



Improving the old instead of implementing the new

A study to investigate which terms of employment make an organisation attractive as an employer

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Master Business Administration, track Human Resource Management

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Master thesis

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PREFACE

This thesis is conducted in order to conclude my master study Business Administration, track Human Resource Management. The study is performed for the Management and Governance department of the University of Twente.

Realising my interest in influencing people I found a vacancy on the website of PwC, where they asked for a graduate intern to investigate the terms of employment of the future. After contacting PwC Amsterdam, sending an application letter, successfully accomplishing a capacity and personality test and an application interview I started at the 1st of September 2011 my graduation internship. At that time not exactly knowing what the content of the assignment would be. 12 Months later I finally finish my master thesis, the report you are reading now. Before starting the main chapters I first want to thank some people, without whom this report would never have been finished.

Firstly, I want to thank my supervisors from the University of Twente, Dr. M. Van Velzen and Dr. M.J. van Riemsdijk, as well as my supervisors from PwC Amsterdam, E. Roumen and J. Molina. Without all your support, constructive comments and inputs I would never have finished this thesis. Furthermore, without these four maybe I would have stopped this study months ago. Secondly, I want to thank my parents. Mom, dad, many thanks and respect to you two for the support and your confidence in me. Although I was a bit moody and sometimes did not want to talk about the thesis, you two continued to trust me and provided me all the support I needed anywhere I lived. Further, special thanks go to Jorien and Benthe who helped me with my language skills and supported me with pep talks: muchos gracias!

Also, other friends and family, I want to thank you for your support during the last year. Although, I did not always appreciate it, I am sure that your support helped me in the composition of this study and report. Furthermore, I also want to thank all my colleagues from the Human Resource & Communications Business Consulting department of PwC Amsterdam, as well as all the other colleagues at PwC who helped me out with the construction and distribution of the questionnaire and my report.

Since it is hard to express my gratefulness in words I will finish my preface with just one small and simple, but hopefully clear, word:

THANKS!

Enschede, August 2012,
Lotte Wolbers

MANAGEMENT SUMMARY

In cooperation with PwC and in order to graduate for the master Business Administration at the University of Twente a study to investigate the needs in terms of employment of the generation screenagers is conducted. Based on the study some managerial recommendations to employers regarding the attraction and retaining of this generation by terms of employment are drawn up.

Because of the aging and initiating of the population it becomes more and more difficult for employers to attract and retain employees, or to obtain a new (talented) workforce. This results in the so called war for talent. Because of this PwC wants to find out new and innovative terms of employment. Therefore, and because 1) terms of employment are relatively easy to change in comparison to the job content, 2) it is easier to distinguish yourself as an employer based on terms of employment than for example on the job position (Herremans, 2005) and 3) when terms of employment are not acceptable job seekers will not apply for the job, which results in a small pool of applicants (Osborn, 1990), this study will focus on this topic. However, first it is important to know who this potential new workforce is and to understand them. Since generational experiences have more influence on work values than age and maturation (Smola & Sutton, 2002), the target group of this study is the generation screenagers (born in or after 1985). Within this study there is a focus on the highly educated screenagers. This results in the main question of this study: *What terms of employment should an organisation implement to make the organisation attractive as an employer?*

First the scientific literature is explored in order to obtain insight in the needs of the generation screenagers. Since there is little or no empirical information about the needs of this generation Maslow's Need Hierarchy Theory, Alderfer's E.R.G. Theory and McClelland's Need Theory are deepened. Based on these theories, in special on Alderfer's E.R.G. theory, Herremans (2005) composed a need pyramid for employees existing of the four needs: the job position, material factors (primary and secondary terms of employment), outer directed factors (social and relational factor, either inside or outside the organisation) and inner directed factors (individual factors like personal development, learning and self-determination). Because of the lack of knowledge about the specific needs of the generation screenagers a preliminary investigation is used in order to obtain more insight into these needs. During this preliminary investigation the needs of highly educated screenagers are explored in two steps. First 10 brainstorm conversations were performed to obtain a first impression. Afterwards a brainstorm session was organised in which 6 screenagers participated. Together the two steps resulted in a list consisting of the needs of screenagers. Based on this and some input of people from the field a questionnaire was made. This questionnaire was distributed using several channels (e.g. social media, face-to-face, e-mail). In total 373 highly educated screenagers and 177 non-screenagers completed the questionnaire.

Based on the results of the present study the main conclusion of this study is that employers need to focus on the already existing terms of employment instead of implementing new terms. People seem to value these old terms of employment more than the new and innovative ones. However, offering new ones can still lead to competitive advantage, but then the old and already known terms of employment

need to be well-organised as well. With regard to generations and the findings of the study it is not possible to be sure that generation differences exist, however differences between screenagers and older people do exist. Furthermore, within the generation screenagers there do exist differences as well, among others between the students and employees and between the males and females.

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1 INTRODUCTION

Several recent articles in newspapers and magazines point to the many changes, developments, ambiguities and new norms within organisations and within the human resource field. The following headings underscore this statement: “Generation gap complete” (Van Beem, 2011, p. 07), “Respect at work is most important” (“Respect of werk is belangrijkst”, 2011, p. 05), “Work at every place you want” (Rijksoverheid, 2011), “More than a quarter of the employees work at home (CBS, 2011), “Job-hopping is the new norm” (Boer, 2011, p. 22), Social innovation in the workplace (Ince & Van der Kloet, 2011, p. 44), “Flexible working makes happier” (Rijksoverheid, 2010) and “Youngsters do not want flexible working hours or working from home” (Dohmen, 2011). Among others these developments resulted in the question of PwC to find out new and innovative terms of employment. This is the first reason why this study focuses on this topic. Other reasons are: 1) terms of employment are relatively easy to change in comparison to the job content, 2) it is easier to distinguish yourself as an employer based on terms of employment than for example on the job position (Herremans, 2005) and 3) when terms of employment are not seen as acceptable the job seekers will not apply for the job, which results in a small pool of applicants (Osborn, 1990). In this chapter these reasons will be explained in more depth. Also, the question of PwC and critical concepts in relation to this will be described. First the changing organisation and its influences on and outcomes within organisations will be described (§1.1). The section ends with clarifying the big role of the war for talent for organisations and employers. In order to win the war for talent, becoming an attractive employer becomes more and more important. However, before employer attractiveness can be explored first the future workforce needs to be defined (section 1.2). Afterwards, section 1.3 explains the attraction of potential employees to an employer. At the end of the section the predictors and the role of the terms of employment regarding employer attractiveness will be clear. Subsequently, section 1.4 will define the problem and the main research question of this study. Finally, the latest section of this chapter will elaborate the scientific and practical relevance of the present study.

1.1 CHANGING ORGANISATIONS AND THE WAR FOR TALENT

As pointed out in the beginning of this chapter changes, developments, ambiguities and new norms are a hot item within today's organisations and the human resource field. As Sargent and Domberger (2007) describe, organisations have to compete with a lot of changes, like globalisation and the need to become more competitive. In addition to this, PwC (2007; as cited in PwC, 2009) introduces three possible worlds or business models which will co-exist in the future (see appendix A). As stated earlier all these changes influence the human resource field as well. As Derous, van der Velde and Born (2011) claim: the labour market is sensitive for social economic and societal changes. More specific the changing environmental context for work organisations influences specific procedures like recruitment and selection (Lievens, van Dam & Anderson, 2002). Especially the aging of the population (Piktelis, 2007) and the initiating of the population (de Vries, van de Ven, Nuyens, Stark, van Schie & van Sloten, 2005) play a big role in business. As named by Twenge, Campbell, Hoffman and Lance (2010) the retirement of many older workers and their replacement by young new workers becomes one of the biggest challenges in organisations. This aging and initiating of the population is not only a problem in the United States of America, but it is, as reported by de Vries et al. (2005), a big issue in the

Netherlands as well. An effect of aging and initiating is that the labour market tightened. Subsequently, the so called war for talent started. Not surprising, Ashton and Morton (2005) name the current era 'the era of talent'. This means that people are the most important asset of an organisation (Pfeffer & Veiga, 1999). A more result and organisational driven approach by McKinsey & Company (2001) leads to the following statement: "success in the marketplace depends on the talent of a company or organisation" (p. 1) or less general statement by Ashton and Morton (2005): talent can improve strategy execution and operational excellence. That the war for talent is still popular is clarified by ADP Employer Services International (2011). Therefore, the statement of de Vries et al. (2005) is still appropriate to the current organisational situation. They mention that the 65 agers will double during the upcoming 35-40 years while in the same period people between the 20 and 65, the potential new workforce, will decrease. However, even when organisations can replace their older workers by young talented workers the management of talent, which is called 'talent management', stays hard (Ashton & Morton, 2005). Furthermore, being attractive as an employer is and stays an important issue for organisations, even when there would be no war for talent.

To sum up, talent becomes more and more important for an organisations' success while at the same time a talent scarcity exists. Since success of an organisation is determined by being attractive as an employer and managing the talent within the organisation, being attractive as an employer needs to be high on the corporate agenda (McKinsey & Company, 2001; Branham, 2005). Also, when job seekers are not attracted to the specific organisation in the first stage of the job seeking process, an organisation will disappear as a possible workplace alternative (Van Hoyer & Saks, 2011). Thus, since an attractive organisation has a larger pool of potential employees and therefore can choose the best applicants, the organisation can obtain competitive advantage. Given this, it is of great importance to know how an organisation can be attractive as an employer. Therefore section 1.3 will explore the concept employer attractiveness in more depth. However, first the future workforce needs to be defined in order to have a clear view of the future "talents". This future workforce is examined in the following section.

1.2 THE FUTURE WORKFORCE

The first section described the importance of human capital for today's organisations. Since the aging and the initiating of the population resulted in a war for talent it is especially important to attract and retain the current and future talent. Therefore it is important to define these desired talents. Firstly, a study of Smola and Sutton (2002) shows that generational experiences influences work values more than age and maturation. Because of this the present study focuses on generations instead of other possible groups. The first sub section discusses generations in general and more specific generation patterns in the USA, the Netherlands, Australia and China. Subsequently, the next sub section elaborates and defines the future workforce or as they will be called in this study 'the employees of tomorrow'.

