in het bewustzijn van diversiteit kwesties, mentoring)	○	○	○	○	○	○	○
Supervisor/teamleiders die zich inzetten voor een personeelsbestand dat representatief is voor alle segmenten van de samenleving	○	○	○	○	○	○	○

22. Bekendheid met het bedrijf

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Bekendheid met het bedrijf	○	○	○	○	○	○	○
Bekendheid met merken van het bedrijf	○	○	○	○	○	○	○
Bekendheid met producten van het bedrijf	○	○	○	○	○	○	○

23. Werkplanning autonomie

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan die me in staat stelt om zelf te bepalen hoe ik taken plan	○	○	○	○	○	○	○
Een baan die me in staat stelt om de volgorde van mijn werkzaamheden te bepalen	○	○	○	○	○	○	○
Een baan die me in staat stelt om te plannen hoe ik mijn werk doe	○	○	○	○	○	○	○

24.Autonomie in beslissingen nemen

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk

	Een baan die me de kans geeft om persoonlijk initiatief te nemen of zelf te oordelen over de uitvoering van het werk	○	○	○	○	○	○	○
Een baan die me in staat stelt om veel beslissingen zelf te nemen	○	○	○	○	○	○	○
Een baan die mij een aanzienlijke mate van vrijheid biedt in het maken van beslissingen	○	○	○	○	○	○	○

25. Autonomie in werkmethoden

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan die me in staat stelt om beslissingen te nemen over de methode die ik gebruik om mijn werk uit te voeren	○	○	○	○	○	○	○
Een baan die mij geruime gelegenheid geeft voor onafhankelijkheid en vrijheid in hoe ik mijn werk doe	○	○	○	○	○	○	○
Een baan die me in staat stelt om zelf te beslissen hoe ik mijn werk doe	○	○	○	○	○	○	○

26. Taakvariëteit

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan die een hoge mate van taak variëteit bevat	○	○	○	○	○	○	○
Een baan die het doen van een aantal verschillende dingen omvat	○	○	○	○	○	○	○
Een functie die vraagt om de uitvoering van een breed scala aan taken	○	○	○	○	○	○	○
Een baan die het uitvoeren van diverse taken omvat	○	○	○	○	○	○	○

27. Taaksignificantie

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Resultaten van het werk die waarschijnlijk significante invloed hebben op de levens van andere mensen	○	○	○	○	○	○	○
Een baan die zelf zeer belangrijk is en belangrijk is in een ruimer spectrum van dingen	○	○	○	○	○	○	○

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan die een grote impact op mensen buiten de organisatie heeft	○	○	○	○	○	○	○
Werkzaamheden in een baan die een significante invloed hebben op mensen buiten de organisatie	○	○	○	○	○	○	○

28.Taakidentiteit

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan waarin het werk een begin en einde bevat	○	○	○	○	○	○	○
Een baan die zo wordt ingericht dat ik een heel stuk van het werk kan doen van begin tot eind	○	○	○	○	○	○	○
Een baan die mij de kans biedt om het werk helemaal af te maken waaraan ik begin	○	○	○	○	○	○	○
Een baan waarin ik werk dat ik begin kan voltooien	○	○	○	○	○	○	○

29. Flexibiliteit in werkplek

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan waarin ik niet verplicht ben om al mijn werkuren fysiek aanwezig te zijn op mijn werk	○	○	○	○	○	○	○
Een baan waarin ik zo nu en dan thuis kan werken	○	○	○	○	○	○	○
Een baan waarin ik zelf mag bepalen wanneer ik thuis werk	○	○	○	○	○	○	○

30. Flexibiliteit in werktijden

	Zeer onbelangrijk	Onbelangrijk	Tamelijk onbelangrijk	Neutraal	Tamelijk belangrijk	Belangrijk	Zeer belangrijk
Een baan waarin ik zelf kan bepalen wat de begin- en eindtijden zijn van mijn werkdag	○	○	○	○	○	○	○
Een baan waarin ik de vrijheid heb om met collega's te wisselen van werkdag	○	○	○	○	○	○	○
Een baan waarin ik zelf kan bepalen wanneer ik pauze neem	○	○	○	○	○	○	○
Een baan waarin ik veel flexibiliteit heb voor het opnemen van vrije uren	○	○	○	○	○	○	○

APPENDIX IV SUMMARY OF COMMENTS PRE-TEST

Questions	Remarks
What do you think of the clarity of the instruction letter?	All respondents answered that it was a clear letter, no additional remarks
How much time it took to complete the questionnaire?	Respondents answered between 10-20 minutes. 10 minutes was most often mentioned (7 times)
What did you think of the questions?	- Sometimes there is no direction in the questions (in / not stable / unstable, etc.). - Propositions are not uniform (I like it <degree of importance> important that the travel time to my work / company financially healthy / etc short). - Indicate why you have chosen a 7-point scale in your thesis, and not for a 5-point - Monotonous, but clearly because they are all the same .. misinterpretation can hardly happen .. - Put the questions in a table - The question of: 'How many years have you worked at Saint-Gobain Abrasives?' -> I can not specify a month here
Were there any questions that were unclear or susceptible to multiple interpretations? If so, which?	- Questions are all very similar to each other so you have to keep looking at what's good at a given moment - The question numbers are mixed up - Explain what CSR means - Me and Mij are used interchangeably in the questions
Are there any questions which are important to assess the attractiveness of an employer but which are not included in the questionnaire? If so, which?	All respondents answered that it was very clear, however some respondents mentioned that the concentration was halfway gone. They recommended to: display the questions in tables and several pages.
What do you think of the layout?	Work with several pages and a timebar how many questions you still have to fill in
What do you think of the answer options?	Mention the answer options instead 1,2,3 etc
Additional remarks	- The indicators you use for the variables are correct - Change '*Hoe belangrijk zijn de volgende elementen voor u wanneer u de aantrekkelijkheid van een werkgever beoordeelt?*' in to 'Hoe belangrijk zijn de volgende onderwerpen voor u bij het beoordelen van de aantrekkelijkheid van een werkgever?'

Remarks at specific questions	These questions are vague and need to be changed: 1. Locatie van het bedrijf -> it is not clear whether this question is about accessibility or attractiveness of the location 4. Financiële situatie van het bedrijf-> Is this about a healthy Financial situation? 5. Sector waarin het bedrijf opereert-> Is this about a expanding sector? 6. Aantal medewerkers binnen het bedrijf 7. Aantal management lagen binnen het bedrijf-> add limited number 8. 'Het kopen van aandelen is een goede investering' Do you mean to accept that it is important that the company buys shares? 12 t/m 18: Ik heb positieve dingen gehoord en ervaren-> Add that it is about the company: een bedrijf waar ik positieve dingen over heb gehoord en ervaren. 19: Balanceren van vragen door werk en privé situatie / gezinsleven-> not clear

Outlier analysis students

Student or employee: 1

Mean scores of all items

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
A fun working environment	378	2	7	6,19	,801
A working environment where I feel (like at) home	378	2	7	6,05	1,064
Working in an exciting environment	378	1	7	6,04	,870
A company with committed employees	378	3	7	6,02	,794
Ability to maintain adequate work and personal/family life balance	378	1	7	6,00	,879
A job where I can grow to functions with more independence	378	3	7	5,98	,843
A company with a friendly atmospher	378	2	7	5,97	,989
A manager who encourages me to develop my talents	378	2	7	5,96	,885
A job where I can grow into functions of greater responsibility	378	2	7	5,95	,897
A manager who encourages me to come up with my own initiatives	378	2	7	5,95	,869
Ability to balance the demands of your work and your personal/family life	378	1	7	5,94	,936
A work group in which group members work as a team.	378	2	7	5,88	,932
A manager who delegates challenging responsibilities to me	378	2	7	5,87	,899
A company in which the number of employees grows	378	2	7	5,84	,907
Ability to easily combine work and private/family life	378	2	7	5,83	,919
A manager who encourages me to think independently	378	2	7	5,83	,975
A job that offers job security	378	1	7	5,82	1,064
A company where the management is committed to the organization	378	2	7	5,80	,974
A job that involves doing a number of different things	378	2	7	5,79	,915
A job that involves a great deal of task variety	378	2	7	5,78	,952
A job that gives me the chance to use my personal initiative or judgement in carrying out the work	378	3	7	5,77	,869
A job that offers the possibility to hold a permanent position	378	1	7	5,75	1,155
A job that provides me with significant autonomy in making decisions	378	3	7	5,72	,856
The job involves performing a variety of tasks	378	2	7	5,72	,908
A job that offers prospects for a certain future	378	1	7	5,68	1,088
A job that gives me considerable opportunity for independence and freedom in how I do the work	378	2	7	5,67	,873
A job that allows me to make a lot of decisions on my own	378	2	7	5,66	,888
Level of the primary wage (salary and holiday pay)	378	1	7	5,64	,905
A work group in which members take interest in one another	378	1	7	5,64	,976
A job that requires the performance of a wide range of tasks	378	2	7	5,63	,927
Benefits (including training)	378	1	7	5,62	,970

A job that allows me to decide on my own how to go about doing my work	378	2	7	5,61	,880
A job that allows me to plan how I do my work	378	1	7	5,61	1,030
A job where I can grow into a leadership role	378	1,0	7,0	5,558	1,2837
A job that allows me to make decisions about what methods I use to complete my work	378	2	7	5,54	,898
A work group in which group members are very cooperative with one another.	378	1	7	5,54	1,053
Managers/supervisors/team leaders that work well with employees of different backgrounds	378	1	7	5,51	1,168
A job that allows me to make my own decisions about how to schedule my work	378	1	7	5,50	1,064
A job that allows me to decide on the order in which things are done on the job.	378	1	7	5,44	1,134
A job where I can grow to functions with more contact with people outside the organization	378	1	7	5,42	1,114
A work group in which group members know that they can depend on each other	378	1	7	5,39	1,024
Retirement System	378	1	7	5,37	1,293
Number of Holidays	378	1	7	5,32	1,081
A company with a short commute time from home to work	378	1	7	5,32	1,230
Heard/experienced positive things about the company	378	1	7	5,31	1,041
A company that is well served by motorways / public transport	378	1	7	5,26	1,344
A company that is first choice for high quality products/services	378	1	7	5,17	1,210
A job in which I have a lot of flexibility for the inclusion of free hours	378	1	7	5,10	1,302
A company with an informal culture	378	1	7	5,10	1,237
A company in a growing sector	378	1	7	5,09	1,097
A job that allows me to complete work I start	378	1	7	5,01	1,250
A company that often introduces innovations	378	1	7	5,01	1,325
A job that provides me the chance to completely finish the pieces of work I begin	378	1	7	4,96	1,305
A job in which I can decide when I take breaks	378	1	7	4,92	1,385
Level of flexible salary (i.a. bonus scheme)	378	1	7	4,86	1,321
The results of my work that significantly affect the lives of other people	378	1	7	4,85	1,306
A job itself that is very significant and important in the broader scheme of things.	378	1	7	4,84	1,223
A job arranged so that I can do an entire piece of work from beginning to end	378	1	7	4,76	1,285
A job that involves completing a piece of work that has an obvious beginning and end	378	1	7	4,76	1,309
A job in which I can work occasionally at home	378	1	7	4,75	1,420
A job in which I can determine the start and end times of my working day itself	378	1	7	4,71	1,387
A job in which I am not required to have all my hours at work physically present	378	1	7	4,69	1,421

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Familiarity with the products of the company	378	1	7	4,68	1,355
Familiarity with the company	378	1	7	4,68	1,353
A job in which I have the freedom to switch working days with colleagues	378	1	7	4,61	1,392
The work performed on the job that has a significant impact on people outside the organization	378	1	7	4,59	1,370
A job that has large impact on people outside then organization	378	1	7	4,57	1,385
Policies and programs that promote diversity in the workplace (for example, recruiting minorities and women, training in awareness of diversity issues, mentoring).	378	1	7	4,56	1,551
A job in which I can decide when I work at home	378	1	7	4,54	1,478
Familiarity with the brands of the company	378	1	7	4,53	1,359
A company in which the number of employees grows	378	1	7	4,49	1,191
A company with few layers of management	378	1	7	4,47	1,161
A job that offers people a job for life	378	1	7	4,46	1,548
Work together as a team on CSR activities	378	1	7	4,45	1,340
Supervisor/team leaders that are committed to a workforce representative of all segment of societ	378	1	7	4,44	1,613
Have ample opportunity to suggest CSR activities	378	1	7	4,43	1,332
A company with offices in several countries	378	1	7	4,34	1,618
A company with appealing advertising for products and services	378	1	7	4,24	1,448
A company that integrates charitable contributions into its business activities	378	1	7	4,23	1,410
A company that is committed to use a portion of its profits to help nonprofits	378	1	7	4,19	1,396
A company that gives profits back to the communities where the company does business	378	1	7	4,19	1,476
A company that is located near a large city (> 160,000 inhabitants)	378	1	7	4,05	1,680
A company of which buying stock is a good investment	378	1	7	4,03	1,451
A company that has multiple locations in Netherlands	378	1	7	3,44	1,510
Valid N (listwise)	378				

Difference between students and employees

Group Statistics

	Student or employe e	N	Mean	Std. Deviation	Std. Error Mean
Organisational_image	1	306	4,8301	,80650	,04610

	2	72	5,3287	,73103	,08615
Job_security	1	306	5,3374	1,01380	,05795
	2	72	5,8125	,85760	,10107
Employment_conditions	1	306	5,2627	,81187	,04641
	2	72	5,7889	,65080	,07670
Team_cohesion	1	306	5,5458	,83467	,04771
	2	72	5,8854	,60067	,07079
Diversity	1	306	4,3399	1,55674	,08899
	2	72	5,1944	1,05669	,12453
Familiarity	1	306	4,4412	1,20245	,06874
	2	72	5,4352	1,24425	,14664
WS_Autonomy	1	306	5,4423	,98833	,05650
	2	72	5,8241	,65236	,07688
DM_Autonomy	1	306	5,6710	,79340	,04536
	2	72	5,9120	,63046	,07430
Taskvariety	1	306	5,6830	,84130	,04809
	2	72	5,9271	,70641	,08325
Tasksignificance	1	306	4,7998	1,18778	,06790
	2	72	4,3368	1,07317	,12647
Training_development	1	306	5,7786	,76408	,04368
	2	72	5,5139	,89981	,10604
Leadership_style	1	306	5,8399	,77633	,04438
	2	72	6,0556	,74009	,08722
Flex_workhours	1	306	4,8954	1,11312	,06363
	2	72	4,5729	1,17817	,13885

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means	
			95% Confidence Interval of the Difference

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Organisational_image	Equal variances assumed	,556	,456	-4,802	376	,000	-,49864	,10384	-,70283	-,29445
	Equal variances not assumed			-5,103	115,289	,000	-,49864	,09771	-,69219	-,30509
Job_security	Equal variances assumed	5,635	,018	-3,678	376	,000	-,47508	,12918	-,72908	-,22108
	Equal variances not assumed			-4,078	122,289	,000	-,47508	,11651	-,70571	-,24445
Employment_conditions	Equal variances assumed	3,211	,074	-5,124	376	,000	-,52614	,10269	-,72806	-,32422
	Equal variances not assumed			-5,869	128,506	,000	-,52614	,08965	-,70352	-,34877
Team_cohesion	Equal variances assumed	6,766	,010	-3,259	376	,001	-,33967	,10423	-,54462	-,13471
	Equal variances not assumed			-3,979	143,284	,000	-,33967	,08537	-,50841	-,17092
Diversity	Equal variances assumed	12,646	,000	-4,422	376	,000	-,85458	,19325	-1,23456	-,47459
	Equal variances not assumed			-5,583	152,760	,000	-,85458	,15306	-1,15697	-,55218

				t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Familiarity	Equal variances assumed	,277	,599	-6,269	376	,000	-,99401	,15855	-1,30577	-,68225
	Equal variances not assumed			-6,138	104,459	,000	-,99401	,16195	-1,31514	-,67287
WS_Autonomy	Equal variances assumed	12,984	,000	-3,120	376	,002	-,38181	,12236	-,62241	-,14120
	Equal variances not assumed			-4,002	157,689	,000	-,38181	,09541	-,57025	-,19336
DM_Autonomy	Equal variances assumed	12,137	,001	-2,404	376	,017	-,24101	,10024	-,43812	-,04391
	Equal variances not assumed			-2,769	129,585	,006	-,24101	,08705	-,41324	-,06879
Taskvariety	Equal variances assumed	6,006	,015	-2,279	376	,023	-,24408	,10708	-,45464	-,03352
	Equal variances not assumed			-2,539	123,107	,012	-,24408	,09614	-,43439	-,05377
Tasksignificance	Equal variances assumed	3,595	,059	3,029	376	,003	,46303	,15286	,16247	,76360
	Equal variances not assumed			3,226	115,593	,002	,46303	,14355	,17870	,74736
Training_development	Equal variances assumed	3,652	,057	2,553	376	,011	,26471	,10367	,06085	,46856

	Equal variances not assumed			2,308	96,489	,023	,26471	,11469	,03707	,49234
Leadership_style	Equal variances assumed	1,001	,318	-2,140	376	,033	-,21569	,10081	-,41390	-,01747
	Equal variances not assumed			-2,204	110,795	,030	-,21569	,09786	-,40961	-,02176
Flex_workhours	Equal variances assumed	,285	,594	2,187	376	,029	,32251	,14745	,03258	,61243
	Equal variances not assumed			2,112	102,899	,037	,32251	,15274	,01959	,62543

Differences between men and women

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
CSR_associations	Equal variances assumed	,869	,352	-4,755	376	,000	-,62207	,13082	-,87930	-,36483
	Equal variances not assumed			-4,792	368,739	,000	-,62207	,12981	-,87733	-,36680
CSR_participation	Equal variances assumed	4,316	,038	-6,300	376	,000	-,79736	,12657	-1,04624	-,54848
	Equal variances not assumed			-6,396	374,225	,000	-,79736	,12467	-1,04249	-,55223
Work_life_balance	Equal variances assumed	3,037	,082	-4,341	376	,000	-,35833	,08254	-,52064	-,19603
	Equal variances not assumed			-4,408	374,286	,000	-,35833	,08129	-,51817	-,19849
Job_security	Equal variances assumed	,025	,874	-2,540	376	,012	-,26148	,10296	-,46393	-,05903
	Equal variances not assumed			-2,535	357,276	,012	-,26148	,10313	-,46430	-,05866
Employment_conditions	Equal variances assumed	1,452	,229	-2,897	376	,004	-,24036	,08297	-,40349	-,07722
	Equal variances not assumed			-2,934	372,738	,004	-,24036	,08193	-,40145	-,07926
Team_cohesion	Equal variances assumed	2,607	,107	-3,462	376	,001	-,28450	,08218	-,44608	-,12291
	Equal variances not assumed			-3,514	374,060	,000	-,28450	,08096	-,44370	-,12530
Leadership_style	Equal variances assumed	4,635	,032	-2,577	376	,010	-,19935	,07735	-,35144	-,04726

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances not assumed			-2,616	374,010	,009	-,19935	,07622	-,34921	-,04949
Diversity	Equal variances assumed	5,332	,021	-7,020	376	,000	-1,03329	,14720	-1,32272	-,74387
	Equal variances not assumed			-7,179	375,999	,000	-1,03329	,14393	-1,31630	-,75029
WS_Autonomy	Equal variances assumed	,011	,918	-2,870	376	,004	-,27789	,09683	-,46829	-,08749
	Equal variances not assumed			-2,877	362,841	,004	-,27789	,09659	-,46784	-,08794
Tasksignificance	Equal variances assumed	,273	,602	-2,560	376	,011	-,31017	,12114	-,54836	-,07198
	Equal variances not assumed			-2,578	367,812	,010	-,31017	,12032	-,54677	-,07357

Differences between universities

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Organisational_image	1	171	4,7865	,68796	,05261	4,6827	4,8904	2,50	6,50
	2	55	4,6545	,90202	,12163	4,4107	4,8984	2,67	6,83
	3	80	5,0438	,92995	,10397	4,8368	5,2507	1,50	6,83
	Total	306	4,8301	,80650	,04610	4,7393	4,9208	1,50	6,83
CSR_associations	1	171	4,0195	1,35844	,10388	3,8144	4,2246	1,00	7,00
	2	55	4,4909	1,32537	,17871	4,1326	4,8492	1,00	6,67
	3	80	4,4458	1,42900	,15977	4,1278	4,7638	1,00	7,00
	Total	306	4,2157	1,38478	,07916	4,0599	4,3715	1,00	7,00
CSR_participation	1	171	4,2251	1,31302	,10041	4,0269	4,4234	1,00	7,00
	2	55	4,5091	1,34884	,18188	4,1444	4,8737	1,00	7,00
	3	80	4,7625	1,31442	,14696	4,4700	5,0550	1,00	7,00
	Total	306	4,4167	1,33567	,07636	4,2664	4,5669	1,00	7,00
Training_development	1	171	5,7822	,72385	,05535	5,6729	5,8914	3,50	7,00
	2	55	5,5545	,93255	,12575	5,3024	5,8066	3,25	7,00
	3	80	5,9250	,68943	,07708	5,7716	6,0784	4,25	7,00
	Total	306	5,7786	,76408	,04368	5,6926	5,8645	3,25	7,00
Working_environment	1	171	6,0897	,72564	,05549	5,9801	6,1992	3,33	7,00
	2	55	6,2667	,66481	,08964	6,0869	6,4464	4,33	7,00
	3	80	5,8750	,83754	,09364	5,6886	6,0614	3,00	7,00
	Total	306	6,0654	,75537	,04318	5,9804	6,1503	3,00	7,00
Employment_conditions	1	171	5,1778	,83552	,06389	5,0517	5,3039	2,00	7,00
	2	55	5,1564	,63560	,08570	4,9845	5,3282	3,80	6,40
	3	80	5,5175	,82290	,09200	5,3344	5,7006	3,40	7,00
	Total	306	5,2627	,81187	,04641	5,1714	5,3541	2,00	7,00
Diversity	1	171	4,0643	1,64011	,12542	3,8167	4,3119	1,00	7,00
	2	55	4,3364	1,26949	,17118	3,9932	4,6796	1,00	7,00
	3	80	4,9313	1,39562	,15603	4,6207	5,2418	1,00	7,00
	Total	306	4,3399	1,55674	,08899	4,1648	4,5150	1,00	7,00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Organisational_image	Between Groups	5,671	2	2,836	4,458	,012
	Within Groups	192,715	303	,636		
	Total	198,386	305			
CSR_associations	Between Groups	14,986	2	7,493	3,984	,020
	Within Groups	569,890	303	1,881		
	Total	584,876	305			
CSR_participation	Between Groups	16,310	2	8,155	4,682	,010
	Within Groups	527,815	303	1,742		
	Total	544,125	305			
Training_development	Between Groups	4,478	2	2,239	3,908	,021
	Within Groups	173,584	303	,573		
	Total	178,062	305			
Working_environment	Between Groups	5,229	2	2,614	4,693	,010
	Within Groups	168,797	303	,557		
	Total	174,026	305			
Employment_conditions	Between Groups	7,049	2	3,524	5,505	,004
	Within Groups	193,986	303	,640		
	Total	201,035	305			
Diversity	Between Groups	40,962	2	20,481	8,888	,000
	Within Groups	698,192	303	2,304		
	Total	739,154	305			

Multiple Comparisons

Bonferroni

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Organisational_image	1	2	,13200	,12363	,859	-,1656	,4296
		3	-,25720	,10803	,054	-,5173	,0029
	2	1	-,13200	,12363	,859	-,4296	,1656
		3	-,38920*	,13969	,017	-,7255	-,0529
	3	1	,25720	,10803	,054	-,0029	,5173
		2	,38920*	,13969	,017	,0529	,7255

	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
CSR_associations	1	2	-,47142	,21259	,082	-,9832	,0404
		3	-,42634	,18577	,067	-,8735	,0209
	2	1	,47142	,21259	,082	-,0404	,9832
		3	,04508	,24022	1,000	-,5332	,6234
	3	1	,42634	,18577	,067	-,0209	,8735
		2	-,04508	,24022	1,000	-,6234	,5332
CSR_participation	1	2	-,28394	,20459	,499	-,7765	,2086
		3	-,53735*	,17878	,009	-,9677	-,1070
	2	1	,28394	,20459	,499	-,2086	,7765
		3	-,25341	,23119	,822	-,8100	,3031
	3	1	,53735*	,17878	,009	,1070	,9677
		2	,25341	,23119	,822	-,3031	,8100
Training_development	1	2	,22762	,11733	,160	-,0548	,5101
		3	-,14284	,10252	,494	-,3896	,1040
	2	1	-,22762	,11733	,160	-,5101	,0548
		3	-,37045*	,13258	,017	-,6896	-,0513
	3	1	,14284	,10252	,494	-,1040	,3896
		2	,37045*	,13258	,017	,0513	,6896
Working_environment	1	2	-,17700	,11570	,381	-,4555	,1015
		3	,21467	,10110	,104	-,0287	,4581
	2	1	,17700	,11570	,381	-,1015	,4555
		3	,39167*	,13074	,009	,0769	,7064
	3	1	-,21467	,10110	,104	-,4581	,0287
		2	-,39167*	,13074	,009	-,7064	-,0769
Employment_conditions	1	2	,02141	,12403	1,000	-,2772	,3200
		3	-,33972*	,10838	,006	-,6006	-,0788
	2	1	-,02141	,12403	1,000	-,3200	,2772
		3	-,36114*	,14015	,031	-,6985	-,0237
	3	1	,33972*	,10838	,006	,0788	,6006
		2	,36114*	,14015	,031	,0237	,6985
Diversity	1	2	-,27204	,23531	,746	-,8385	,2944
		3	-,86692*	,20562	,000	-1,3619	-,3719
	2	1	,27204	,23531	,746	-,2944	,8385
		3	-,59489	,26589	,078	-1,2350	,0452

3	1	,86692[*]	,20562	,000	,3719	1,3619
	2	,59489	,26589	,078	-,0452	1,2350

*. The mean difference is significant at the 0.05 level.

*. The mean difference is significant at the 0.05 level.