1.2.1 GENERATIONS

The term generation is being used a long time (Adriaansen, 2006), but in the 20th century the sociologist Mannheim (1928; as cited in Bontekoning, 2007, p. 61) applied the phenomenon for the first time thoroughly. In 1975 Bengtson defined a generation as “a broad age group or cohort born during roughly similar historical periods and who thus are at similar levels of life-cycle development” (p. 358). More recently, a generation is defined more in terms of shared value priorities (Egri & Ralston, 2004; based on Inglehart, 1997 and Strauss & Howe, 1991):

“generation subcultures theory proposes that significant macrolevel social, political, and economic events that occurred during a birth cohort's impressionable preadult years result in a generational identity comprised of a distinctive set of values, beliefs, expectations, and behaviours that remain relatively stable throughout a generation's lifetime” (p. 21).

When taking both definitions into account a generation is born during the same historical period and has a lifelong generational identity in terms of shared value priorities. However, ambiguousness in the literature makes it hard to understand generations in more detail. A comparison of literature shows that generation patterns vary in years of birth, in the number of generations during the same period and in the used names (Egri & Ralston, 2004; Eisner, 2005; McCrindle, 2006; Bontekoning, 2007; Clare, 2009). For instance the latest generation is called ‘screenagers’ by Bontekoning (2007), ‘millennials’ by Clare (2009) and ‘generation Y’ by Eisner (2005).

A closer look at the literature teaches the main reason behind this variation: generations differ over place. Whereas in the United States of America (USA) generations are frequently listed as traditionalists, baby boomers, generation X and generation Y (Eisner, 2005) a frequently used generation pattern of the Netherlands is: the before war generation, the silent generation, the protest generation, the lost generation, the pragmatic generation and the screenagers. Furthermore, the generation classification of China is: social reform, cultural revolution, consolidation and republican (Egri & Ralston, 2004) and the generations in Australia are listed as: builders, boomers, generation X, generation Y and generation Z. Remarkable, the main difference between these patterns is the difference in names and the number of the distinguished generations as well as the differences in years of birth of the generations. Figure 1 tries to visualise the differences between the classifications.

Moreover, differences between the patterns within countries also exist. Compare for instance two sources about the generation pattern in the USA. In accordance with the literature the oldest generation in the USA is born before 1945 (Eisner, 2005) or according to Clare (2009) born between 1922 and 1945. This oldest generation is called the ‘traditionalists’ (Eisner, 2005; Clare, 2009). The next generation is the so called ‘baby boomers’ generation and is born between 1945 and 1964 (Eisner, 2005) or in line with Clare (2009) between 1945 and 1963. The third generation is called ‘generation X’ and is born between 1965 and 1980 (Eisner, 2005) or between 1964 and 1984 (Clare, 2009). The latest and newest generation is called ‘generation Y’ and is born after 1980 according to Eisner (2005). However, according to Clare (2009) this generation is born between 1985 and 2003 and therefore not the newest and latest generation. Anyway, Clare (2009) does not mention a younger generation. Therefore, in this study ‘generation Y’ is supposed as the latest generation in the USA. However, with

respect to the variations, scientists and practitioners agree on the general characteristics of generations within a country as well as between countries (Eisner, 2005). Therefore, the definitions and characteristics of the one generation may be generalised to the other generation, provided that the birth years are roughly comparable.

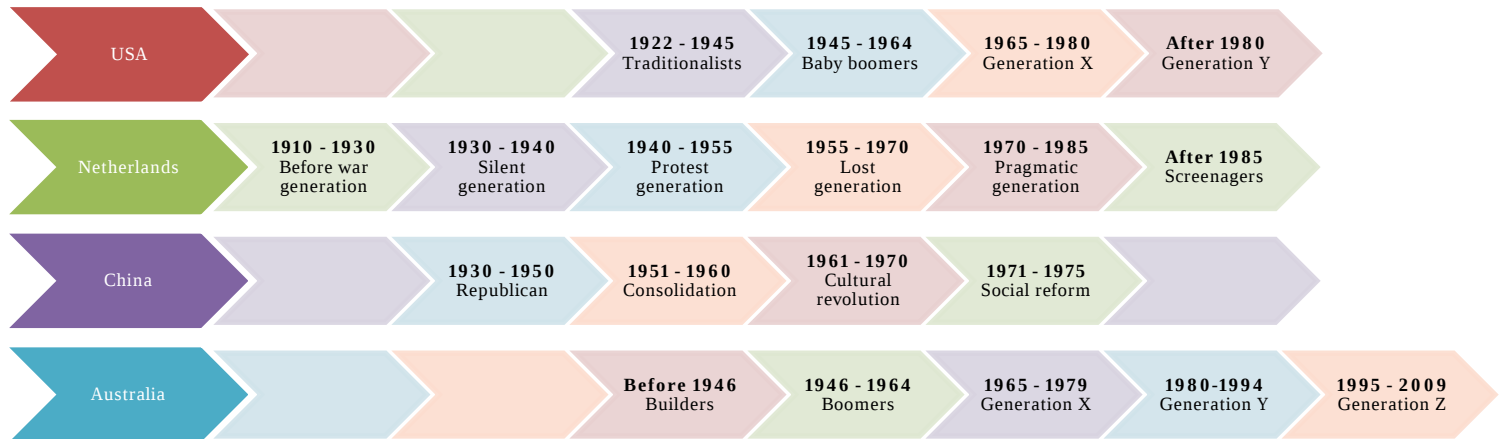


Figure 1. Generation patterns of the United States of America, the Netherlands, China and Australia (Egri & Ralston, 2004; Eisner, 2005; McCrindle, 2006; Bontekoning, 2007).

In conclusion, the generation names and the exact year limits of the generations overall are arbitrary. Since this study will focus on the workforce of the Netherlands, the generation pattern of Bontekoning (2007) will be central in this study. In 2008 the generation screenagers entered the workforce for the first time (Bontekoning, 2007). When taking this into account as well as the current Dutch retirement age of 65 there existed in this year a multigenerational workforce. Such a workforce is a workforce where four generations have to cooperate and need to be managed (Eisner, 2005; Clare, 2009). Although much literature in line with a multigenerational workforce is related to nursing (Harding & McGowan, 2010) a multigenerational workforce can be discovered in all possible fields of activity and causes in every field disconnections, misunderstandings, and miscommunications (Mosley & Kaspar, 2008). Such management problems are related to among others communication problems and recruitment. More specific, according to Mosley and Kaspar (2008) a diverse, multigenerational workforce causes problems with regard to entitlement, work commitment and retention. As presented in the beginning of the chapter recent articles in news papers and magazines show that such generation problems are still today's topic (Van Beem, 2011; Dohmen, 2011). These problems within recruitment are closely related to the war for talent, which was elaborated in the first section of this chapter.

Since it becomes harder and harder to attract the scarce future talents, the generation screenagers is of great importance for employers. Therefore in this study the focus will be on this generation. Before defining the problem and its main research question the generation screenagers has to be defined in more depth. Therefore the next sub section concentrates on this generation.

1.2.2 THE EMPLOYEES OF TOMORROW

As mentioned, the latest generation, the screenagers, entered in 2008 the workforce for the first time. Today this generation still enters the workforce (Bontekoning, 2007). Because of the war for talent, which is still a hot item in today's organisational world, this generation is of great importance for the future of an organisation. But who are these so called screenagers and what are their characteristics? Screenagers are born after 1985 and defined by Rushkoff (1997) as: "teenagers who spend a lot of time behind a computer screen". According to Bontekoning (2007) screenagers are more internationally educated and have more often a multiple identity in comparison with the previous generations. According to the same author other characteristics of screenagers are quirky, authentic and constructive critic. Also they are great multitaskers, like transparency, see authority as relative, want meaningful contacts, learn in multicultural networks, are used to fast technological and continuously changes, see knowledge as transient, are directed to self-development in interaction with others, want to live and to be lived, and for them it is about who you really are and about what you can and cannot do.

As clarified in the section about generations, the American generation 'generation Y', or as the generation is also called in the USA 'millennials' or the generation Y in Australia, is equivalent to the Dutch generation 'screenagers'. Therefore some characteristic of this generation will be discussed as well. The generation is goal-oriented, have a sense of independence (Southard & Lewis, 2004) and is interested in self-development and improvement (Dealing with your new Generational Mix, 2004; as cited in Eisner, 2005). More in terms of terms of employment Y'ers like special projects more than immediate rewards (Eisner, 2005). This may indicate that the generation wants to, for instance related to charity, be rewarded by participating in for example social projects instead of donating money. McCrindle (2006) however, states that the generation is labelled as fickle, self-focussed, and transient, but that in fact this generation just reflects the times in which they live: they are not selfish, but they respond to corporate realities. Note that McCrindle (2006) rejects the transience of the generation, whereas Bontekoning (2007) refers to it as a characteristic of the generation.

Although there are many definitions for talents (Gagné, 1985) within this study the focus is on the highly educated screenagers, since most definitions of talent are about the intellectual abilities (Gagné, 1985). Because the normal age of highly educated teenagers when they go to college or university is 16 or 17, this study will focus on highly educated screenagers born between 1985 and 1995. The following section explores the term employer attractiveness in order to find out how an employer can distinguish itself from its competitors, to compete for the attention of these youngsters.

1.3 EMPLOYER ATTRACTIVENESS

With reference to the attractiveness of an organisation as an employer and its (scientific) ambiguities the content of the concept needs to be clarified. Seen from a theoretical view, the term organisational and employer attractiveness are often used interchangeably, though the two terms are different. To begin with an organisation as an employer, attractiveness refers to the attitude of an individual towards an organisation in terms of an employer (Highhouse, Lievens & Sinar, 2003). Somewhat more

specific, Berthon, Ewing and Hah (2005) define employer attractiveness as “the envisioned benefits that a potential employee sees in working for a specific organisation”. Logically, organisational attraction refers to the attractiveness of an organisation in a more general way. One of the main arguments in favour of using employer attractiveness over organisational attractiveness during this study is that the first term is more specific. Even with including this specification it stays appropriate to this study. Therefore, within this study the more specific term ‘employer attractiveness’ will be used.