Differences between education level

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Organisational_image	1	34	5,4510	,76819	,13174	5,1829	5,7190	4,00	7,00
	2	24	5,3333	,62939	,12847	5,0676	5,5991	4,00	6,67
	3	315	4,8328	,80849	,04555	4,7432	4,9224	1,50	6,83
	4	5	5,2000	,36132	,16159	4,7514	5,6486	4,83	5,67
	Total	378	4,9250	,81566	,04195	4,8426	5,0075	1,50	7,00
Job_security	1	34	6,0662	,98916	,16964	5,7210	6,4113	2,50	7,00
	2	24	5,6250	,62554	,12769	5,3609	5,8891	4,00	7,00
	3	315	5,3373	1,00809	,05680	5,2255	5,4491	1,00	7,00
	4	5	5,8500	,22361	,10000	5,5724	6,1276	5,50	6,00
	Total	378	5,4279	1,00245	,05156	5,3265	5,5293	1,00	7,00
Employment_conditions	1	34	5,8941	,59541	,10211	5,6864	6,1019	4,20	7,00
	2	24	5,6583	,66327	,13539	5,3783	5,9384	4,20	6,60
	3	315	5,2705	,80933	,04560	5,1808	5,3602	2,00	7,00
	4	5	6,1600	,74027	,33106	5,2408	7,0792	5,20	7,00
	Total	378	5,3630	,80982	,04165	5,2811	5,4449	2,00	7,00
Team_cohesion	1	34	5,9559	,50554	,08670	5,7795	6,1323	4,75	7,00
	2	24	6,0208	,53627	,10947	5,7944	6,2473	4,75	6,75
	3	315	5,5516	,82935	,04673	5,4596	5,6435	2,00	7,00
	4	5	5,0000	,82916	,37081	3,9705	6,0295	4,00	5,75
	Total	378	5,6104	,80586	,04145	5,5289	5,6919	2,00	7,00
Diversity	1	34	5,1471	1,04105	,17854	4,7838	5,5103	3,00	7,00
	2	24	5,5000	,88465	,18058	5,1264	5,8736	4,00	7,00
	3	315	4,3476	1,54722	,08718	4,1761	4,5191	1,00	7,00
	4	5	5,1000	1,43178	,64031	3,3222	6,8778	3,50	7,00
	Total	378	4,5026	1,51123	,07773	4,3498	4,6555	1,00	7,00
Familiarity	1	34	5,6765	1,35459	,23231	5,2038	6,1491	1,33	7,00
	2	24	5,4722	,90044	,18380	5,0920	5,8524	4,00	7,00
	3	315	4,4423	1,19792	,06749	4,3095	4,5751	1,00	7,00
	4	5	5,3333	1,64992	,73786	3,2847	7,3820	2,67	7,00

		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
	Total	378	4,6305	1,27046	,06535	4,5020	4,7590	1,00	7,00
Leadership_style	1	34	6,1397	,69954	,11997	5,8956	6,3838	4,25	7,00
	2	24	6,1458	,69124	,14110	5,8539	6,4377	4,75	7,00
	3	315	5,8611	,75341	,04245	5,7776	5,9446	2,75	7,00
	4	5	5,5500	1,00623	,45000	4,3006	6,7994	4,00	6,75
	Total	378	5,9001	,75327	,03874	5,8240	5,9763	2,75	7,00
WS_Autonomy	1	34	5,9020	,64890	,11129	5,6755	6,1284	4,67	7,00
	2	24	5,8056	,61319	,12517	5,5466	6,0645	4,33	7,00
	3	315	5,4519	,98074	,05526	5,3431	5,5606	1,00	7,00
	4	5	5,4667	,96032	,42947	4,2743	6,6591	4,00	6,33
	Total	378	5,5150	,94495	,04860	5,4194	5,6106	1,00	7,00
Tasksignificance	1	34	4,2868	1,19363	,20471	3,8703	4,7032	1,00	6,75
	2	24	4,6250	,87228	,17805	4,2567	4,9933	3,50	7,00
	3	315	4,7825	1,18255	,06663	4,6514	4,9136	1,00	7,00
	4	5	3,5500	1,25499	,56125	1,9917	5,1083	1,50	4,50
	Total	378	4,7116	1,17959	,06067	4,5923	4,8309	1,00	7,00
Training_development	1	34	5,4191	,95687	,16410	5,0852	5,7530	3,00	7,00
	2	24	5,6563	,85597	,17472	5,2948	6,0177	4,00	7,00
	3	315	5,7746	,76263	,04297	5,6901	5,8591	3,25	7,00
	4	5	5,2500	1,08972	,48734	3,8969	6,6031	3,50	6,25
	Total	378	5,7282	,79726	,04101	5,6475	5,8088	3,00	7,00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Organisational_image	Between Groups	16,464	3	5,488	8,758	,000
	Within Groups	234,357	374	,627		
	Total	250,821	377			
Job_security	Between Groups	18,260	3	6,087	6,313	,000
	Within Groups	360,588	374	,964		
	Total	378,848	377			
Employment_conditions	Between Groups	17,557	3	5,852	9,529	,000
	Within Groups	229,685	374	,614		
	Total	247,241	377			

		Sum of Squares	df	Mean Square	F	Sig.
Team_cohesion	Between Groups	11,054	3	3,685	5,895	,001
	Within Groups	233,773	374	,625		
	Total	244,826	377			
Diversity	Between Groups	47,347	3	15,782	7,254	,000
	Within Groups	813,650	374	2,176		
	Total	860,997	377			
Familiarity	Between Groups	67,825	3	22,608	15,639	,000
	Within Groups	540,681	374	1,446		
	Total	608,506	377			
Leadership_style	Between Groups	4,493	3	1,498	2,675	,047
	Within Groups	209,425	374	,560		
	Total	213,917	377			
WS_Autonomy	Between Groups	8,385	3	2,795	3,185	,024
	Within Groups	328,252	374	,878		
	Total	336,637	377			
Tasksignificance	Between Groups	14,648	3	4,883	3,581	,014
	Within Groups	509,921	374	1,363		
	Total	524,569	377			
Training_development	Between Groups	5,194	3	1,731	2,762	,042
	Within Groups	234,438	374	,627		
	Total	239,632	377			

Differences in country: Dutch vs. Non-Dutch

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Organisational_image	Equal variances assumed	,129	,719	-3,612	304	,000	-,35008	,09692	-,54080	-,15936
	Equal variances not assumed			-3,532	179,933	,001	-,35008	,09911	-,54565	-,15451
CSR_associations	Equal variances assumed	,842	,359	-4,069	304	,000	-,67347	,16550	-,99914	-,34780
	Equal variances not assumed			-4,149	199,770	,000	-,67347	,16231	-,99352	-,35342
CSR_participation	Equal variances assumed	3,614	,058	-4,661	304	,000	-,73808	,15836	-1,04970	-,42646
	Equal variances not assumed			-4,870	212,728	,000	-,73808	,15156	-1,03684	-,43932
Work_life_balance	Equal variances assumed	1,724	,190	-3,508	304	,001	-,33896	,09663	-,52910	-,14882
	Equal variances not assumed			-3,735	223,322	,000	-,33896	,09076	-,51782	-,16010
Working_environment	Equal variances assumed	7,764	,006	5,628	304	,000	,49647	,08822	,32287	,67007
	Equal variances not assumed			5,080	149,971	,000	,49647	,09773	,30337	,68957
Employment_conditions	Equal variances assumed	,013	,911	-3,834	304	,000	-,37306	,09731	-,56455	-,18157
	Equal variances not assumed			-3,787	184,407	,000	-,37306	,09852	-,56743	-,17869
Team_cohesion	Equal variances assumed	2,936	,088	-4,225	304	,000	-,42057	,09955	-,61648	-,22467

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances not assumed			-4,505	224,250	,000	-,42057	,09336	-,60456	-,23659
Diversity	Equal variances assumed	4,428	,036	-5,404	304	,000	-,98617	,18249	-1,34526	-,62707
	Equal variances not assumed			-5,728	220,829	,000	-,98617	,17216	-1,32545	-,64689
Familiarity	Equal variances assumed	,000	,986	-3,217	304	,001	-,46684	,14512	-,75240	-,18127
	Equal variances not assumed			-3,209	189,046	,002	-,46684	,14546	-,75377	-,17990
DM_Autonomy	Equal variances assumed	2,248	,135	2,987	304	,003	,28663	,09597	,09778	,47548
	Equal variances not assumed			2,864	171,698	,005	,28663	,10008	,08909	,48417
Taskvariety	Equal variances assumed	7,657	,006	2,637	304	,009	,26923	,10209	,06834	,47012
	Equal variances not assumed			2,399	152,405	,018	,26923	,11224	,04749	,49097
Tasksignificance	Equal variances assumed	4,197	,041	-3,587	304	,000	-,51214	,14278	-,79310	-,23118
	Equal variances not assumed			-3,836	225,961	,000	-,51214	,13351	-,77522	-,24906
Taskidentity	Equal variances assumed	4,384	,037	-2,807	304	,005	-,38054	,13558	-,64734	-,11375
	Equal variances not assumed			-2,983	222,412	,003	-,38054	,12756	-,63192	-,12917

Differences between generations

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Work_life_balance	1,00	240	5,9264	,75843	,04896	5,8299	6,0228	3,67	7,00
	2,00	64	6,0312	,70952	,08869	5,8540	6,2085	4,00	7,00
	3,00	62	5,9301	,93920	,11928	5,6916	6,1686	2,00	7,00
	4,00	12	5,2778	1,43431	,41405	4,3665	6,1891	1,67	6,67
	Total	378	5,9242	,81657	,04200	5,8416	6,0067	1,67	7,00
Training_development	1,00	240	5,8271	,72232	,04663	5,7352	5,9189	3,50	7,00
	2,00	64	5,7930	,74609	,09326	5,6066	5,9793	4,25	7,00
	3,00	62	5,4073	,97849	,12427	5,1588	5,6557	3,00	7,00
	4,00	12	5,0625	,80570	,23258	4,5506	5,5744	4,00	6,75
	Total	378	5,7282	,79726	,04101	5,6475	5,8088	3,00	7,00
Working_environment	1,00	240	5,9972	,76657	,04948	5,8997	6,0947	3,00	7,00
	2,00	64	6,3281	,56809	,07101	6,1862	6,4700	4,67	7,00
	3,00	62	6,2903	,61102	,07760	6,1352	6,4455	5,00	7,00
	4,00	12	5,6667	,98473	,28427	5,0410	6,2923	4,00	7,00
	Total	378	6,0908	,73659	,03789	6,0163	6,1653	3,00	7,00
Diversity	1,00	240	4,3750	1,59464	,10293	4,1722	4,5778	1,00	7,00
	2,00	64	4,5391	1,49152	,18644	4,1665	4,9116	1,00	7,00
	3,00	62	4,9919	1,12166	,14245	4,7071	5,2768	2,50	7,00
	4,00	12	4,3333	1,24924	,36063	3,5396	5,1271	2,00	7,00
	Total	378	4,5026	1,51123	,07773	4,3498	4,6555	1,00	7,00
Familiarity	1,00	240	4,4944	1,23032	,07942	4,3380	4,6509	1,00	7,00
	2,00	64	4,7708	1,16515	,14564	4,4798	5,0619	1,00	7,00
	3,00	62	4,9892	1,39210	,17680	4,6357	5,3428	1,33	7,00
	4,00	12	4,7500	1,62757	,46984	3,7159	5,7841	1,00	7,00
	Total	378	4,6305	1,27046	,06535	4,5020	4,7590	1,00	7,00
WS_Autonomy	1,00	240	5,3431	,93657	,06046	5,2240	5,4621	2,67	7,00
	2,00	64	5,8646	,80938	,10117	5,6624	6,0668	2,67	7,00
	3,00	62	5,8763	,74226	,09427	5,6878	6,0648	4,00	7,00
	4,00	12	5,2222	1,59756	,46117	4,2072	6,2373	1,00	7,00

		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
	Total	378	5,5150	,94495	,04860	5,4194	5,6106	1,00	7,00
DM_Autonomy	1,00	240	5,5778	,76867	,04962	5,4800	5,6755	3,00	7,00
	2,00	64	5,9635	,68524	,08565	5,7924	6,1347	3,67	7,00
	3,00	62	5,9462	,74216	,09425	5,7578	6,1347	3,67	7,00
	4,00	12	6,0000	,76541	,22096	5,5137	6,4863	5,00	7,00
	Total	378	5,7169	,77013	,03961	5,6390	5,7948	3,00	7,00
WMA_Autonomy	1,00	240	5,5264	,76064	,04910	5,4297	5,6231	2,00	7,00
	2,00	64	5,7500	,82509	,10314	5,5439	5,9561	2,67	7,00
	3,00	62	5,7204	,79432	,10088	5,5187	5,9221	4,00	7,00
	4,00	12	5,9444	,95170	,27473	5,3398	6,5491	4,33	7,00
	Total	378	5,6093	,78893	,04058	5,5296	5,6891	2,00	7,00
Taskvariety	1,00	240	5,6167	,84427	,05450	5,5093	5,7240	2,00	7,00
	2,00	64	5,9648	,78789	,09849	5,7680	6,1617	3,00	7,00
	3,00	62	5,9355	,68792	,08737	5,7608	6,1102	3,00	7,00
	4,00	12	5,6667	,80716	,23301	5,1538	6,1795	4,50	7,00
	Total	378	5,7295	,82207	,04228	5,6464	5,8126	2,00	7,00
Flex_workplace	1,00	240	4,5889	1,27029	,08200	4,4274	4,7504	1,00	7,00
	2,00	64	5,1563	1,33593	,16699	4,8225	5,4900	2,00	7,00
	3,00	62	4,5806	1,42184	,18057	4,2196	4,9417	2,00	7,00
	4,00	12	3,8333	1,61746	,46692	2,8057	4,8610	1,00	6,33
	Total	378	4,6596	1,33883	,06886	4,5242	4,7950	1,00	7,00
Flex_workhours	1,00	240	4,7938	1,08944	,07032	4,6552	4,9323	1,50	7,00
	2,00	64	5,1719	1,18512	,14814	4,8758	5,4679	1,25	7,00
	3,00	62	4,7298	1,17809	,14962	4,4307	5,0290	2,00	7,00
	4,00	12	4,3750	1,16043	,33499	3,6377	5,1123	2,00	6,00
	Total	378	4,8340	1,13132	,05819	4,7196	4,9484	1,25	7,00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Work_life_balance	Between Groups	5,751	3	1,917	2,919	,034
	Within Groups	245,630	374	,657		
	Total	251,382	377			
Training_development	Between Groups	14,319	3	4,773	7,923	,000
	Within Groups	225,313	374	,602		
	Total	239,632	377			

Working_environment	Between Groups	10,333	3	3,444	6,633	,000
	Within Groups	194,215	374	,519		
	Total	204,548	377			
Diversity	Between Groups	19,182	3	6,394	2,841	,038
	Within Groups	841,815	374	2,251		
	Total	860,997	377			
Familiarity	Between Groups	13,854	3	4,618	2,904	,035
	Within Groups	594,652	374	1,590		
	Total	608,506	377			
WS_Autonomy	Between Groups	24,041	3	8,014	9,588	,000
	Within Groups	312,596	374	,836		
	Total	336,637	377			
DM_Autonomy	Between Groups	12,761	3	4,254	7,545	,000
	Within Groups	210,839	374	,564		
	Total	223,601	377			
WMA_Autonomy	Between Groups	5,030	3	1,677	2,731	,044
	Within Groups	229,617	374	,614		
	Total	234,647	377			
Taskvariety	Between Groups	9,278	3	3,093	4,712	,003
	Within Groups	245,500	374	,656		
	Total	254,779	377			
Flex_workplace	Between Groups	25,565	3	8,522	4,902	,002
	Within Groups	650,194	374	1,738		
	Total	675,759	377			
Flex_workhours	Between Groups	10,896	3	3,632	2,880	,036
	Within Groups	471,625	374	1,261		
	Total	482,521	377			

Correlation with age

Correlations

		Age	Organisational_image	Leadership_style	Diversity	Familiarity	WS_Autonomy	DM_Autonomy	WMA_Autonomy	Taskvariety	Training_development
Age	Pearson Correlation	1	,101*	,104*	,136**	,134**	,173**	,223**	,142**	,121*	-,236**
	Sig. (2-tailed)		,049	,044	,008	,009	,001	,000	,006	,018	,000
	N	378	378	378	378	378	378	378	378	378	378
Organisational_image	Pearson Correlation	,101*	1	,306**	,370**	,497**	,190**	,148**	,159**	,212**	,250**
	Sig. (2-tailed)	,049		,000	,000	,000	,000	,004	,002	,000	,000
	N	378	378	378	378	378	378	378	378	378	378
Leadership_style	Pearson Correlation	,104*	,306**	1	,236**	,127*	,258**	,326**	,269**	,360**	,279**
	Sig. (2-tailed)	,044	,000		,000	,014	,000	,000	,000	,000	,000
	N	378	378	378	378	378	378	378	378	378	378
Diversity	Pearson Correlation	,136**	,370**	,236**	1	,313**	,183**	,104*	,043	,165**	,077
	Sig. (2-tailed)	,008	,000	,000		,000	,000	,043	,403	,001	,136
	N	378	378	378	378	378	378	378	378	378	378
Familiarity	Pearson Correlation	,134**	,497**	,127*	,313**	1	,105*	,075	,027	,076	,046

	Sig. (2-tailed)	,009	,000	,014	,000		,041	,145	,596	,140	,376
	N	378	378	378	378	378	378	378	378	378	378
WS_Autonomy	Pearson Correlation	,173**	,190**	,258**	,183**	,105*	1	,588**	,558**	,290**	,114*
	Sig. (2-tailed)	,001	,000	,000	,000	,041		,000	,000	,000	,026
	N	378	378	378	378	378	378	378	378	378	378
DM_Autonomy	Pearson Correlation	,223**	,148**	,326**	,104*	,075	,588**	1	,650**	,385**	,190**
	Sig. (2-tailed)	,000	,004	,000	,043	,145	,000		,000	,000	,000
	N	378	378	378	378	378	378	378	378	378	378
WMA_Autonomy	Pearson Correlation	,142**	,159**	,269**	,043	,027	,558**	,650**	1	,367**	,149**
	Sig. (2-tailed)	,006	,002	,000	,403	,596	,000	,000		,000	,004
	N	378	378	378	378	378	378	378	378	378	378
Taskvariety	Pearson Correlation	,121*	,212**	,360**	,165**	,076	,290**	,385**	,367**	1	,216**
	Sig. (2-tailed)	,018	,000	,000	,001	,140	,000	,000	,000		,000
	N	378	378	378	378	378	378	378	378	378	378
Training_development	Pearson Correlation	-,236**	,250**	,279**	,077	,046	,114*	,190**	,149**	,216**	1
	Sig. (2-tailed)	,000	,000	,000	,136	,376	,026	,000	,004	,000	
	N	378	378	378	378	378	378	378	378	378	378

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation with employment length

Correlations

		Taskvariety	Training_developm ent	Wat is de duur van uw dienstverband bij uw huidige werkgever (in jaren)?
Taskvariety	Pearson Correlation	1	,266[*]	-,272[*]
	Sig. (2-tailed)		,024	,021
	N	72	72	72
Training_development	Pearson Correlation	,266[*]	1	-,233[*]
	Sig. (2-tailed)	,024		,049
	N	72	72	72
Wat is de duur van uw dienstverband bij uw huidige werkgever (in jaren)?	Pearson Correlation	-,272[*]	-,233[*]	1
	Sig. (2-tailed)	,021	,049	
	N	72	72	72

*. Correlation is significant at the 0.05 level (2-tailed).

Correlation with former employers

Correlations

		DM_Autonomy	WMA_Autonomy	Bij hoeveel bedrijven heeft u gewerkt tussen uw studie en in diensttreding ...
DM_Autonomy	Pearson Correlation	1	,526[**]	,336[**]
	Sig. (2-tailed)		,000	,004
	N	72	72	71
WMA_Autonomy	Pearson Correlation	,526[**]	1	,268[*]
	Sig. (2-tailed)	,000		,024
	N	72	72	71
Bij hoeveel bedrijven heeft u gewerkt tussen uw studie en in diensttreding ...	Pearson Correlation	,336[**]	,268[*]	1
	Sig. (2-tailed)	,004	,024	
	N	71	71	71

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX VI INTERVIEW CHECKLIST

Thank you for filling in the questionnaire and participating in this interview. The questionnaire for the interviews was developed from the results of the online survey. The drivers of employer attractiveness will be analyzed with the interviews in depth. This interview will take approximately 40-60 minutes. Is it allowed to record the interview? Is it also allowed to notate some personal information?

| English	Dutch
Q 1: What determines the attractiveness of an employer for you?	Wat is voor u een aantrekkelijke werkgever?
Q2: Which elements represent the constructs you mention ?	Welke elementen vallen onder de constructen die jij nu noemt?
Q3: Is there a difference between an attractiveness elements and elements you would select an employer?	Is er een verschil tussen elementen die de aantrekkelijkheid van een werkgever bepalen en elementen waar u op selecteert?
Q 4: Describe in 5 words an attractive employer for you?	Beschrijf in 5 woorden een aantrekkelijke werkgever voor jou?
Q5: Mention an employer of which you have a positive image, and employer of which you have a negative image? What makes the difference?	Noem een werkgever waar u een positief beeld bij heeft en een werkgever met een negatief beeld, wat maakt het verschil?
Q6: Please rank the following 11 items and describe your ranking.	Dit zijn de punten die het belangrijkst worden gevonden vanuit de vragenlijst, zou u dit willen ranken? Waarom is dit voor u belangrijk
Q7: Please look at the outcomes of the questionnaire constructs and items, what are your remarks?	Wat valt u op aan de resultaten van de gemiddelde scores en per item?
Q8: What is remarkable if you compare this to your own list?	Wat valt je op als u dit vergelijkt met je eigen scores?
Q9:Which channels do you choose to inform yourself about attractiveness of potential employers?	Welke kanalen gebruikt u om te bepalen of een werkgever aantrekkelijk is als potentiele werkgever?
Q10: What relevant information do you need to inform you about the attractiveness of a potential employer?	Welke informatie heb je nodig van een werkgever om te bepalen of het een aantrekkelijke werkgever is?
Q11: How should an employer present itself?	Hoe moet een werkgever zich presenteren aan u?
Q12:How should an employer approach you?	Hoe zou de werkgever u moeten benaderen?
Q13:How can the employer convince you to apply?	Hoe kan een werkgever u overtuigen om te solliciteren?
Q14: Which steps would you take when you find the employer attractive?	Welke stappen zou u nemen wanneer je een werkgever aantrekkelijk vindt?
Q15: Which recommendations do you have for employers to attract you?	Welke tips heeft u voor een werkgever om jou aan te trekken?
Q16: Any questions/remarks left?	heb je verder nog tips of vragen?

Table 1. Items measured in questionnaire

Concept	Bijbehorende vragen/items
Organizational image	Een bedrijf waarvan het kopen van aandelen een goede investering is
	Een bedrijf dat vaak nieuwe innovaties introduceert
	Een bedrijf waar het management is toegewijd tot de organisatie
	Een bedrijf met aansprekende reclame voor producten en services
	Een bedrijf waar ik positieve dingen over heb gehoord en ervaren
	Een bedrijf dat de eerste keuze voor kwalitatief hoogwaardige producten / diensten is
CSR associations	Een bedrijf dat is toegewijd om een deel van haar winst te gebruiken om non-profitorganisaties te helpen
	Een bedrijf dat winst terug geeft aan de gemeenschappen waarin het bedrijf zaken doet
	Een bedrijf dat een bijdrage aan liefdadigheid in zijn zakelijke activiteiten integreert
CSR participation	Samenwerken als een team aan MVO-activiteiten
	Ruimschoots de gelegenheid om MVO-activiteiten voor te stellen
Work-life balance	Balans tussen eisen van werk en privé/gezinsleven
	Kunnen onderhouden van de balans tussen werk en privé/gezinsleven
	Makkelijk werk en privé/gezinsleven kunnen combineren
Training & development	Een baan waarin ik door kan groeien naar functies met meer zelfstandigheid
	Een baan waarin ik door kan groeien naar functies met meer contact met mensen buiten de organisatie
	Een baan waarin ik door kan groeien naar functies met meer verantwoordelijkheid
	Een baan waarin ik door kan groeien naar een leidinggevende functie
Job security	Een baan die de mogelijkheid tot een vaste positie biedt
	Een baan die werkzekerheid biedt
	Een baan die mensen een werk voor het leven biedt
	Een baan die de vooruitzichten voor een zekere toekomst biedt
working environment	Een werkomgeving waar ik plezier ervaar
	Werken in een boeiende omgeving
	Een werkomgeving waar ik me thuis voel
Employment conditions	Hoogte van het basis salaris (maandsalaris en vakantietoeslag)
	Hoogte van flexibele salaris (eventuele bonusregeling)
	Secundaire arbeidsvoorwaarden (o.a.opleidingsmogelijkheden)
	Aantal vakantiedagen
	Pensioensysteem
Teamcohesion	Een team waarin mensen weten dat ze van elkaar afhankelijk zijn
	Een team waar mensen echt belangstelling voor elkaar hebben
	Een team waarin mensen veel met elkaar samen werken
	Een team waar mensen ook echt als team werken
Leadership style	Een leidinggevende die mij stimuleert om mijn talenten te ontwikkelen
	Een leidinggevende die mij aanmoedigt om onafhankelijk te denken
	Een leidinggevende die uitdagende verantwoordelijkheden aan mij delegeert
	Een leidinggevende die mij stimuleert om met eigen initiatieven te komen
Diversity	Managers/leidinggevenden /teamleiders die goed werken met medewerkers van verschillende achtergronden.
	Beleid en programma's die de diversiteit bevorderen op de werkvloer (bijvoorbeeld het werven van minderheden en vrouwen, de opleiding in het bewustzijn van diversiteit kwesties, mentoring)
	Supervisor/teamleiders die zich inzetten voor een personeelsbestand dat representatief is voor alle segmenten van de samenleving
Familiarity	Bekendheid met het bedrijf
	Bekendheid met merken van het bedrijf
	Bekendheid met producten van het bedrijf
Work planning autonomy	Een baan die me in staat stelt om zelf te bepalen hoe ik taken plan
	Een baan die me in staat stelt om de volgorde van mijn werkzaamheden te bepalen
	Een baan die me in staat stelt om te plannen hoe ik mijn werk doe
Decision making autonomy	Een baan die me de kans geeft om persoonlijk initiatief te nemen of zelf te oordelen over de uitvoering van het werk
	Een baan die me in staat stelt om veel beslissingen zelf te nemen
	Een baan die mij een aanzienlijke mate van vrijheid biedt in het maken van beslissingen
Work methods autonomy	Een baan die me in staat stelt om beslissingen te nemen over de methode die ik gebruik om mijn werk uit te voeren
	Een baan die mij geruime gelegenheid geeft voor onafhankelijkheid en vrijheid in hoe ik mijn werk doe
	Een baan die me in staat stelt om zelf te beslissen hoe ik mijn werk doe
Taskvariety	Een baan die een hoge mate van taak variëteit bevat
	Een baan die het doen van een aantal verschillende dingen omvat
	Een functie die vraagt om de uitvoering van een breed scala aan taken

	Een baan die het uitvoeren van diverse taken omvat
Tasksignificance	Resultaten van het werk die waarschijnlijk significante invloed hebben op de levens van andere mensen
	Een baan die zelf zeer belangrijk is en belangrijk is in een ruimer spectrum van dingen
	Een baan die een grote impact op mensen buiten de organisatie heeft
	Werkzaamheden in een baan die een significante invloed hebben op mensen buiten de organisatie
Taskidentity	Een baan waarin het werk een begin en einde bevat
	Een baan die zo wordt ingericht dat ik een heel stuk van het werk kan doen van begin tot eind
	Een baan die mij de kans biedt om het werk helemaal af te maken waaraan ik begin
	Een baan waarin ik werk dat ik begin kan voltooien
Flexibility in workplace	Een baan waarin ik niet verplicht ben om al mijn werkuren fysiek aanwezig te zijn op mijn werk
	Een baan waarin ik zo nu en dan thuis kan werken
	Een baan waarin ik zelf mag bepalen wanneer ik thuis werk
Flexibiliteit in working hours	Een baan waarin ik zelf kan bepalen wat de begin- en eindtijden zijn van mijn werkdag
	Een baan waarin ik de vrijheid heb om met collega's te wisselen van werkdag
	Een baan waarin ik zelf kan bepalen wanneer ik pauze neem
	Een baan waarin ik veel flexibiliteit heb voor het opnemen van vrije uren