Relevant information for employers is what influences employer attractiveness seen from an applicants’ view (Berthon, Ewing & Hah, 2005). As concluded by Highhouse, Lievens and Sinar (2003) employer attractiveness is in the scientific literature measured by various items. All the knowledge gained helped human resource practitioners in attracting and influencing applicants (Chapman, Uggerslev, Carroll, Piasentin & Jones, 2005). However, all this knowledge about employer attractiveness resulted in an infinite list of predictors of employer attractiveness. Chapman et al. (2005) combined 71 studies in order to explore and summarise the relations between commonly used predictors and important recruitment outcomes. Within their study, job pursuit intentions, job-organisational attraction, acceptance intentions and job choice were indicated as recruitment outcomes. To find out the predictors of employer attractiveness only the predictors of job-organisational attraction are relevant. However, Chapman et al. (2005) collapsed three variations of attraction into one category named ‘organisational attraction’. Since the present study focuses on employer attractiveness it is questionable if the findings of the study of Chapman et al. (2005) are usable in order to explore the predictors of employer attractiveness. Nevertheless, due to the fact that one of the three variations of attraction is comparable to the employer attractiveness as meant within the present study, the study is usable. To be more precise, when a predictor does not have a strong relation with one of the three forms of attraction, for instance with employer attractiveness, the relation between the predictor and the job-organisational attraction will also be weaker. Assuming this however requires a detailed interpreting of the findings and questioning the weak, but significant, relations of the predictors and job-organisational attraction. Therefore, the predictors with a relatively strong relation with job-organisational attraction are:

- Type of work;
- Work environment;
- Organisation image;
- Person-organisation fit; and
- Perceptions of the recruitment process.

When interpreting the results of Chapman et al. (2005) the relations of the above five predictors and job-organisational attraction it becomes clear that some of the relation are strong while others are somewhat weaker. However, of these predictors work environment have the strongest relation with job-organisational attractiveness ($\rho = .60$). The importance of this predictor is also pointed out by Herzberg (1987). According to Herzberg’s Motivation-Hygiene theory people are influenced in two ways, namely motivator factors and hygiene factors. Satisfaction of employees is caused by motivator factors and dissatisfaction of employees is caused by hygiene factors. The study of Herzberg (1987)

shows that the most important motivator factors are: achievement, recognition and the work itself. The three most important hygiene factors are: company policy and administration, supervision, and working conditions. (Herzberg, 1987). Note that especially the hygiene factors are related to the predictor 'work environment'.

The second most important predictor is organisational image ($\rho = .48$). Next, the person-organisation fit and perception of the recruitment process are related to job-organisation attraction (respectively $\rho = .46$ and $\rho = .42$). Finally, the predictor type of work has a relation with job-organisation attraction with $\rho = .37$. Note that this predictor is in line with what Hackman and Oldham (1975) described. In their job characteristic model they noted five job characteristics (skill variety, task identity, task significance, autonomy, and feedback), all in line with the type of work, which they assumed via three critical psychological states have an influence on work outcomes such as work motivation, work performance, work satisfaction and absenteeism and turnover.

Furthermore, the study of Chapman et al. (2005) found that pay and compensation is of less importance than the five predictors as described above ($\rho = .24$). As clarified earlier, due to the fact that this relation is relatively weak, its predictive power for organisational attractiveness, and thus employer attractiveness as well, may be limited. Moreover, as Osborn (1990) indicated applicants use a minimum standard when considering the alternative as acceptable. Here, pay level, benefits offered and advancement opportunities are definitely deal breakers. Hirschi and Lägre (2007) expressed a similar view. Their work reveals that job seekers first become concerned about their career decision making. This phase is beyond the scope of employers since they cannot influence it and therefore it is not relevant for the current study. The second phase however, is much more relevant. In this stage an organisation has to be a possible alternative based on an individual's interests, skills and values (Hirschi & Lägre, 2007). Here the deal breakers are important again. Thus, when potential employees see the terms of employment of an specific employer as unacceptable, they will hook off before the five predictors have their influence. To be more precise, the five predictors only become important when the terms of employment the employer offers are acceptable.

Overall, in the current study there will be a focus on terms of employment. There are two motivations for this choice. Initially, changing the terms of employment of an organisation and making them appropriate to the desired talent is much easier than for instance changing the work environment or the organisational image. Secondly, as reported by Chapman et al. (2005) benefits, or terms of employment, are deal breakers in the process of a potential applicant to consider the alternative as acceptable or not acceptable. Applicants weight the organisation based on their interests, skills and values (Hirschi & Lägre, 2007). Therefore, terms of employment play a big role in attracting the desired talents. To be more precise, for example the work environment becomes only relevant when the terms of employment are acceptable in the eyes of the potential employee. Moreover, paying attention on terms of employment has also other advantages, for instance the terms of employment can increase work performance in a later stadium (Condly, Clark & Stolovitch, 2003) and offering à la carte employment conditions is supposed to positively influence the attractiveness of an employer, has a

positive impact on the effectiveness of remuneration systems and tie employees to the organisation (Langedijk, 1998). Thus, besides attracting talents terms of employment can be of importance in other ways as well.

In conclusion, although terms of employment play a limited role in the attraction of potential employees their small role is of a deal breaking nature in the consideration of a potential employee to apply or not to apply. Investigating preferred terms of employment is therefore of importance for employers. Therefore, the following chapter will investigate how these preferred terms of employment need to be explored. However, first the current problem and the main research question, both following from this chapter, will be defined in the next section.

1.4 PROBLEM DEFINITION

Due to several developments, as mentioned earlier in this chapter, changes occur within organisations and within the human resource field. One development, the aging and the initiating of the population, causes the so called war for talent. Since terms of employment can contribute in attracting these talented and desired employees in the first stage of their job seeking process this study will investigate the preferred terms of employment of these employees. More specific, because generational differences seem to have more influence on the needs of employees then other possible factors, like life-cycle (Smola & Sutton, 2002) and in line with the war for talent this study will focus on the newest generation, the generation screenagers. This leads to the following research question.

What terms of employment should an organisation implement to make the organisation attractive as an employer?

Before embedding this study within scientific literature, first the practical relevance of this study as well as the scientific relevance will be elaborated.

1.5 RELEVANCE

Previously, the problem and main research question of the present study are defined. However, a study has to be relevant in two ways. First it has to be relevant in a practical way, the results of the study have to be of importance for employers. The second way in which a study needs to be relevant is the scientific relevance; the importance of the new knowledge which is obtained for science. Therefore in this section on the one hand the practical relevance of the study and on the other hand the scientific relevance will be explained.

The results of the present study will help organisations by winning the war for talent and obtaining competitive advantage. By knowing the preferred terms of employment of the potential future workforce and the importance of one term over another term, employers can implement terms of employment which are adjusted to these preferences. In doing so, employers can win the war for talent and obtain competitive advantage. In more detail, employers can attract, recruit and retain new, and scarce, talented employees.

As said before the war for talent is still a hot item for today's organisations. Currently, research focusing on the potential new workforce is limited. In fact general information about the generation screenagers, who are the potential new workforce, is limited as well. This is also the case for scientific information about terms of employment. Therefore this study will contribute to the scientific literature focusing on generations and their preferences or somewhat more specific their preferred terms of employment.

Also from a methodological point of view this study is of relevance. Since a questionnaire focused on the preferred terms of employment by the generation screenagers does not exist at this moment, one will be made during this study. Therefore at the end of this study at least the basis of a questionnaire which can measure the preferred terms of employment of the generation screenagers will be available.

At this point the reason of the study is clear and the first focus points are discussed. In the following chapter the preferred terms of employment are researched by elaborating relevant literature. The link between terms of employment and needs of employees will be made as well as an overview of some need theories. Subsequently, the third chapter will discuss the methodological part of this study. Also, during this chapter the first results with regard to the respondents of the questionnaire will be introduced. Afterwards chapter 4 will show the results of the questionnaire in more depth. And finally, the last chapter will elaborate the conclusions and discussion with respect to the present study.

2 THEORETICAL FRAMEWORK

To discover the preferences in terms of employment of future talent, it is necessary to find out a way to investigate this. Since various literature has drawn attention to the strong position of motivation within the process of attracting talent (e.g. Bretz Jr., Boudreau & Judge, 1994; Rynes, Gerhart & Minette, 2004; van Dijk, 2008), this chapter will focus on this topic. However, first motivation needs to be defined. The term motivation started with the Latin word 'movere' (Kreitner, 1998; in Ramlall, 2004, p. 53), which means move. This meaning can still be found in today's definitions of motivation, for instance according to Ryan and Deci (2000) being motivated means 'to be moved to do something'. Moreover, motivation varies between people in two ways, namely the level of motivation and the orientation of that motivation (Ryan & Deci, 2000). According to the authors, the first way refers to the amount of motivation, whereas the second way refers to the type of motivation and concerns the why of an action. Studying the needs of people can be helpful in understanding motivation (Aram & Piraino, 1978, p.79; as cited in Arnolds & Boshoff, 2011) and in a later stadium to bind and attract people (Herremans, 2005). In more detail, motivation refers in terms of work to the interactive process of an individual and the environment and its effect on a person's choices, effort and persistence (Latham & Ernst, 2006). For this reason, the focus of the present study has to be on this topic. Note that this statement is in line with the in the previous chapter introduced statement of Hirschi and Läge (2007) that an organisation has to be a possible alternative based on the interests, skills and values of an individual.