Table 2. Ranking scheme

Concept	Items	Ranking (1-11)
Working environment	Een werkomgeving waar ik plezier ervaar	
	Werken in een boeiende omgeving	
	Een werkomgeving waar ik me thuis voel	
Training & development	Een baan waarin ik door kan groeien naar functies met meer zelfstandigheid	
	Een baan waarin ik door kan groeien naar functies met meer contact met mensen buiten de organisatie	
	Een baan waarin ik door kan groeien naar functies met meer verantwoordelijkheid	
	Een baan waarin ik door kan groeien naar een leidinggevende functie	
Work-life balance	Balans tussen eisen van werk en privé/gezinsleven	
	Kunnen onderhouden van de balans tussen werk en privé/gezinsleven	
	Makkelijk werk en privé/gezinsleven kunnen combineren	
leadership style	Een leidinggevende die mij stimuleert om mijn talenten te ontwikkelen	
	Een leidinggevende die mij aanmoedigt om onafhankelijk te denken	
	Een leidinggevende die uitdagende verantwoordelijkheden aan mij delegeert	
	Een leidinggevende die mij stimuleert om met eigen initiatieven te komen	
Task variety	Een baan die een hoge mate van taak variëteit bevat	
	Een baan die het doen van een aantal verschillende dingen omvat	
	Een functie die vraagt om de uitvoering van een breed scala aan taken	
	Een baan die het uitvoeren van diverse taken omvat	
Decision making autonomy	Een baan die me de kans geeft om persoonlijk initiatief te nemen of zelf te oordelen over de uitvoering van het werk	
	Een baan die me in staat stelt om veel beslissingen zelf te nemen	
	Een baan die mij een aanzienlijke mate van vrijheid biedt in het maken van beslissingen	
Team cohesion	Een team waarin mensen weten dat ze van elkaar afhankelijk zijn	
	Een team waar mensen echt belangstelling voor elkaar hebben	
	Een team waarin mensen veel met elkaar samen werken	
	Een team waar mensen ook echt als team werken	
Work methods autonomy	Een baan die me in staat stelt om beslissingen te nemen over de methode die ik gebruik om mijn werk uit te voeren	
	Een baan die mij geruime gelegenheid geeft voor onafhankelijkheid en vrijheid in hoe ik mijn werk doe	
	Een baan die me in staat stelt om zelf te beslissen hoe ik mijn werk doe	
Job security	Een baan die de mogelijkheid tot een vaste positie biedt	
	Een baan die werkzekerheid biedt	
	Een baan die mensen een werk voor het leven biedt	
	Een baan die de vooruitzichten voor een zekere toekomst biedt	
Employment conditions	Hoogte van het basis salaris (maandsalaris en vakantietoeslag)	
	Hoogte van flexibele salaris (eventuele bonusregeling)	
	Secundaire arbeidsvoorwaarden (o.a.opleidingsmogelijkheden)	
	Aantal vakantiedagen	
	Pensioensysteem	
Work scheduling autonomy	Een baan die me in staat stelt om zelf te bepalen hoe ik taken plan	
	Een baan die me in staat stelt om de volgorde van mijn werkzaamheden te bepalen	
	Een baan die me in staat stelt om te plannen hoe ik mijn werk doe	

Figure 1. Mean scores on variables
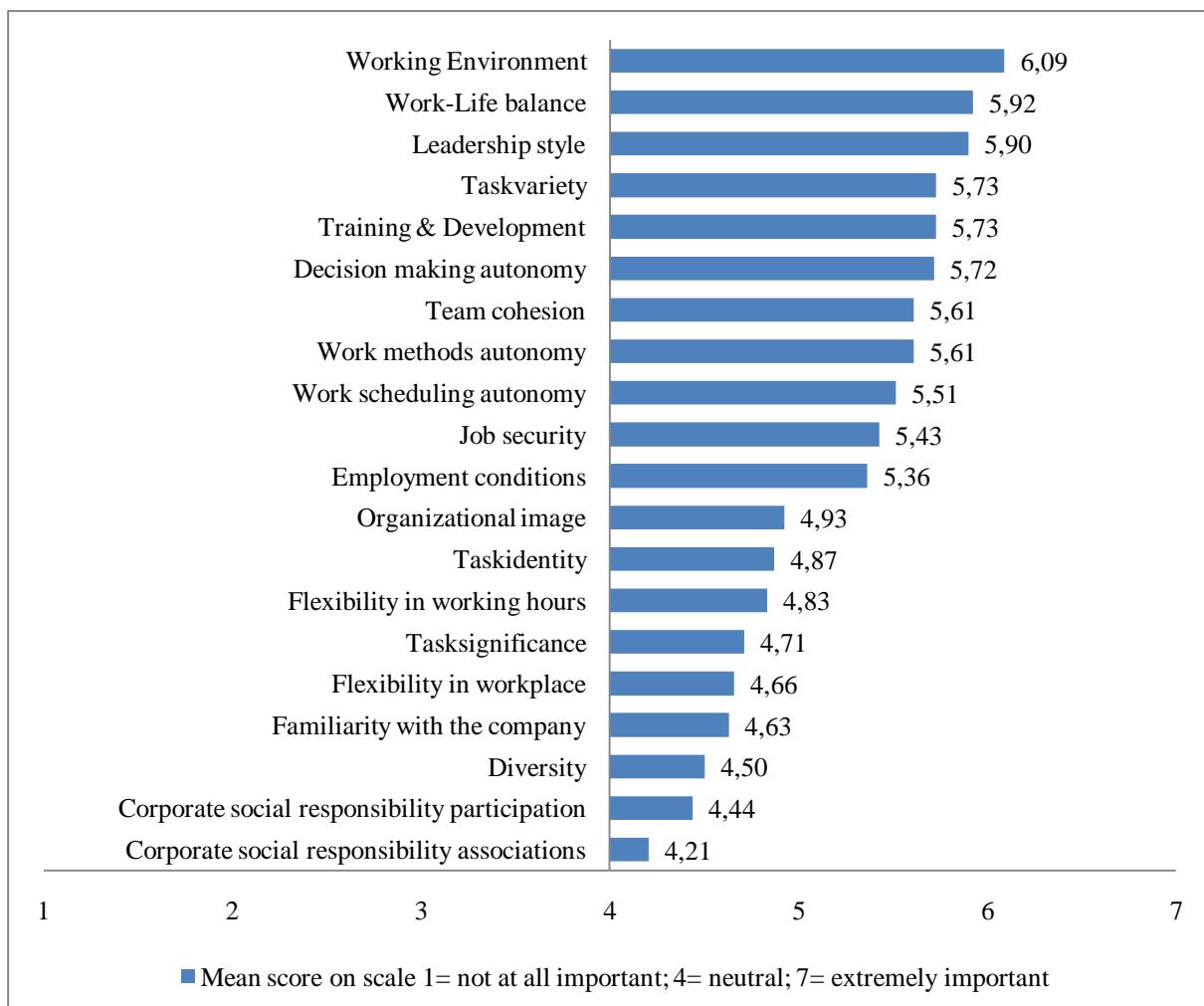
How important are the following elements to you when you evaluate the attractiveness of an employer ? (1= not at all important − 7 = extremely important)

Table 3. Means on items

Organizational image	A company of which buying stock is a good investment	378	1	7	4,03	1,451
	A company that often introduces innovations	378	1	7	5,01	1,325
	A company where the management is committed to the organization	378	2	7	5,80	,974
	A company with appealing advertising for products and services	378	1	7	4,24	1,448
	Heard/experienced positive things about the company	378	1	7	5,31	1,041
	A company that is first choice for high quality products/services	378	1	7	5,17	1,210
CSR associations	A company that gives profits back to the communities where the company does business	378	1	7	4,19	1,476
	A company that integrates charitable contributions into its business activities	378	1	7	4,23	1,410
	A company that is committed to use a portion of its profits to help nonprofits	378	1	7	4,19	1,396
CSR participation	Work together as a team on CSR activities	378	1	7	4,45	1,340
	Have ample opportunity to suggest CSR activities	378	1	7	4,43	1,332
Work-life balance	Ability to balance the demands of your work and your personal/family life	378	1	7	5,94	,936
	Ability to maintain adequate work and personal/family life balance	378	1	7	6,00	,879
	Ability to easily combine work and private/family life	378	2	7	5,83	,919
Training & development	A job where I can grow to functions with more independence	378	3	7	5,98	,843
	A job where I can grow to functions with more contact with people outside the organization	378	1	7	5,42	1,114
	A job where I can grow into functions of greater responsibility	378	2	7	5,95	,897
	A job where I can grow into a leadership role	378	1,0	7,0	5,558	1,2837
Job security	A job that offers the possibility to hold a permanent position	378	1	7	5,75	1,155
	A job that offers job security	378	1	7	5,82	1,064
	A job that offers people a job for life	378	1	7	4,46	1,548
	A job that offers prospects for a certain future	378	1	7	5,68	1,088
Working environment	A fun working environment	378	2	7	6,19	,801
	Working in an exciting environment	378	1	7	6,04	,870
	A working environment where I feel (like at) home	378	2	7	6,05	1,064
Employment conditions	Level of the primary wage (salary and holiday pay)	378	1	7	5,64	,905
	Level of flexible salary (i.a. bonus scheme)	378	1	7	4,86	1,321
	Benefits (including training)	378	1	7	5,62	,970
	Number of Holidays	378	1	7	5,32	1,081
	Retirement System	378	1	7	5,37	1,293
Teamcohesion	A work group in which group members know that they can depend on each other	378	1	7	5,39	1,024
	A work group in which members take interest in one another	378	1	7	5,64	,976
	A work group in which group members are very cooperative with one another.	378	1	7	5,54	1,053
	A work group in which group members work as a team.	378	2	7	5,88	,932
Leadership style	A manager who encourages me to develop my talents	378	2	7	5,96	,885
	A manager who encourages me to think independently	378	2	7	5,83	,975
	A manager who delegates challenging responsibilities to me	378	2	7	5,87	,899
	A manager who encourages me to come up	378	2	7	5,95	,869

	with my own initiatives					
Diversity	Managers/supervisors/team leaders that work well with employees of different backgrounds	378	1	7	5,51	1,168
	Policies and programs that promote diversity in the workplace (for example, recruiting minorities and women, training in awareness of diversity issues, mentoring).	378	1	7	4,56	1,551
	Supervisor/team leaders that are committed to a workforce representative of all segment of society	378	1	7	4,44	1,613
Familiarity	Familiarity with the company	378	1	7	4,68	1,353
	Familiarity with the brands of the company	378	1	7	4,53	1,359
	Familiarity with the products of the company	378	1	7	4,68	1,355
Work scheduling autonomy	A job that allows me to make my own decisions about how to schedule my work	378	1	7	5,50	1,064
	A job that allows me to decide on the order in which things are done on the job.	378	1	7	5,44	1,134
	A job that allows me to plan how I do my work	378	1	7	5,61	1,030
Decision making autonomy	A job that gives me the chance to use my personal initiative or judgement in carrying out the work	378	3	7	5,77	,869
	A job that allows me to make a lot of decisions on my own	378	2	7	5,66	,888
	A job that provides me with significant autonomy in making decisions	378	3	7	5,72	,856
Work methods autonomy	A job that allows me to make decisions about what methods I use to complete my work	378	2	7	5,54	,898
	A job that gives me considerable opportunity for independence and freedom in how I do the work	378	2	7	5,67	,873
	A job that allows me to decide on my own how to go about doing my work	378	2	7	5,61	,880
Taskvariety	A job that involves a great deal of task variety	378	2	7	5,78	,952
	A job that involves doing a number of different things	378	2	7	5,79	,915
	A job that requires the performance of a wide range of tasks	378	2	7	5,63	,927
	The job involves performing a variety of tasks	378	2	7	5,72	,908
Tasksignificance	The results of my work that significantly affect the lives of other people	378	1	7	4,85	1,306
	A job itself that is very significant and important in the broader scheme of things.	378	1	7	4,84	1,223
	A job that has large impact on people outside then organization	378	1	7	4,57	1,385
	The work performed on the job that has a significant impact on people outside the organization	378	1	7	4,59	1,370
Taskidentity	A job that involves completing a piece of work that has an obvious beginning and end	378	1	7	4,76	1,309
	A job arranged so that I can do an entire piece of work from beginning to end	378	1	7	4,76	1,285
	A job that provides me the chance to completely finish the pieces of work I begin	378	1	7	4,96	1,305
	A job that allows me to complete work I start	378	1	7	5,01	1,250
Flexibility in workplace	A job in which I am not required to have all my hours at work physically present	378	1	7	4,69	1,421
	A job in which I can work occasionally at home	378	1	7	4,75	1,420
	A job in which I can decide when I work at home	378	1	7	4,54	1,478
Flexibility in working time	A job in which I can determine the start and end times of my working day itself	378	1	7	4,71	1,387
	A job in which I have the freedom to switch working days with colleagues	378	1	7	4,61	1,392
	A job in which I can decide when I take breaks	378	1	7	4,92	1,385
	A job in which I have a lot of flexibility for the inclusion of free hours	378	1	7	5,10	1,302