In order to study needs, knowledge of need or motivation theories is helpful (Stahl, 1986, p. 39; as cited in Arnolds & Boshoff, 2011). According to Pattanayak (2005), motivation theories can be divided into four categories: incentive theories, drive theories, process theories and content theories. Firstly, according to incentive theories, the final goal motivates behaviour. Secondly, drive theories assume that the internal drives of an individual motivate them to work. The third category, process theories, explains behaviour and the fourth category, content theories, explain what motivates employees. Thus, since this last category is more about the *what*, this category is helpful in understanding the needs of employees. Important to take into account during this whole study is that needs differ between people. More information about this can be found later in this chapter.

Hence, this section will first elaborate three well known and widely quoted general content need theories: Maslow's Need Hierarchy Theory, Alderfer's E.R.G. theory and McClelland's Need theory. Besides the fact that these theories are widely quoted (e.g. Steinmayr & Spinath, 2009; Ackerman & Bargh, 2010; Thielke, Harniss, Thompson, Patel, Demiris & Johnson, 2011; Arnolds & Boshoff, 2011), they are often used in work related studies, pay attention to individual differences (more than Herzberg, 1987) and are closely related to each other. This last statement will be clarified further in this chapter. So to find out what motivates a human being the first three sections will explain three famous need theories. Maslow's Need Hierarchy Theory is elaborated in section 2.1, Alderfer's E.R.G. theory can be found in section 2.2 and McClelland's Need Theory is discussed in section 2.3. Subsequently, section 2.4 will explain some differences between people, which need to be taken into account during this study while it is possible that these influence needs. Afterwards, section 2.5

focuses on what motivates a (potential) employee. Finally, in the final section of this chapter the research question and sub questions of the present study are described.

2.1 MASLOW'S NEED HIERARCHY THEORY

Within the empirical literature, many need or motivation theories can be found (e.g. Maslow, 1943; McClelland, 1961; Alderfer, 1969; Herzberg, 1987). Although the theories all try to explain why people think and act the way they do, there are big differences between them.

As said, Maslow's theory is probably one of the most famous theories of human behaviour. Maslow already developed his Need Hierarchy Theory in 1943, but it is still a widely quoted theory in diverse disciplines (e.g. Ackerman & Bargh, 2010; Thielke et al., 2011). The core of the theory is that the needs of a human being can be summarised in five basic needs which need to be complied in a fixed order (Maslow, 1943). Following Maslow's theory, the five basic needs of a human being are 1) physiological needs, 2) safety needs, 3) belongingness and love needs, 4) esteem needs and 5) self-actualisation needs, where number 1 should be satisfied first and number 5 last. Thus, an individual strives for the five needs in a particular order: people strive to higher needs when lower needs are already fulfilled. In other words, when the lower need is fulfilled the higher need becomes the new motivator. The needs in the pyramid model of Maslow are presented in Figure 2. The 5 different needs are defined below Figure 2.

Although Maslow's theory is still popular in today's literature (e.g. Ackerman & Bargh, 2010; Thielke et al., 2011), the theory is also often criticised (e.g. Cullen, 1997; as cited in Cooke, Mills & Kelly, 2005). In general there are three critical points against the theory, where the second and third one are closely related to each other.

Firstly, the hierarchy as described by Maslow (1943) does not exist. This weakness of the hierarchal order of needs is already pointed out by Maslow (1943) himself. Maslow (1943) stated that there are exceptions for people with a different hierarchical order. This problem with the hierarchal order of the needs is also under scribed by many other authors. For instance, Porter (1961) showed that self-actualisation and security are more important than social, esteem and autonomy for individuals in bottom- and middle-management positions. More recently, Kenrick, Giskevicius, Neuberg, and Schaller (2010) as well as Tay and Diener (2011) discovered the same. These studies show that the order of needs, as Maslow assumed, is not correct. Firstly, Kenrick et al. (2010) claimed that later developed motives systems do not fully replace earlier ones and continue to coexist. To be more precise, motive systems can coexist and can always be triggered by pressures from the environment. Thus, there is an interaction between the internal motive system of a human being and the environment. Secondly, Tay and Diener (2011) stated that needs tend to be achieved in a particular order, but that the impact on an individual's subjective well-being is not strong. In other words, it is possible to be hungry and happy at the same time.

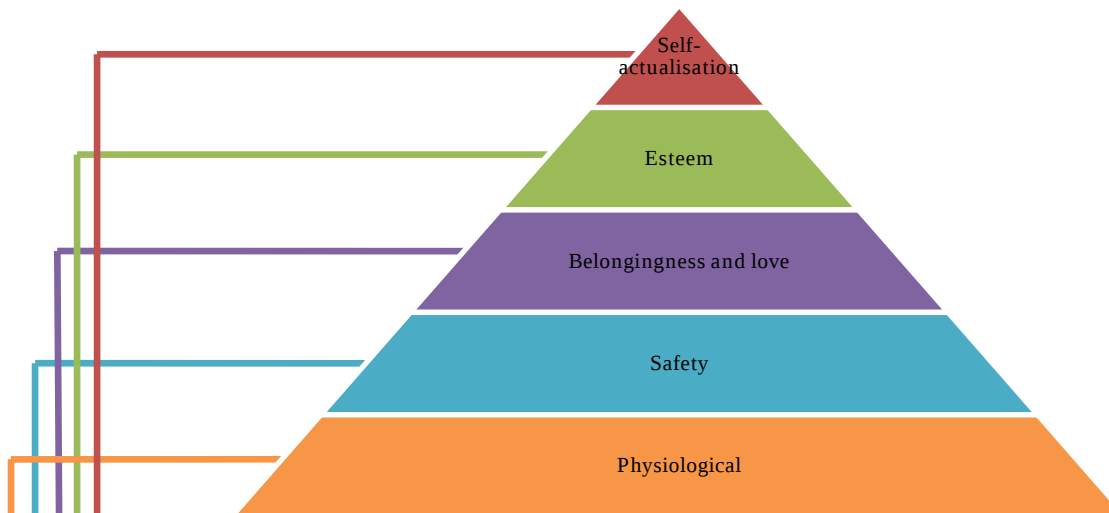


Figure 2. Maslow need hierarchy pyramid, based on Maslow (1943).

5. **Self-actualisation:** “people’s desire for self-fulfilment, namely, the tendency for them to become actualised in what they are potentially” (Maslow, 1943, p. 382)
4. **Esteem:** “a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect or self-esteem, and for the esteem of others” (Maslow, 1943, p. 21)
3. **Belongingness and love:** the need for belonging and acceptance, examples are friendship and be loved (Maslow, 1943)
2. **Safety:** the need for safety and security like financial security and well being (Maslow, 1943)
1. **Physiological:** needs to survive as a human, examples are food and air (Maslow, 1943)

Secondly, not every human being has the same needs. Especially the degree of a certain need differs among people. For instance, a study of Xie & Whyte (2009) showed the impact of gender differences on needs. More information about gender differences can be found later in this chapter. Also differences in culture influence the needs of a human being. As Maslow (1987) already said himself: “Certainly in any particular culture an individual’s conscious motivational content will usually be extremely different from the conscious motivational content of an individual in another society” (p. 389). In addition, diverse literature reveals that there are many different cultures in the world (Adler & Gundersen, 2008; Hofstede, 2011; Pinto, 2012). Such cultural diversity can also be found within the workforce (de Vries et al., 2005). Consequently, cultural influences affect need theories, and more specifically the pyramid of Maslow. In more detail: Maslow’s theory is developed based on subjects from the United States. The question rises if Maslow’s theory can also be applied in other cultures. This leads to the third critical point against Maslow’s theory: the Need Hierarchy Theory is very western based. A literature review of Gambrel and Cianci (2003) shows that the hierarchy of needs in collectivistic cultures differs from Maslow’s hierarchy. Consequently, Maslow’s Need Hierarchy Theory can only be applied to western oriented people instead of both western and oriental people (Pinto, 2012). Because of this, Pinto (2012) created a pyramid for ‘the rest’ in addition to Maslow’s pyramid which is focused on ‘the west’. Pinto’s pyramid can be found next to Maslow’s pyramid in Figure 3. Remarkable is that the two needs in the top of the pyramid from Maslow, esteem and self-

actualisation, are summarised in one need, namely honour. On the whole when analysing and comparing the two pyramids, it becomes clear that the core of the needs in both pyramids is the same. Nevertheless, the pyramid of Maslow is created from a more individualistic view and Pinto's pyramid is created from a collectivistic view. Because of this and since this study will be conducted in the Netherlands, Maslow's pyramid is better applicable in this study than Pinto's. That is way this study will stick to Maslow.



Figure 3. Need pyramid for the West (Maslow, 1943) and for the Rest (Pinto, 2012).

Thus, although Maslow's theory is widely quoted and accepted, there is little empirical support for Maslow's Need Hierarchy Theory. However, the five basic needs, as described by Maslow (1943), still seem relevant (Kenrick et al., 2010). However it can hardly be called an all-embracing theory for the present study. Therefore, other theories will be explored. Alderfer tested in 1969 the E.R.G theory as an alternative theory for the problem of relating need-satisfaction to strength of desires. The results showed that the E.R.G theory was more supported than Maslow's theory; therefore the E.R.G. theory will be elaborated and explained in the next section.

2.2 ALDERFER'S E.R.G. THEORY

In 1969 Alderfer tried to align the needs hierarchy with empirical evidence. At the same time he developed another need theory, the E.R.G. theory, in which he incorporated Maslow's Need Hierarchy Theory. Alderfer (1969) demonstrated that the E.R.G. theory is better supported than Maslow's theory. Because of this and since the E.R.G. theory is seen as a more valid version of the Maslow's Need Hierarchy Theory (Robbin, 1998; as cited in Arnolds & Boshoff, 2011), this section will elaborate this theory and its advantages over Maslow's theory in more depth.

As mentioned, the E.R.G. theory is an extension of Maslow's Need Hierarchy Theory. The core of the E.R.G. theory is that a human being has three core needs that he strives to satisfy (Alderfer, 1969). Alderfer (1969) reduced the five basic needs of Maslow's theory into three basic needs, namely existence, relatedness, and growth (see also Figure 4). These needs are about: "*obtaining ... material existence needs, maintaining ... interpersonal relatedness with significant other people, and seeking opportunities for ... unique personal development and growth*" (Alderfer, 1969, p. 145). To be more precise, the three needs will be defined now.

- **Growth needs:** needs of an individual to have creative and productive effects on himself and the environment (Alderfer, 1969; Schneider and Alderfer, 1973). In relation to work, this need is about personal development with possibilities for personal growth (Borkowski, 2011).
- **Relatedness needs:** needs in terms of relationship desires with others. Satisfaction of these needs depend on a mutual sharing of thoughts and feelings (Alderfer, 1969; Schneider and Alderfer, 1973). More in terms of work related needs; this need is about relations with co-workers, subordinates and supervisors (Borkowski, 2011).
- **Existence needs:** needs in terms of material and physiological desires (Alderfer, 1969; Schneider and Alderfer, 1973). Alderfer (1969) also presented some rewards in terms of existence: pay, fringe benefits, and physical working conditions.

Moreover, although Alderfer's theory is based on Maslow's theory and therefore partly the same as Maslow's theory, the E.R.G. theory differs on three points in comparison to the Need Hierarchy Theory.

Firstly, Alderfer clustered these needs since some of the needs of Maslow had a major overlap (Alderfer, 1969). Figure 4 shows in which way the needs of Maslow are related to the needs of the E.R.G. theory of Alderfer. Note that the safety needs and esteem needs of Maslow are split into sub needs: safety into material and interpersonal and esteem into interpersonal and self-confirmed.

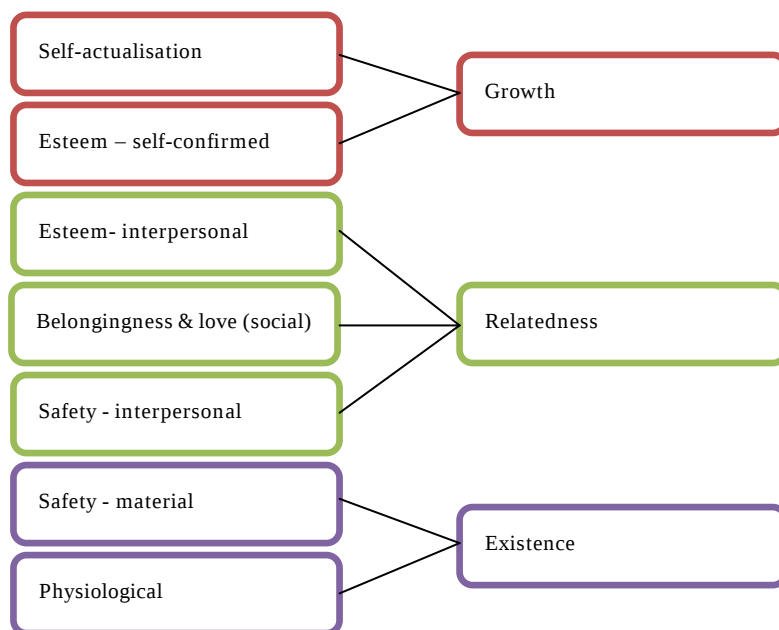


Figure 4. Maslow's needs into Alderfers' needs (based on Schneider and Alderfer, 1973).

Secondly, the hierarchal order of the E.R.G. theory is not that inflexible as the order of Maslow's Theory (Schneider and Alderfer, 1973; Rosenfeld, Culbertson, & Magnusson, 1992; Borkowski, 2011). In fact, according to Alderfer (1969) a higher level need in the E.R.G. theory can be a motivator even if a lower need is not fully satisfied. Also, this advantage can be linked to the frustration-regression principle. This principle means that when an individual cannot obtain a higher-level need since there

is a barrier, he or she can achieve satisfaction from a lower-level need (Borkowski, 2011). Thus, an already satisfied lower level need can be activated again and influence behaviour when a higher level need cannot be satisfied. In short, whereas Maslow's theory is only unidirectional is the E.R.G. theory two-directional (Bal, 2010).

Thirdly, the E.R.G. theory is more individual focussed than Maslow's theory. Since, as described in the paragraph before, the order of needs can vary from person to person the E.R.G. theory accounts for differences in preferences between people. Thus, as Borkowski (2011, p. 110) points out: "This flexibility allows the E.R.G. Theory to account for a wider range of observed behaviours. For example, it can explain Mother Teresa's behaviour of placing spiritual needs above existence needs".

In conclusion, Alderfer's theory of 1969 already adapted to the criticism Maslow received and still receives on his theory. Therefore the E.R.G. theory seems to be very usable for the present study. However, although Alderfer's theory is supported with more empirical evidence than Maslow's theory, there exists another theory, called the Need Theory of McClelland, which is supported with more empirical evidence than both previous theories. Therefore, the following section will discuss this theory in order to find out if this theory is even better applicable than Alderfer's theory.

2.3 MCCLELLAND'S NEED THEORY

Another popular need theory is McClelland's Need Theory. This theory is developed in 1961, but the core of the theory was first introduced by Murray in 1938 (as cited in Steers, Mowday & Shapiro, 2004). Within this theory there are three basic needs, namely the need for achievement, the need for power and the need for affiliation (Ramlall, 2004). To be more precise, the three needs of the theory are:

- **Need for achievement:** the need to excel, to achieve and to succeed (Ramall, 2004);
- **Need for power:** the need of a person to influence the people around him/her in a way that they would not have behaved normally. For people with a high need for power building power by influencing others is more important than their own individual achievements (McClelland & Burnham, 1976/2003; Ramlall, 2004);
- **Need for affiliation:** the need of a person to have harmonious relationships with others (Ramall, 2004)

Moreover, the theory assumes that some individuals develop a dominant bias or emphasis towards one of the three needs (Borkowski, 2011). However, most people possess a mixture of these needs (Borkowski, 2011).

During his career McClelland focussed the most on the relation of these needs and the management style (e.g. McClelland, 1965; McClelland & Burnham, 1976/2003; McClelland & Boyatzis, 1982). Logically, this theory has a prominent place in the HRM literature. Among others since a high level of need for achievement creates the best leaders (Borkowski, 2011) and because the need for achievement is the key to entrepreneurial behaviour (McClelland, 1961; as cited in Smith-Hunter, Kapp & Yonkers, 2003), especially this need receives much attention within science.

When comparing McClelland's theory to the other two theories four differences can be found. Firstly, the main difference is that McClelland assumed that needs are learned at a young age and are not innate as assumed by Maslow and Alderfer. Thus, an individual can learn a need for achievement by successes and failures in the past (Borkowski, 2011). Secondly, the concept of hierarchy is completely ignored within McClelland's theory (Steers, Mowday & Shapiro, 2004). This is a great advantage over the other two theories. Thirdly, the needs of McClelland are much less abstract than the needs of Maslow (Steer, Mowday & Shapiro, 2004). Finally, when comparing the three needs according to Maslow's theory and to Alderfer's theory, it becomes clear that McClelland did not mention a need in line with the safety and physiological needs according to Maslow or the combined needs into the existence need by Alderfer (Borkowski, 2011). Figure 5 reveals this relation and the relation between the other needs.

Maslow's Hierarchy of Needs	Alderfer's E.R.G. Theory	McClelland's Need Theory
Self-actualisation	Growth	Achievement
Self-esteem		
Love	Relatedness	Power (influencing others) Affiliation (exchange of warm feelings)
Safety	Existence	
Physiological		

Figure 5. Relations between Maslow's Hierarchy of Needs, Alderfer's E.R.G. Theory and McClelland's Need Theory

Nevertheless, also McClelland's theory is criticised. According to Schatz (1965), McClelland used data which were designed to support rather than to test his theory. Another critique can be found in the lack of predictive power when talking about entrepreneurship (Smith-Hunter, Kapp & Yonkers, 2003). Also, as stated before, McClelland did not mention a need that can be compared with the existence need of Alderfer or the safety and physiological need of Maslow. Therefore, Alderfer's E.R.G. theory still seems to be the best applicable theory for the present study at this point. However, within Alderfer's theory as well as the other theories, it is important to take differences between people into account. The following section will deepen this topic.

2.4 DIFFERENCES BETWEEN PEOPLE

The sections before elaborated several need theories. However, in these sections there was a lack of attention to differences between people. As Hackman, Oldham and Pearce (1976) show: differences among people influence how they react to their work. According to them the reaction of people depends on the individual growth need strength. To be more precise, "the basic prediction is that people who have high need for personal growth and development will respond more positively to a job high in motivating potential than people with low growth need strength" (Hackman, Oldham and Pearce, 1976, p. 258). Thus, since such differences can have an influence on the outcomes of the present study, this section pays attention to some differences between people. Maslow, Alderfer and McClelland already focussed on the role of individual differences (Steers, Mowday & Shapiro, 2004). However, they only mentioned the existence of individual differences between people, but all three introduced just one theory which is applicable to all people. Since specific individual differences are

beyond the scope of this study, in this section some general aspect on which people can differ will be explained.

Firstly, it is made clear in section 2.1 that needs differ between western and eastern countries (Maslow, 1943; Pinto, 2012). Earlier, this critical point is only presented for Maslow's theory. The other two theories however have the same problem, since they are also dominated by western influences. However, because this study will be conducted in the Netherlands (a mostly western country) this is of no great importance for our purpose.

A second general difference can be found between people at gender level. It is generally known that men and women differ in many fields. Thus, it is likely that gender has an influence on the needs of people. Xie & Whyte (2009) showed that there are indeed gender differences in needs; male first-level managers had higher needs for order and recognition and lower needs for deference, affiliation and nurturing than female first-level managers. When not distinguishing the level of the managers, males scored higher on needs for aggression and dominance and females scored higher on needs for intraception and succorance. The study also shows many gender differences in needs among nonmanagers. Here, differences are found on the need for autonomy, dominance, affiliation, intraception, succorance, abasement, nurturing, change, and aggression, where for the first two needs the male nonmanagers scored higher than their female counterparts. Furthermore, within a study of Ng, Schweitzer and Lyons (2010) females rated every work related attribute higher than males did. These findings indicate the importance of investigating the differences between males and females on need level during the present study.