**Single items of non-reliable scales about location, position, commitment.**

	N	Minimum	Maximum	Mean	Std. Deviation
A company with committed employees	378	3	7	6,02	,794
A company with a friendly atmosphere	378	2	7	5,97	,989
A company in which the number of employees grows	378	2	7	5,84	,907
A company with a short commute time from home to work	378	1	7	5,32	1,230
A company that is well served by motorways / public transport	378	1	7	5,26	1,344
A company with an informal culture	378	1	7	5,10	1,237
A company in a growing sector	378	1	7	5,09	1,097
A company with offices in several countries	378	1	7	4,49	1,191
A company with few layers of management	378	1	7	4,47	1,161
A company with offices in several countries	378	1	7	4,34	1,618
A company that is located near a large city (> 160,000 inhabitants)	378	1	7	4,05	1,680
A company that has multiple locations in Netherlands	378	1	7	3,44	1,510
Valid N (listwise)	378				

Figure 2. significant differences between employees and students
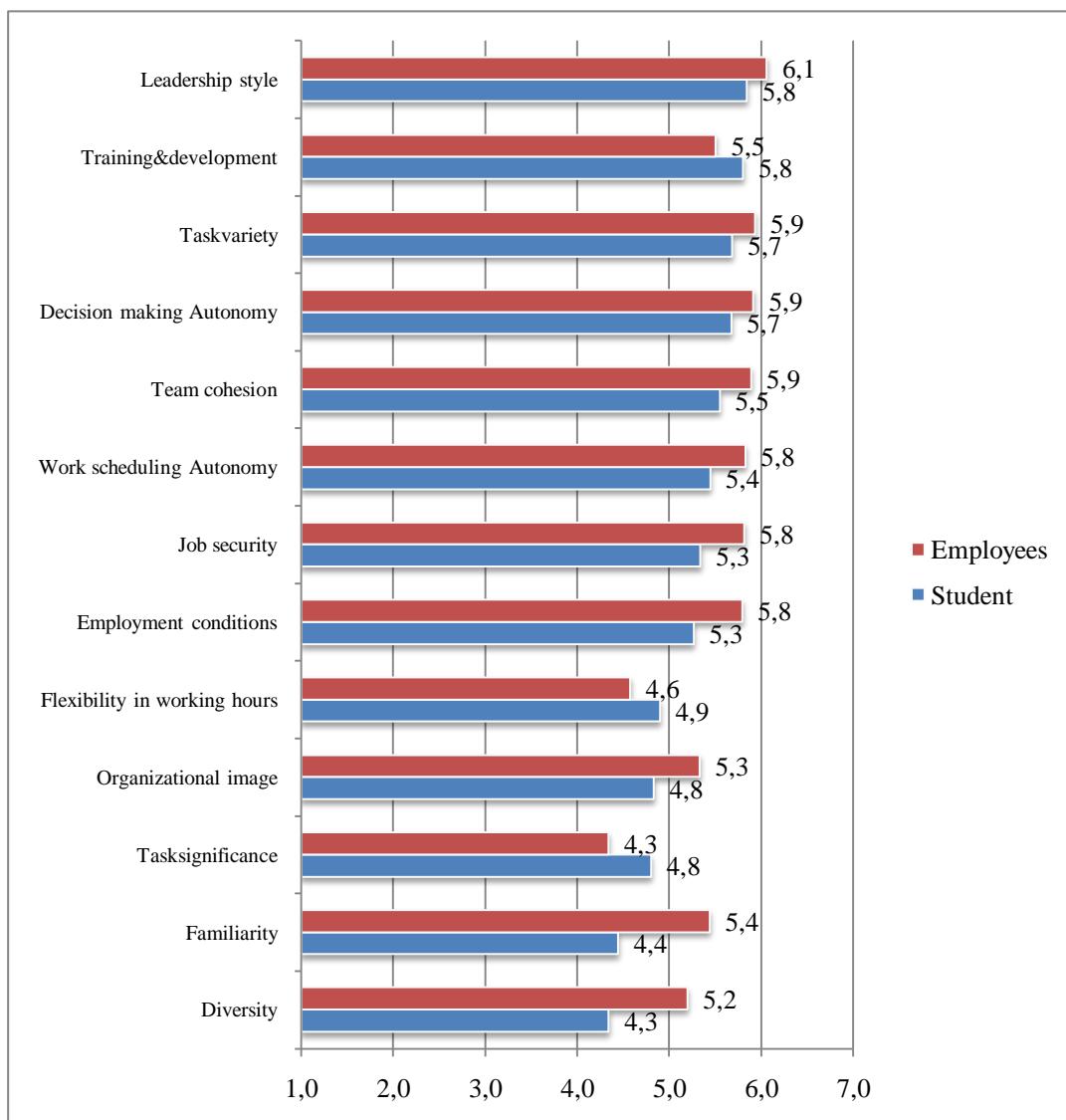
How important are the following elements to you when you evaluate the attractiveness of an employer ? (1= not at all important − 7 = extremely important)

Figure 3. Significant differences between generations
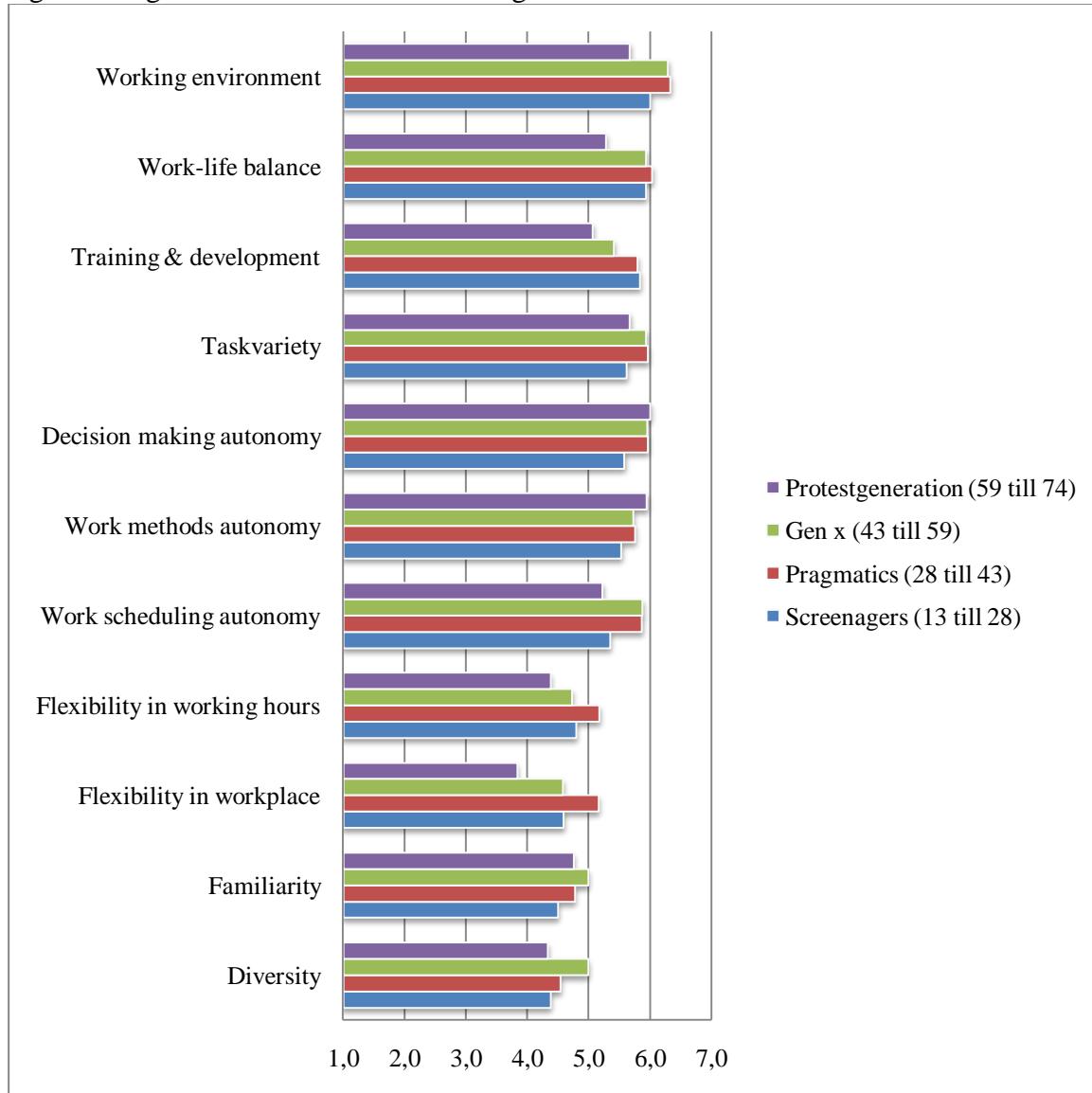
How important are the following elements to you when you evaluate the attractiveness of an employer ? (1= not at all important – 7 = extremely important)

APPENDIX VII RESULTS OF QUALITATIVE ANALYSIS

Difference between selection and attraction

'That you also look at aspects of attraction that you cannot select or take insufficient. Eg leadership style.' (Respondent 1.)'
'In daily activities do you have to look at whether the employer thinks with my personal situation.' (Respondent 2.)
'Culture of course, that you experience during interviews with the employer, or you find out how the manager is inside.' (Respondent 4.)
'yes, because if distance is important, I would be able to apply in Utrecht, but that is not it. You will have to define first what do you make over, to far to drive.' (Respondent 6.)'
'You could say that the company has a good leadership style, there are plenty of people who have included it in their policies they say have transformational leadership style and that it turns out to be wrong at all but it will be in the policy, then there is a difference between what is real.' (Respondent 8.)
'Yes, I think one difference is in there. Look, there's always a dream business, which I find really a very nice name to update or a nice feature. But if, for example two or three hours to travel than it falls off. Then you let some things fall into what you want. Then you rather look for a kind of compromise in what you very much and what is feasible. I think that always plays a role.' (Respondent 9.)
'Then working part-time was a condition.' (Respondent 10.)
'I think so, because you select still often on the outside, so what you know and where you can find out through your network. But I think at first I was not going to ask about the management style or type of culture. I would still have a look at the mission and vision and stuff. So for me there is not a big difference.' (Respondent 11.)
That depends a bit from what situation I should look for another job. Looking back at the last 20+ years. I have always had the luck that I from a position where I had a job and not something for some time could involve a different function. I can imagine that if you're in a situation where you have no employer, that you have smoother mistreated. So from the situation I am now, I would the points I mentioned. That would certainly weigh heavily in the search for a new employer. (Respondent 12.)'
'I select what initially seems like a fun job. Then, when you say I want to be a production manager, I can still choose again at three companies, you then go look at attractiveness.' (Respondent 13.)

Describe in five words an attractive employer

Respon, dent	Words				
1	Purposeful	Innovative	Focused on talent	Outlook (professional/formal)	Employment conditions [2]
2	Multinational [10]	High turnover	Work-life balance [3]	Reputation	Development opportunities[1]
3	Employment conditions[2]	Stability [15]	Travel distance[4]	Atmosphere [12]	Fair assesment
4	Informal culture[5]	Training &development opportunities [1]	Employment conditions[2]	Leadership style[11]	Work-life balance [3]
5	Variety[6]	Freedom [14]	Leadership (good relationship) [11]	Career opportunities [1]	Autonomy [8]
6	Job content	Responsibilities [9]	Travel distance[4]	Employment conditions[2]	Colleagues [13]
7	Growing	Motivational	Inspirational	Involvement	Successful
8	Matching education	Working environment	Development opportunities[1]	Employment conditions[2]	Autonomy [8]
9	Informal [5]	Loyal	Approachable	Collegiality [13]	Work-life balance[3]
10	Development opportunities[1]	Department	Independency [14]	Responsibilities [9]	Employment conditions[2]
11	Honest	Environmental awareness[7]	Development opportunities [1]	Multinational [10]	Flexible
12	Environmental contributions [7]	Development opportunities[1]	Work-life balance [3]	Competitive salary[2]	
13	Variety [6]	Professionalism	Challenge	Appreciation	Development opportunities[1]
15	Atmosphere [12]	Stability in work and future of the company [15]	Traveling distance[4]	Development opportunities [1]	Employment conditions[2]