A third difference is the influence of working experience on expectations. The study of Ng, Schweitzer and Lyons (2010) shows that significant differences can be found between students with working experience and student without working experience. The measured attributes within this study are: good people to work with, good people to report to, good training opportunities/developing new skills, work-life balance, good health and benefits plan, job security, good initial salary level, challenging work, opportunities to have a personal impact, commitment to social responsibility, opportunities to have a social impact, organisation is a leader in its field, strong commitment to employee diversity, opportunity to travel, opportunities for advancement and good variety in work. On 11 of the 16 measured work related attributes significant differences are found between students with and students without working experience. 6 Of these 11 attributes get a higher score by those with working experience and the other attributes get a higher score by those without such experience. Therefore, working experience could have an influence on needs and therefore on the preferred terms of employment as well. When analysing the data of this study, it is of great relevance to investigate if there are any differences between screenagers with or without working experience.

In conclusion, when analysing the data of this study it should be taken into account that individual differences exist between people. However, before proceeding, one theory needs to be chosen and the

specific needs of individuals in a work setting need to be discovered. The following section will focus on the work related needs of individuals.

2.5 WORK RELATED NEEDS

Since all of the previous theories presented are not especially made to understand the needs of human beings in work settings, this section will link the current knowledge of needs to the work related needs of employees. This will be done by linking the described theories to work and by introducing a theory focussed on the work related needs of employees.

Many scientists used the need theories in order to investigate work related needs (e.g. Porter, 1961; Mitchell & Moudgill, 1976; Champagne & McAfee in Ramlall, 2004) Porter (1961) chose investigating need satisfaction of managers, to follow Maslow's theory with two divergences. Firstly, since the physiological needs were assumed to be adequately satisfied for managerial persons, Porter (1961) did not operationalise this need. And secondly he inserted the need 'autonomy', whereas Maslow covered this by the esteem need. The importance of this autonomy need is also pointed out by Hackman, Oldham and Pearce (1976) in their job-characteristics model. This model assumes that three critical psychological states will lead to a high intrinsic work motivation, a high job satisfaction and a high growth satisfaction. These three states are 1) experiencing meaningfulness of the work (will be achieved by skill variety, task identity and task significance), 2) experiencing responsibility for outcomes of the work (autonomy) and 3) having knowledge of the actual results of the work activities (feedback). The results of Porter's (1961) study show that self-actualisation and safety are seen as the most important need categories by individuals in bottom- and middle-management positions.

Later, Mitchell and Moudgill (1974) described a ten-item instrument for measurement of Maslow's theory in terms of work. They mainly used Porter's items, but added some more. In the end Mitchell and Moudgill (1974) found support for Maslow's (1954) suggestion that "lower needs are more localised, more tangible, and more limited than higher needs" (p. 150).

However, more recently Herremans (2005) pointed out that Alderfer's three levels of needs have a great fit with the needs of employees (e.g. needs which are the starting points in the decision to work or not to work for a specific employer). In addition to this, as the previous section clarified, Alderfer's theory is much better empirically supported than Maslow's theory. Therefore, Herremans (2005; 2007) did a good job to translate Alderfer's needs into three needs which are more applicable in a work setting. Table 1 presents this translation. Note that these needs are closely related to terms of employment, especially to the primary, secondary and tertiary terms of employment. For instance, terms of employment with regard to learning & development can be linked to the inner directed factors of Herremans and terms of employment regarding to improve the relation with colleagues can be linked to the outer directed factors of Herremans. Thus, the needs of Herremans (2005) can be influenced by terms of employment.

Table 1

Translation of Alderfer's general human needs to employees needs (Herremans, 2005; 2007)

Alderfer's needs	Herreman's needs	Description Herreman's needs
Growth	Inner directed factors	individual factors like personal development, learning and self-determination
Relatedness	Outer directed factors	social and relational factor, either inside or outside the organisation
Existence	Material factors	primary and secondary terms of employment

Furthermore, besides these three needs Herremans (2005) mentioned another very important need, the job position. This need it is about the extent to which the offered job position fits the knowledge and experience of the potential employee. According to him the job position is the most important 'need' to apply or to not apply for a job. In fact, this position need can be seen as a precondition: the potential employee compares his knowledge and experience with the offered function/vacancy (Herremans, 2005), when the fit is not acceptable the potential employee sees the vacancy no longer as an interesting possibility. However, as is described earlier, this study will focus on terms of employment and these cannot influence the job position need.

Herremans created a new needs pyramid following the needs as described before (see Figure 6). Herremans (2005) expressed a similar view as the critics of Maslow's theory. He argued that the way a potential employee orientates for a job should not strictly follow a hierarchal order: it seems that it is depending on the prosperity of the person and some differences between people (Herremans, 2005; 2007). For instance, as introduced in the first chapter, this study will focus on highly educated screenagers. In line with this Herremans (2007) mentioned that the higher the education level of an individual, the more constraints he or she adds to his or her work preferences. This will, according to Herreman (2007), result in a bigger importance of inner directed factors according. Also, higher educated people have a broader and more varied palette regarding the needs and ambitions they want to reach through work and material factors play a smaller role (probably correlated with income). Moreover, Herremans (2007) also mentioned the influence of gender within the need pyramid. He states that males, more than females, want to express the more egocentric parts of personal development and growth by work. This indicates that material factors and outer directed factors are probably more appreciated by females and inner directed factors by males. Thus, potential employees can be attracted by all of the four needs, independent from the hierarchy (Herremans, 2005). However, when an individual is high in the pyramid, it is still of importance that the lower needs are well-organised within the organisation (Herremans, 2005). Thus, offering outings with colleagues can be of importance in attracting a specific employee, but the salary for instance needs to be of an acceptable level in eyes of this employee as well.

Since research failed to support Maslow's theory, Herremans (2005) already mentioned that a potential employee should not strictly follow the hierarchy and that there exist differences between the pyramids of among other males and females, the present study does not assume that there is a

hierarchical order of needs. Furthermore, an employer can distinguish itself on all the four levels, but within this study there is a focus on the material factors, outer directed factors and inner directed factors since these are related to terms of employment.

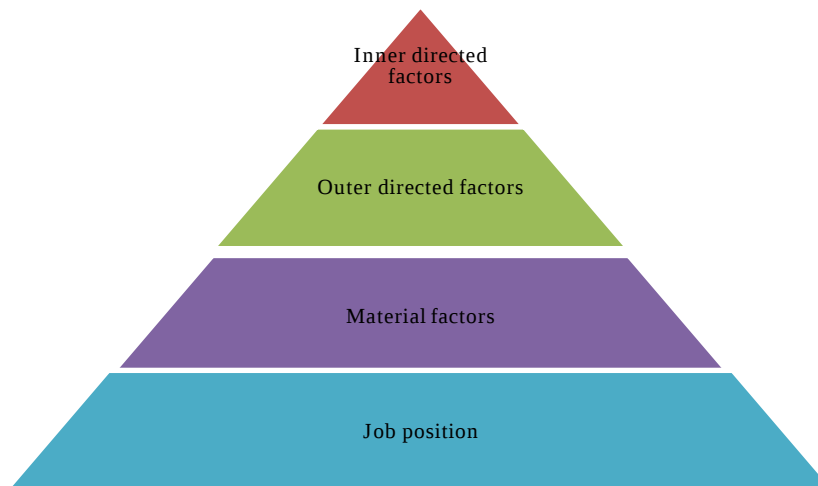


Figure 6. Needs pyramid of employees (Herremans, 2005).

2.6 RESEARCH QUESTION AND SUB QUESTIONS

In summary, this study started with the question to investigate relevant (new and innovative) terms of employment. During the introduction and the theoretical review it is tried to find relevant scientific information in order to find out how to investigate these. In the introduction, the importance of terms of employment in attracting employees is clarified. Terms of employment are deal breakers and therefore of great importance in the process of attracting employees. When the terms of employment are not acceptable the potential employee will remove the employer from his/her shortlist. Also, in this part it was explained why the focus is on generations and on screenagers in particular. The current chapter began with an explanation of the role of motivation and needs within the process of attracting employees. Being attractive as an employer is essential to attract talent (Hirschi & Läge, 2007; Herremans, 2007). In addition, several theories were presented that showed the needs of a human being and more specific the needs of employees. According to Herremans (2005) the four needs, inner directed factors, outer directed factors, material factors and the job position, contribute to the attractiveness of an employer when they are well-organised in an organisation (Herremans, 2005). Following the critique on Maslow's theory, Alderfer's statements and Herremans' book (2005) the needs of individuals seem to be not hierarchically ordered, therefore Herremans' (2005) model will be revisited on this topic. Furthermore, since this study focuses on terms of employment only, the precondition job position is beyond the scope of this study and will therefore not be explored any further. Nevertheless, the impact of this need on attracting employees may not be forgotten. Just like the impact of employer branding on attracting and retaining talent (Hirschi & Läge, 2007; Herremans, 2007).

Unfortunately, new and innovative terms of employment, as central within the present study, have been hardly investigated. In addition, an adequately research instrument is not available at this moment. Therefore, the present study will have an explorative character. Before it is possible to test the importance of specific terms of employment among a large group of highly educated screenagers, first a shortlist with terms of employment which are important for this group needs to be drawn up. In order to do so a preliminary investigation was done. 10 brainstorm conversations and 1 brainstorm session with screenagers were performed. Doing so, an insight into the needs of screenagers and possible terms of employment to satisfy these needs were developed, which resulted in a shortlist of important terms of employment. Based on this a questionnaire was be prepared, which was subsequently used to look for preferences among a large pool of highly educated screenagers. More information about the method of the study can be found in chapter 3.