Check of completeness of the data

Respondent	Ranking of Working environment	Data piece	Working environment aspects
Resp. 4	1	Ik vind het heel belangrijk dat ik mezelf kan zijn in de organisatie. Dat je het gevoel hebt dat je geen toneelstukje de hele dag hoeft op te voeren. Dat je gewoon kunt zeggen wat je wil, grapjes kunt maken, dat je gewoon je zelf kunt zijn eigenlijk.	Ability to be yourself
Resp. 5	7	Wat heel belangrijk is de collega's waar je mee samenwerkt, dat is ook een heel belangrijk punt. In dit geval zou ik ook zeggen de collega's. De omgeving zelf natuurlijk ook de ruimte waarin je zit is natuurlijk ook heel belangrijk, omgeving. Dat vind ik ook wel een punt van aandacht.	Colleagues
Resp. 7	1	It is really the same I said before. A work environment which is positive and challenging me to improve myself. I understand working environment in the sense that is stressful and related to work but in a positive way. Feeling like at home is like you feel you are with your family, just believe and trust all your colleagues.	Colleagues
Resp. 9	2	Als je een prettige werkomgeving hebt, waar licht is, omgeving waar je je prettig in begeeft, waarin je je op je gemak voelt. Dan voel je je dus fijner op je werk.	Office
Resp. 10	1	Collegialiteit, denk ik dat heel belangrijk is. Dat is weer een veelomvattend woord. Het gaat er meer om, hoe de mensen met elkaar omgaan, geen achterbaks gebeuren maar open en eerlijk communiceren en geen ellebogen werk. Het is meer het sociale gedrag van de mensen.	Colleagues
Resp. 11	8	Hier denk ik aan hoe mijn kantoor eruit zou zien. Ik vindt het belangrijk dat er planten zijn op de werkplek en dat er veel daglicht is. Maar ook dat het een plek is waar je makkelijk mee in contact komt met collega's, dus geen hokje achter maar makkelijk bereikbaar voor collega's. Dus ook de inrichting van het kantoor is voor mij van belang.	Office
Resp. 12	4	werken in een boeiende omgeving, ik denk dat dat voor mij de belangrijkste is, dat kan vanalles zijn, dat kan zijn dat je met een team een spannende uitdaging aangaat, belangrijke processen probeert te vernieuwen en veranderen, targets meekrijgt, het kan vanalles zijn. Maar dat je de mensen die in die werkomgeving zitten prikkelt, ik denk dat dat erg belangrijk is. Dan krijg je vanzelf als je dat goed organiseert als werkgever dingen als team cohesie en andere dingen.	Is created when other aspects like teamcohesion are fulfilled
Resp. 13	2	Ik dat het, het pas eigenlijk zodra je er gaat zitten, het moeten prettige collega's zijn, vaak ook collega's van hetzelfde niveau. Ook wel een stukje over het kantoor dat je binnenkomt dat het een net kantoor is met fatsoenlijke stoelen. Als ik wil kan ik een lekker broodje eten, en niet iedereen zit achter zijn laptop snel een boterham pindakaas weg te eten.	Colleagues, office and canteen

Responde nt	Interviewe es ranking of Work-life balance	Data piece	Work-life balance aspects
Resp. 3.	5	Niet echt, alhoewel de flexibility in working hours, zou ik bijvoegen bij de work-life balance. Nee ik begrijp deze werk-privé balans als de werkgever flexibel is, als je iets persoonlijks moet arrangeren of regelen. Dan is hij flexibel en dan ben je natuurlijk ook flexibel richting de werkgever als je meer moet werken. Die balans moet er wel zijn	Flexibility in working hours. Flexibility If you have to arrange or organize something personal.
Resp. 4	9	De work-life balance vind ik ook heel belangrijk. Dat het goed te combineren valt, dat je de mogelijkheid hebt om eventueel later te beginnen of eerder weg te gaan, dat soort dingen.	Flexibilty in working hours
Resp. 5	4	De work-life balance vind ik ook heel belangrijk. Dat het goed te combineren valt, dat je de mogelijkheid hebt om eventueel later te beginnen of eerder weg te gaan, dat soort dingen. Als het privé leven niet goed is dan neem je het mee naar je werk en andersom ook. Ik denk dat je daar de juiste balans in moet zien te vinden. Op het moment dat dat goed functioneert sta je ook sterker want je hebt draagvlak, zowel op werk als op privé gebied. Zolang dat in balans is kun je ook je werk goed uitvoeren. Dan versta ik er meer over de juiste balans, daar bedoel ik mee dat als zich wat voordoet, dat je het bespreekbaar kunt maken. Dus dan kom ik weer op een stukje maatwerk. Dus op het moment dat de balans er gewoon is tussen werk en privé dan bedoel ik werk, het moet. Werk kan ook werkdruk kan teveel zijn, dus dat moet je kenbaar kunnen maken naar je werkgever. Ik zou eerder zeggen op het moment dat daar een knik in de kabel komt dat je dat met de werkgever moet bespreken. Dus in dat geval per individu.	Flexibilty in working hours Support of your family and support at work
Resp. 6	10	een goede balans, kan best zijn als ik drie dagen in de week weg ben, dat ik een prima balans heb tussen werk en gezin. Terwijl iemand anders kan zeggen, als ik al één dag weg ben, dan is mijn balans totaal verstoord. Die grenzen leg je zelf. Niet alleen zelf maar in overleg met je partner.	In consultation with your partner.
Resp. 9	5	Dat ik dat gewoon goed kan combineren met mijn werk. Dat ik bijvoorbeeld een bruiloft heb dat ik een dag zou kunnen wisselen of dat ik een keer een dag in het weekend thuis zou mogen werken bijvoorbeeld. Dat ik dat goed kan combineren en dat er ruimte voor is. Dat vind ik prettig. Niet zo zeer werkuren en werkplek, maar op de momenten waarop ik vrij ben, dat ik daadwerkelijk vrij ben en de dingen kan doe die ik wil.	Flexibilty in workplace (ability to work at home in the weekends) Not have to work in your leasure time
Resp. 10	2	Voor mij een soort no-go. Ik werk nu part-time, had dat niet gekund bij Saint-Gobain dan was het waarschijnlijk voor een reden geweest om hier niet te werken. Die flexibiliteit denk ik in werkuren. Maar dat is ook weer die work-life balance.	Part-time work Flexibility in working hours
Resp. 11	7	Dus ik neem zelf snel het werk mee naar huis, dit wil ik verkomen. Hiermee bedoel ik niet de flexibiliteit in de start/eindtijd van het werk zelf	Taking work home
Resp. 12	1	Voor mij is een aantrekkelijke werkgever een werkgever waarbij privé en werk goed gecombineerd kunnen worden. Er is veel geschreven over het nieuwe werken. Dat het niet zo zeer van belang is wanneer je iets doet maar dat je afspraken maakt met leidinggevenden over de kwaliteit van de uiteindelijk op te leveren producten. Dat je dat naar eigen inzicht gebruikt, inzet, besteed. Daardoor dus een ideale mix tussen privé en werk kunt krijgen.Maar het zorgt er ook voor dat ik als één van de weinige vaders naar de rapportbesprekingen kan op woensdagmiddag. Dat is ook wel iets waar ik graag van de op de hoogte wil	Working at home, flexibility in working times, ability to combine work with study

| | | zijn. Als mijn werkgever mij daar de mogelijkheid toe geeft zonder dat het vrije dagen kost dan is dat top. Dat stimuleert mij om deadlines, dat ik daar harder voor ga werken.
Maar werk-privé gaat voor mij nog een stap verder. Het zorgt er namelijk ook voor, of heeft ervoor gezorgd dat ik de afgelopen jaren verschillende opleidingen heb kunnen doen waaronder een master. | |

Labeled data of employer branding

Respondent	Data piece number	Code	Data piece	Reliability	Related data piece
Respondent 1.	1	GO-T	Als je een Vanderlande in zou tikken op google dan vind je heel veel projecten waar ze mee werken.Je ziet gelijk van, wat ze doen en je kunt zien wanneer dat gedaan is en of het recent is en of het al ouder is dus dat zegt ook heel veel over de activiteiten van het bedrijf, hoe actief ze zijn en waar ze actief zijn.	+	3
Respondent 1.	2	GO-T	Nou hun gewoon intikken op internet en kijken wat je dan vind. Ook eventueel om te kijken, wat je kunt vinden zeg maar, of daar gekke dingen in staan, dat kunnen natuurlijk zowel positieve als negatieve dingen zijn.	+	7
Respondent 1.	3	GO-T	Hoe actief ze zijn, of ze dus, als je op internet gaat zoeken, hoeveel recente projecten kun je bijvoorbeeld vinden van het bedrijf. Wat voor soort klanten ze hebben	+	1
Respondent 1.	4	D-PE	Ook voor een bedrijf dat talent zoekt is het belangrijk om met de studenten in contact te komen met dat soort diners, lunches of wat ze ook vaak doen is guest lectures met verschillende vakken op de universiteit en daar luister ik ook vaak naar en het blijft hangen.	+--	66
Respondent 1.	5	GU-PE	De naam natuurlijk, je kan het altijd terugvinden via internet. Dan blijft een bedrijf bij studenten hangen zeg maar.	0	
Respondent 1.	6	C-PE	middagje ofzo dat iemand wat uitleg komt geven, we weten dat jij met ons bedrijf bezig bent, misschien dat je het leuk vindt om dat bij te wonen, dus meer die interactie zeg maa. Af en toe mogelijkheden geven om met het bedrijf in contact te komen als er leuke dingen worden georganiseerd zeg maar.	0	
Respondent 2.	7	GO-T	dat je meer via linkedin en job sites dat je daar kijkt van goh wat staat daar allemaal.	+	2
Respondent 2.	8	N-PE	Het is echt niet meer dat het lokaal is, en dat je familie en vrienden gaat vragen	--	41,74,78
Respondent 2.	9	V-T	Geen 9 tot 5 mentaliteit, standaard dingen. Daar kan je niks mee. Of dat ze zeggen van stuur een foto mee, dat zou ik ook niet doen, dat vind ik helemaal niet relevant.	0	
Respondent 2.	10	V-T	Wat is hun visie achter die organisatie. Waarom hebben ze de logistiek zo opgezet. waarom zijn ze nu op zoek naar, waarom is er nu een ontwikkelin	+	85
Respondent 2.	11	L-T	Linkedin is nou het medium.	-	38
Respondent 2.	12	GO-T	Niet via HR in ieder geval. Vaker zie je mensen van HR, of contactgegevens erbij staan. Maar dan heb je vaak zoiets van ja die hebben geen idee wat er op de afdeling gebeurt.	0	
Respondent 2.	13	GO-T	Voor mij is het toch wel belangrijk dat je inderdaad niet verkeerd in het nieuws komt. Dat je in welk aspect dan ook, dat betekent nieuws ook dat je op sites niet, in kennissenkring.	0	
Respondent 3.	14	GO-T	As je ziet dat die failliet gaan dan ga je niet solliciteren. Ik doe mijn research meer voor stabiliteit, arbeidsvoorwaarden kun je niet natrekken	0	
Respondent 3.	15	GO-T	Je probeert alle soorten informatie na te trekken.	0	
Respondent 3.	16	W-PI	Dat vind ik wel goed als ze een site hebben waar de werknemers of het managment te zien is.	+	25
Respondent 3.	17	W-T	Als je bijvoorbeeld op de web page van een bedrijf ziet, de sollicitatiemogelijkheden	0	
Respondent 3.	18	W-V	mensen zijn aan het lachen en niet als een robot aan het werk. Dat vind ik wel een goed punt. Alles kan opgeschreven worden maar zoals we hier ook communiceren dan zie je mijn reacties	++-	Strengthen: 19, 21, 39,44, 79; Weaken: 50
Respondent 4.	19	W-V	Ik vind het ook leuk als er filmpjes op staan, niet de gelikte dingen maar ook de kwetsbaarheid er soms opzetten.	++-	Strenghten: 18, 21, 39, 44, 79; Weaken: 50
Respondent 4.	20	W-T	Dat je bijvoorbeeld aangeeft met wat voor een dingen je bezig bent, kijkt naar ontwikkelingen, meer praktische voorbeelden of succesfactoren, wat je het afgelopen jaar hebt verbeterd.	+	52
Respondent 4.	21	W-V	Bijvoorbeeld een interview van een medewerker, de positieve dingen wil je natuurlijk benadrukken maar misschien ook dat er een paar verbeterpunten noemt. Dat je ook aangeeft we zijn continu in ontwikkeling, we zijn altijd op zoek naar dingen die beter kunnen.	++-	Strengthen: 18, 19, 39, 44, 79; Weaken: 50
Respondent 4.	22	J-PE	Dan denk je toch, laat ik die die organisatie ook maar even gaan volgen. Wellicht komt daar nog een leuke vacature voorbij.	+	42
Respondent 4.	23	J-PE	Op zo'n banenbeurs is meer organisatie inderdaad, informele cultuur, formele cultuur, hoe groot is het.	0	