In the end the present study has resulted in an overview of preferences regarding terms of employment. Within the main sample of the study, highly educated screenagers, several sub samples could be distinguished. These sub samples were based on the differences between people as presented before. Thus, the following sub samples were reduced: student and employee screenagers, male and female screenagers and screenagers and non-screenagers. Based on this distinction the below presented sub questions can be answered.

1. *What are the work related needs of the highly educated screenagers? And to what extent are they important?*
2. *Are there differences in the work related needs of highly educated screenagers with or without working experience? And if so to what extent?*
3. *Are there differences between highly educated male and female screenagers in their work related needs? And if so to what extent?*
4. *Are there differences in the work related needs between highly educated screenagers and highly educated non-screenagers? And if so to what extent?*

As said, in order to explain how the (sub) research questions will be investigated precisely, the following chapter will elaborate the methodology of this study. In more detail, the preliminary investigation and the main study will be explained in more depth.

3 METHODOLOGY

This chapter will introduce the methodological part of the study. The first section will explain the brainstorm conversations and the second section presents the subsequent brainstorm session. For both, the methods used and the results found will be shown. The third section of this chapter introduces the main part of the study including the construction of the questionnaire, the pre-test and its results and the way the questionnaire was distributed among respondents. Afterward, in section 3.4 the first results in relation to the respondents are presented.

3.1 STEP 1: BRAINSTORM CONVERSATIONS

Since it is not fully clear what the most important work related needs of screenagers are, a qualitative research method is useful (Howitt & Cramer, 2007). Therefore this study started with some brainstorm conversations with people belonging to the generation screenagers. These conversations helped in the exploration of the needs of screenagers and gave some ideas for possible terms of employment which could be used in the questionnaire. For more information about the questionnaire section 3.3 can be consulted. In total 10 conversations took place of which four were with male screenagers and five were with female screenagers. They were approached in several ways: some of them were recruited by e-mail, some of them by telephone and some of them face-to face. Furthermore, all 10 interviewees were highly educated and born between 1985 and 1995. Two of them worked and the other 8 were students. More specific information about the screenagers can be found in Appendix B.

The conversations took place in a room where besides the researcher and the screenager no one else was present. Firstly, the researcher introduced shortly the reason behind the conversation, thus a short explanation of the idea of the study. Subsequently, the screenagers were asked to indicate what was important in their (future) work, at their (future) work and regarding their (future) employer. In fact, it was the intention that the screenagers told a lot by themselves and determined the direction of the conversation. In addition, if necessary the screenagers were asked how their (future) employer could help in meeting these needs. The duration of the conversation differed per person, however most of them took about 20 minutes. It was quite obvious that the more working experience the screenager had, the more he or she said and the more he or she was precise about the work related needs. During the conversations the researcher took notes. Although the final elaborations of the notes are not checked by the screenagers (member check), the conversations and notes were discussed directly after the conversations took place. Therefore, incorrect views of the researcher were detected and changed directly. Afterwards the conversations the researcher elaborated the notes and elaborated them. The most important notes in relation to the present study are presented in Appendix B.

Many of the screenagers talked about the work life balance and the importance of convenience. Examples of what they said in relation to this are: “Your workplace should meet my daily must do’s. Thus, a general practitioner and dentist should be present at your work”, “It should be pleasant if my employer offers some facilities which make some personal things easier. Practical issues, like a child care or optician, should be available at your work” and “I think the personal situation of the employee

becomes more and more important, the terms of employment should be adjusted to this". Also learning & development opportunities seem to be an important need of screenagers. This need can be expressed in various ways, for instance one screenager said "I want to have the opportunity to do something like training and schooling besides my primary work", and whereas another said "I want to have explicit space for schooling, like a budget to spend on learning and development. For example to spend on books" and again another screenagers said "I would like to have the opportunity to visit for example seminars in foreign countries". Variety in work is also something what was said more than once during the conversations. Variety in work was interpreted by respondents in terms of working in diverse departments, but also in terms of the tasks of the job.

Thus, based on the conversations convenience in terms of work life balance, learning & development and variety in work seem to be very important needs. However, in order to find out all the needs of screenagers also a brainstorm session took place. The method of this brainstorm session and its results are presented in the next section.

3.2 STEP 2: BRAINSTORM SESSION

The second part of the preliminary investigation existed of a brainstorm session. Just like the brainstorm conversations this session took place in order to explore the needs of screenagers and to get some ideas for possible terms of employment which could be used in the questionnaire. The participants of this session were recruited by e-mail, telephone, social media and an instant messenger system. Although it was hard to find enough people in the end 6 highly educated screenagers participated (3 male, 3 female). All of them were born between 1985 and 1995. During the session a PowerPoint presentation (see Appendix C) was used to inform the participants about the session and their tasks during the session. Also, a flip over was used to write down all the ideas of the participants and after permission of the participants the whole session was recorded on tape. Furthermore, some photos were made. For an impression of the session see the figure below.



Figure 7. Impression of the brainstorm session.

In summary, the session existed of 4 phases in which the work related needs of screenagers were explored. These four phases were:

- **Phase 1:** In this phase the participants wrote down things (minimum of 5) which were important for them in their (future) work, at their (future) work or about their (future) employer. During this phase it was not necessary that these needs were concrete terms of employment, this phase was just to gain a first impression of the needs.
- **Phase 2:** In this phase the needs of phase 1 were clustered into a few themes and compared with the work preferences extracted from the theory.
- **Phase 3:** In this phase the themes of phase 2 were translated into concrete terms of employment and ranked according to their innovativeness and feasibility by the participants. There were four options to rank: very innovative and possible to accomplish, very innovative and not (yet) possible to accomplish, already known and possible to accomplish and already known and not (yet) possible to accomplish. For instance, when the participants indicated the theme learning & development, they think about terms of employment which an employer could implement in order to meet the needs regarding this theme. Subsequently, they were asked to classify them to innovativeness and feasibility.
- **Phase 4:** In this last phase the participants wrote down and ranked (1=most important and 3=least important) their three most important terms of employment.

A detailed overview of the results of this brainstorm session is presented in Appendix D. Phase 2 gave a good overview of the overall themes of the needs mentioned. The themes which were extracted are company culture, corporate image, work-life balance, financial rewards, non-financial rewards, facilities, learning & development, work content and leadership. Note that themes can be clustered and related to the four needs of Herremans (2005) (see Figure 8). The themes are also closely related to the attributes within the Ng, Schweitzer and Lyons (2010) study:

Job position	Material factors	Outer directed factors	Inner directed factors
Work content	Work-life balance Financial rewards Non-financial rewards Facilities	Company culture Corporate image Leadership	Learning & Development

Figure 8. Relation of the extracted themes of the brainstorm session and the four needs of Herremans (2005).

Remarkable is that during the first phase none of the participants mentioned flexibility. However, in phase 3 and 4 it became clear that this theme is not irrelevant, since terms of employment in relation to this are mentioned more than once. For instance, the screenagers mentioned the importance of working from home and organising their own working hours. Phase 4 showed that, based on the number of times mentioned (7 out of 20), learning & development was the most important overall theme for the participants. Furthermore, every participant wrote down one term in relation to L&D within their top 3 most important terms of employment. The most 'innovative' mentioned terms of employment during the session were a travel agency, a general practitioner, a counsellor from outside the department, obtaining a suit at the start of the job, staff outings at the homes of the personnel and

an intern dating agency. Note that these examples show the importance of reducing the distance between work and private life.

Thus, since during the brainstorm conversations as well as during the brainstorm session the importance of learning & development and convenience in terms of work life balance is named many times, it may be concluded that screenagers have clear preferences in these areas. Remarkable is that variety is not mentioned very often during the brainstorm session, it only argued in the beginning of the session, while this 'variety need' is mentioned more than once during the brainstorm conversations.

In conclusion, based on this second step in combination with the first step ten overall needs, translated to terms of employment, could be identified. These overall themes are monetary terms of employment, learning & development, flexibility & mobility, communication, corporate culture & society, food & health, facilities, workspace, personal benefits and traffic & transport. These themes can be related to the four needs of Herremans (2005) as presented in Figure 9. Thus, based on the first to steps it seems that the material factors are the most important for screenagers.

Job position	Material factors	Outer directed factors	Inner directed factors
	Monetary conditions	Communication	Flexibility & Mobility
	Food & Health	Corporate Culture & Society	Learning & Development
	Facilities	Personal Benefits	
	Workspace		
	Traffic & Transport		

Figure 9. Relation of the extracted themes of the preliminary investigation and the four needs of Herremans (2005)

In fact, this session shows, just as within the mainstream literature (e.g. Chapman et al., 2005), that screenagers do value the normal factors. Besides however, also some other factors with regard to terms of employment are mentioned. This study will focus on these relatively new and innovative terms of employment. However, the first two steps showed the older terms of employment seem of great importance as well. Therefore these will also be included during the following step. Since it is hard to assign one term or need to one overall need Figure 10 tries to present the ten themes and their overlap and shows that the themes and terms are in most of the times closely related to each other.

In order to test the importance of these themes and the specific needs for a bigger group screenagers, all these needs were entered into a questionnaire. This third step of the study will be explained in the following section.