Respondent 4.	24	W-PI	hoe de organisatie is opgebouwd, geschiedenis vind ik altijd leuk om te lezen, flitsende plaatjes	+	83
Respondent 4.	25	W-PI	Dat je de producten kunt zien maar ook de mensen kunt zien en de werkomgeving	+	16
Respondent 4.	26	W-T	Door een realistisch beeld te geven en door die zaken te noemen die ik belangrijk vind.	+	34
Respondent 4.	27	V-T	Een klein beetje informatie over het bedrijf maar ook over de functie met name.	+	58
Respondent 4.	28	V-T	Wat mij hier bijvoorbeeld triggerde was dat ze altijd voor de a-status gaan,	0	
Respondent 5.	29	W-T	Website van het bedrijf zelf, om te kijken wat wordt er verteld over het bedrijf.	+	68
Respondent 5.	30	W-L	Als het echt heel onprofessioneel is dan zou het wel afschrikken in mijn geval. Het moet wel een beetje professionaliteit uitstralen dat vind ik wel belangrijk.	++	82; 62
Respondent 5.	31	GO-T	website, internet, googlen	+	80
Respondent 5.	32	N-PE	Een beetje netwerken bij de vakvereniging dus FNV bondgenoten. Vandaar kan ik ook kijken of er er mensen werkzaam zijn, dus een beetje netwerken onderling, links en recht bij mensen die je kent. Om daar eventueel informatie naar boven te hale	0	
Respondent 5.	33	W-T	Historie van het bedrijf, hoe het zich ontwikkeld heeft. De mogelijkheden die het biedt. In welke branche ze werkzaam zijn natuurlijk. Dat het een international is, arbeidsvoorwaarden is denk ik niet zo belangrijk.	+	81
Respondent 5.	34	W-T	Open en eerlijk wat het bedrijf te bieden heeft voor je	+	26
Respondent 6.	35	GO-T	Ik zou bijvoorbeeld naar Michael page gaan, waarbij je heel duidelijk naar bepaalde bedrijven kunt zoeken en de keuze zelf bepalen. Internet. De krant of iets dergelijks, daar staan niet zoveel advertenties meer in.	+	37
Respondent 7.	36	J-PE	Maybe you will get a job or a job interview.	0	
Respondent 7.	37	P-T	The last one will be the newspaper, because the job verts are really shit.	+	35
Respondent 7.	38	L-T	But if your an candidate looking for an employer. It is not suitable. The employer may think that you desperate for a job if you are looking their profiles.	-	11
Respondent 7.	39	W-V	I really like videos, infographics, and maybe powerpoint presentations.	++-	Strengthen: 18, 19, 39, 44, 79
Respondent 8.	40	W-T	Maar je kan bijna zeggen dat het eigenlijk alleen maar fout kan gaan met een website	+	47
Respondent 8.	41	N-PE	Dus uhm ok, ten eerste kijk je op de website, kijken welke bedrijven afvallen, en wat ook zal helpen, is dan dat je echt in je eigen netwerk hoort van kennissen wat hun ervaringen zijn met verschillende bedrijven en wellicht daar je keuze op baseren, uhm ja dus in je netwerk kijken en rondvragen	++-	Strenghtens: 77, 74; Weakens: 8
Respondent 8.	42	J-PE	Een bedrijvendag is, en dat sprak me wel aan, het gaf me wel een incentive om meer aandacht te besteden aan het bedrijf dus het werkt wel.	+	22
Respondent 8.	43	J-PE	Dat medewerkers de tijd hebben om met je te praten, je hebt niet de tijd om met alle bedrijven te praten dus je kiest het bedrijf waar je bekend mee bent, dus als je niet bekend bent met een bedrijf dan ga je er ook niet mee praten tenzij het echt in jouw interesse gebied ligt. Maar de kans is groot dat je het dan al kent.	0	
Respondent 8.	44	W-V	de website van Allianz.com dan vind ik die wel erg goed. Het zijn echt zeg maar employee testimonials op deze website, je kunt echt merken dat dit echt is. Dat het niet verzonnen is. Het moet echt zijn zeg maar, gewoon achter het bureau, niet op een locatie. Er staan zeg maar ook iemands interesses, travelling, rugby, dat zijn zeg maar normale dingen.	++-	Strengthen: 18, 19, 21, 39, 79
Respondent 8.	45	J-PE	Dus als je dat doet zorg dan wel dat je interessante mensen er naartoe stuurt. Er was zeg maar iemand van HR erbij, voor het sollicitatieproces. Maar wat ik dan zeg maar hier leuk vond is dat iemand het werk doet van het bedrijf.	0	
Respondent 8.	46	GU-PE	Ik heb vrijwel altijd als ik een gastcollege van een bedrijf heb, dat ik het bedrijf ook interessant vind, er zijn haast geen oninteressante bedrijven maar je moet wel weten dat ze interessant zijn.	+	64
Respondent 8.	47	W-T	je kunt er niet op winnen maar wel op verliezen dus dat moet gewoon top zijn.	+	44
Respondent 9.	48	W-T	Maar heel veel bedrijven hebben tegenwoordig een pagina ook voor ons hebben, wie zijn wij, wat doen we, hoe staan we als bedrijf in het leven. Ik vind het heel prettig om daar snel terug te kunnen. Sommige bedrijven verstoppen het helemaal. Ik vind het prettig als dat een prominente plaats inneemt op de website zelf	+	69
Respondent 9.	49	S-T	Waarom ik ook vaak naar twitter ga, omdat ze vaak op twitter medewerkers hebben die vanuit het bedrijf jou verder helpen. Ik vind het	+	51

			heel leuk hoe bedrijven dat dan doen. Er zijn bedrijven die heel zakelijk en afstandelijk reageren, er zijn ook bedrijven die heel vriendelijk en open tegen je zijn.		
Respondent 9.	50	W-V	Ik neem het eigenlijk nooit serieus omdat het altijd op papier is, dat het vooraf is opgenomen. Je kunt jezelf op internet zo presenteren als je wilt.	+--	Weaken: 18, 19, 21, 39, 44, 79.
Respondent 9.	51	S-T	Je kan op zulke kanalen niet lang nadenken. Het spiegelt voor mij gewoon beter af hoe het bedrijf echt is dan een website.	+	49
Respondent 9.	52	W-T	Je hebt wel bedrijven die dan zeggen van we hebben, we zijn een open bedrijf dat met klanten meedenkt. Dan vind ik het wel fijn om een casus te zien van een klant waarmee ze gewerkt hebben en hoe ze dat dan gedaan hebben.	+	20
Respondent 9.	53	V-T	de vacature was eigenlijk heel mooi maar toen kreeg ik vervolgens de voorwaarde dat ik drie weken van 9 tot 5 training moest doen en maar 20 uur uitbetaald zou krijgen. Toen dacht ik al meteen van laat dan maar zitten.	0	
Respondent 9.	54	V-T	Wat ik altijd fijn vind, als werkgevers er neerzetten wij vragen dit van je en wij bieden je dit	+	55
Respondent 9.	55	V-T	Als ik een vacature leuk vind geformuleerd dan haalt mij dat meer over de streep dan een vrij standaard vacature en snel reageren als je een vraag hebt.	+	54
Respondent 9.	56	V-T	Als zij mij vriendelijk en open benaderen en me niet het gevoel geven dat ik belastend ben dat ik daar vragen over stel. Maar dat ze het juist fijn vinden dat ik geïnteresseerd ben in mensen.	0	
Respondent 10.	57	W-T	Dan ken je gewoon een aantal bedrijven, daar heb je een beeld bij, dan ken je een aantal bedrijven, van die lijken je interessant en dan ga je toch eerst kijken naar de bedrijven die je kent	0	
Respondent 10.	58	V-T	Wat zijn de verantwoordelijkheden en dergelijke, wat ga je doen, past het bij wat ik wil, dat is natuurlijk belangrijk. Wat zijn de mogelijkheden, wat doet een bedrijf voor jou op het gebied van opleiding en waardering en dat soort zaken.	+	27
Respondent 10.	59	V-T	Vaak weet je pas wanneer als je een gesprek hebt, volledig afknappen op een vacature heb je niet zo zeer.	0	
Respondent 10.	60	D-PE	Ik vraag me altijd af wat levert het nou op. Het is natuurlijk wel goed dat het bedrijf laat zien dat ze interesse hebben maar aan de andere kant, als ik weer verder wil dan doe ik dat wel vanuit mijzelf	+	61
Respondent 10.	61	D-PE	Je wordt al best wel veel benaderd via e-mails, telefoontjes, bedrijven die bijeenkomsten organiseren. Maar dat werkt voor mij niet echt.	+	60
Respondent 11.	62	W-L	Ook als de site er slecht uit zou zien qua layout, dat zou mij ook teleurstellen als ze nog niet eens een mooie site kunnen maken. Het hangt eraf hoe groot het bedrijf komt, en bijvoorbeeld kijk naar het bedrijf in de krant.	++	30; 82
Respondent 11.	63	W-T	Ik zou willen weten dat ik echt een eigen baas zou kunnen zijn. Ook hoeveel medewerkers ze hebben, wat ze doen voor persoonlijke ontwikkeling. Ook hoeveel er dan internationaal werken dus in Nederlands vs andere plekken. Het gaat mij meer om de verdeling van het aantal werknemers en niet het aantal werknemers ansich.	0	
Respondent 11.	64	GU-PE	Ook gastcolleges zorgen ervoor dat ik heel gemotiveerd wordt over dat bedrijf en dat wel een aanzet is om er meer over het bedrijf te weten te komen	+	46
Respondent 11.	65	A-PI	Bijvoorbeeld het steunen van 3FM Seriuous Request, dan zou ik echt denken wow dat is tof! Ik kijk ook vaak naar schaatsen, en dan zie ik sponsoren zoals KPN of Corendon en dan denk ik "goed zo!"	+	73
Respondent 11.	66	D-PE	Ook bijvoorbeeld via de Universiteit, dat ze in les komen of zelf een bijeenkomst plannen. Dan wordt het ook duidelijk dat ze op zoek zijn naar mensen die net van school afkomen. En dan kan ik zelf gaan kijken of ik dat bedrijf interessant vind.	+--	4
Respondent 11.	67	W-L	Als grote tip zou ik geven een hele simpele maar wel duidelijke website.	0	
Respondent 12.	68	W-T	Als ik op zoek zou gaan naar een werkgever anders dan mijn huidige werkgever dan zou ik op de site als eerste gaan kijken. Op het moment dat ik in mijn eigen tijd, op het moment dat het mij uitkomt, in mijn tempo informatie kan zoeken en vergelijken.	+	29
Respondent 12.	69	W-T	Ik zou in ieder geval willen weten wat de strategie is van het bedrijf, wat de doelstellingen zijn, ik zou iets willen weten over omvang, hoe gezond ze zijn. Dus dan zou ik iets van jaarcijfers bijvoorbeeld willen zien, misschien een orderportefeuille, beetje afhankelijk van de branche, in ieder geval iets om een inschatting te maken of het een gezond bedrijf is.	+	48
Respondent 12.	70	V-T	Er wordt veel gelogen in functies, het wordt altijd spannender gebracht dan wat het in werkelijkheid is.	0	
Respondent 12.	71	N-PE	Ik zou zelf proberen via headhunters informatie daarover los te peuteren. Wat softere informatie zoals cultuur.	0	
Respondent 12.	72	W-PE	een aantal ervaringen van medewerkers op hun site neergezet, met de uitnodiging dat als je geïnteresseerd bent is met die mensen contact op	0	

			kunt nemen en ook buiten de zakelijk omgeving van het bedrijf met hen kan spreken over het bedrijf.		
Respondent 12.	73	A-PI	Asn, die hebben korte reclamefilmpjes Het is geen reclamefilmpje van wordt nu klant bij ASN bank. Maar het is puur over normen, waarden, doelen, de boodschap die ze willen brengen en dat scoort enorm. Dus kennelijk is dat iets wat aanslaat en ook meetbaar is.	+	65
Respondent 13.	74	N-PE	Ik denk toch dat ik eerst in mijn omgeving zou kijken, naar mijn netwerk zou kijken, familie, maar in je directe omgeving gaat kijken, wat vrienden die al aan het werk zijn, dat je zegt van nou daar eerst.	++-	Strenghtens: 77, 41;Weakens: 8
Respondent 13.	75	W-T	Al zetten ze drie pagina's neer van wat ze allemaal hebben, ik denk vooral ook ze kunnen een klein stukje neerzetten van wat voor bedrijf ze zelf zijn. Ik denk dat me vooral aanspreekt wat ze van mij verwachten, hoe ze dat zien vind ik veel belangrijker. Als het zweverig is van wat bieden wij, groei in werkomgeving, dan denk ik van ja ok, dat hoeven ze er voor mij niet bij te zetten. Dat kan ik zelf wel een beetje inschatten, of het informeel/formeel is en of het een goede werkomgeving is.	++	78, 84
Respondent 13.	76	W-T	Je kijkt wel eerst naar de functie. Je hebt ongeveer een gevoel van deze branche wil ik werken en daarbij de functie die je wilt gaan doen. Dan ga je vervolgens kijken of ze dat ook echt nodig hebben, dat ze mensen nodig hebben.	0	
Respondent 13.	77	N-PE	Eerst eens een aantal bekende mensen spreken, met de familie, mijn broer werkt, mijn vader werkt natuurlijk. Van joh wat vind je hiervan of wat zie je hierin.	++-	Strenghtens: 74, 41; Weakens: 8
Respondent 13.	78	W-T	Je hoeft niet alles uit te schrijven, wij zijn die en die een beetje dat zweverige over informele werkomgeving en dat soort dingen dan denk ik al van mwha, dat zal allemaal wel. Daar lees je wel een beetje overheen. Voor mij hoeft het niet zo nodig. Voor mij mag het iets gerichter zijn en wat duidelijker wat ze van je willen.	++	84,75
Respondent 13.	79	W-V	dat vond ik wel aardig, mensen die zelf zeggen wat ze doen. Dat spreekt wel tot de verbeelding. Je krijgt gelijk een beetje het idee als ze het kantoor laten zien, het komt voor mij geloofwaardig over. Het geeft ook aan dat ze er een beetje effort in hebben gestoken, dat is wel belangrijk.	++-	Strengthen: 18, 19, 21, 39, 44, 79 Weaken: 50
Respondent 14.	80	GO-T	Internet, vacaturebanken, uitzendbureaus. In de huidige maatschappij kom je al bijna nergens meer direct binnen. Kranten, Maar ik denk het meeste op het digitale.	+	31
Respondent 14.	81	W-T	Dan zou ik wel op internet de naam van het bedrijf gaan zoeken om te kijken wat het inhoud. Wat de plannen zijn als het er al bijstaat. In hoeveel landen dat ze zitten, dat is ook heel belangrijk, hoe meer landen dat ze zitten hoe groter een bedrijf is.	+	33
Respondent 14.	82	W-L	Hoe de webpagina er uit ziet, of het professioneel is of dat het gewoon maar in elkaar gezet is.	++	30; 62
Respondent 14.	83	W-PI	Een combinatie van, met alleen maar tekst moet je zelf een beeld gaan schetsen. Als er hier en daar een plaatje staat van een warehouse, hoe het er van binnen uitziet.	+	24
Respondent 14.	84	W-T	Je leest het altijd, we hebben een goede werksfeer, we hebben goede secundaire arbeidsvoorwaarden. Dat zie je pas op het moment dat je er daadwerkelijk bent.	++	75, 78
Respondent 14.	85	V-T	Op de organisatie, waarom ze mensen zoeken, de functie staat er dan al bij.	+	10