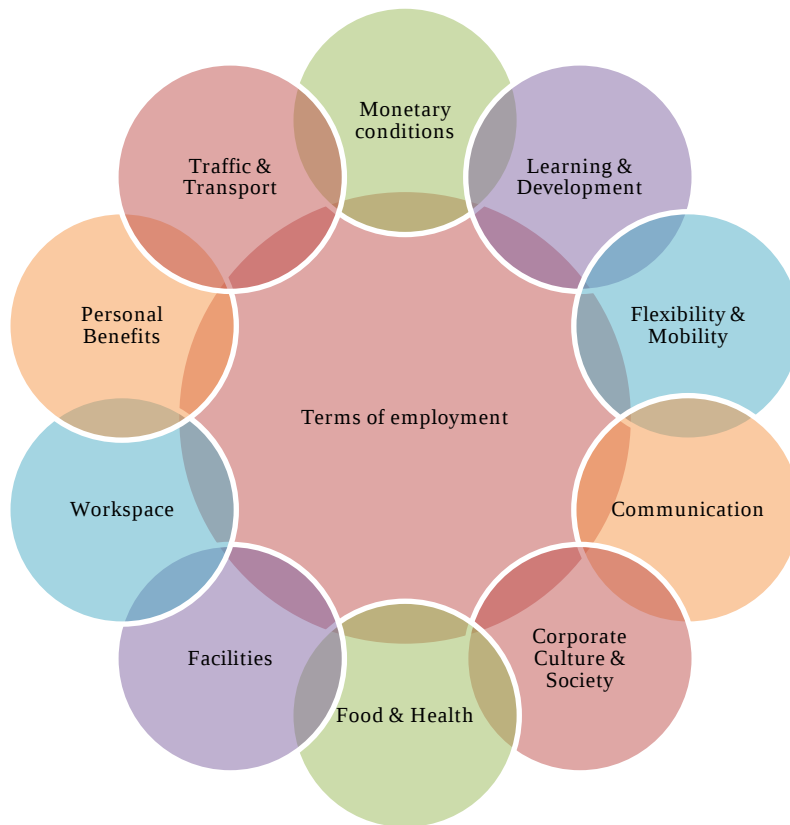


Figure 10. Overall themes of the terms of employment used in the questionnaire.

3.3 STEP 3: QUESTIONNAIRE

The main part of this study consists of a questionnaire. The content of this questionnaire is mainly based on the first two steps of the study. However, next to the input of the first two steps, there are also some needs used based on internal ideas of the researcher, who belonged to the target group, and some people from the field and ideas from (newspaper) articles. This section tries to explain and elaborate the content and process of this step of the study.

Firstly, the questionnaire started with a short introduction about the study. After the introduction some demographic information about the respondent was asked (date of birth, gender, education level, student/employee and living situation). These demographic questions are asked in order to test for representativeness of the sample. These questions are mainly based on the literature about individual differences as well as on some general knowledge. The main part of the questionnaire was composed based on step 1 and step 2 and is related to the needs of the respondents. As described in the section before, the final items about the needs were grouped into 10 measures abstracted from the first two steps. All these items were measured on a 5-point Likert Scale in order to find out the importance of the presented terms of employment for the respondent. The text behind the following bullet points will describe the measures and show some examples of the items.

- **Monetary conditions**; measured based on 7 items. The items are related to the salary, bonuses, pensions and fees (e.g. performance related bonuses).

- **Learning & Development;** measured by 6 items related to personal development and career development (e.g. a personal training planning).
- **Flexibility & Mobility;** measured by 10 items related to flexibility in working time, day's off, possibilities to work from home and varying work (e.g. organising your own working hours, working abroad (temporarily)).
- **Communication;** measured by 7 items related to informal events, formal events and new media (e.g. possibility to be online always and everywhere).
- **Corporate Culture & Society;** measured by 8 items related to employer image, corporate culture, diversity, and corporate social responsibility (e.g. a culture focused on performance, possibility to participate in social projects or sustainability projects).
- **Food & Health;** measured by 11 items related to the availability of diverse food, the possibility to eat when and what you want, opportunities to stimulate your own health (e.g. the availability of snacks, a health-/ fit test).
- **Facilities;** measured by 7 items related to daily, non-daily, and health facilities (e.g. non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)).
- **Workspace;** measured by 5 items related to the availability of diverse rooms and to degree of personal influence within your working space (e.g. rooms that can be closed (e.g. to call or to meet)).
- **Personal Benefits;** measured by 7 items related to discounts, personal budget, loan possibilities, and choices (e.g. discount on personal expenses related to the employer (e.g. product, service or sponsored events)).
- **Traffic & Transport;** measured by 7 items related to lease cars, travelling fee and parking places (e.g. a car including personal use by paying a fixed amount per month, sufficient parking spaces at work).

A couple of employees from the field, which were specialised in the terms of employment, went through the questionnaire to complement it with ideas or to clarify the questions. Also, during the construction, the questionnaire was tested by 9 screenagers (3 male, 6 female) to discover textual ambiguities as well as ambiguities in the layout. The comments of the screenagers are described in Appendix E. After this preliminary test, the questionnaire was discussed again with diverse employees from the field to discover whether some terms of employment were missing and to simplify some of the questions and items.

After processing these comments the whole instrument was tested again by some screenagers. This pretest of the final version of the questionnaire was done with the help of 8 screenagers (3 male, 5 female). The results of this test, which are presented in Appendix F, were used to improve the questionnaire and to find obscurities in the questions and items or in the layout of the instrument. Afterwards, the questionnaire was distributed. The Dutch version of the questionnaire, the language in which the data is collected, can be found in Appendix G. A translation of the questionnaire into English is attached in Appendix H.

The questionnaire was an online questionnaire and therefore accessible for all possible respondents. The link to the final version of the questionnaire was distributed through diverse channels, in particular social media like Facebook, LinkedIn and Hyves, face to face, forums on the internet, e-mail, the public website and the internal website of PwC. Furthermore, since it is also interesting to find out whether there are differences between generations it has been decided to not select the respondents based on their generation. Therefore people born before 1985 or born after 1995 could fill out the questionnaire as well, broadening the research population. The following section will discuss the respondents of this study: the generation screenagers as well as the older respondents.

3.4 RESPONDENTS

This section describes the respondents of the study. During this section the representativeness of the samples will be central. The samples which will be discussed are screenagers as a whole, student screenagers, employee screenagers, male screenagers and female screenagers. In addition, also a non-screenagers sample can be distinguished. However, the main focus of this study is on the highly educated screenagers sample as a whole.

Imbalances within the (socio)-demographic data of the respondents could influence the rest of the data. However, in generations thinking all screenagers are assumed to be similar. Therefore, among others birth year, educational level and gender should not have an influence on the results. On the other hand, as presented in the theoretical part of this study, individual differences do exist. Therefore, in analysing the rest of the data these findings will indeed be kept in mind.

3.4.1 (SOCIO-) DEMOGRAPHIC DATA OF THE SCREEAGERS DIVIDED INTO STUDENTS AND EMPLOYEES

Within this sub section the demographic and socio-demographic data of the screenagers, divided by students and employees, will be presented. Whereas the student sample is used to get insight in the needs of the future workforce, the employee sample is used to get insight in the needs of screenagers with working experience. Although many student screenagers who filled out the questionnaire had working experience, these belong to the student sample since their first task is studying and most of the times their working experience was of an additional job. Furthermore, by the distinction between the two samples it is possible to compare the two groups and to find out differences between the two. Also, it is possible to discover the potential impact of working experience on needs. Taking the two samples together gives information about the preferences of the whole target group of this study.

Firstly, Table 2 shows the demographic data divided by the two samples and of the total screenagers sample. First look at the total screenagers sample. In total 373 highly educated screenagers filled out the questionnaire during a period of 3 weeks. Of this 50.1% were male and 49.9% female. Thus, the proportion male/female is well distributed. The mean year in which the respondents are born is 1987. Furthermore, it shows that this sample mainly consisted of somewhat older screenagers. However, as explained in the introduction chapter all the members of one generation are expected to have the same

general characteristics and preferences. Therefore this should not be problem when drawing conclusions.

As said, within the total screenagers sample two samples can be distinguished. Now the demographic data of these sub samples will be discussed. In total 173 student screenagers and 200 employee screenagers filled out the questionnaire. The mean year of birth of the employee sample ($M = 1986$) is two years lower than the student sample ($M = 1988$). Probably this difference exists because the employee sample already completed a study before starting to work. The male/female proportion in these samples is, just like in the total sample, well distributed (around a 50/50). Thus, based on the demographic data the student screenagers sample and employee screenagers sample can be compared without a high risk that a skew proportion influencing the findings.

Table 2
Demographic data of the screenagers

	Student sample				Employee sample				Total sample			
	<i>n</i>	%	<i>M</i>	<i>SD</i>	<i>n</i>	%	<i>M</i>	<i>SD</i>	<i>N</i>	%	<i>M</i>	<i>SD</i>
Respondents	173				200				373			
Year of birth			1988.13	1.85			1986.31	1.41			1987.15	1.86
1985	16	9.2			74	37			90	24.1		
1986	16	9.2			62	31			78	20.9		
1987	24	13.9			20	10			44	11.8		
1988	54	31.2			21	10.5			75	20.1		
1989	33	19.1			19	9.5			52	13.9		
1990	11	6.4			4	2			15	4		
1991	10	5.8			-	-			10	2.7		
1992 - 1995	9	5.2			-	-			8	2.4		
Gender												
Male	85	49.1			102	51			187	50.1		
Female	88	50.9			98	49			186	49.9		

Secondly, Table 3 gives information about the socio-demographic background of the respondents divided by the samples student and employee screenagers. This information, in combination with the demographic data, is important to judge the representativeness of the samples and to find out if the results of the samples can be compared without the risk that differences between the samples have arisen as a result of a skewed distribution.

Important to keep in mind when doing further analyses is that most of the total sample and the student sample are educated at university level. To be more precise, 58.7% of the total screenagers sample and 67.6% of the student screenagers sample is educated at university level. In addition, within the employee screenagers sample the proportion of education level is more fairly distributed then within the other two samples. This indicates that the student screenagers sample and the employee screenagers sample differ on educational level, which can be a reason for differences based on working experience. Some respondents filled out they did not have any of the presented educational levels, however analysing the descriptions of their educational level clarifies that some of them indeed are highly educated. Examples of these are post-HBO, post-master and CFA. Subsequently, these respondents were distributed to the educational level they belong to. Furthermore, most of the respondents live with their partner within the total sample and employee sample. Students live with their parent(s)/caretaker(s) or in lodgings. Again a major difference between the two samples,

therefore this should be kept in mind during further analyses. The great difference in working years between the samples is logical because of the chosen samples, and is therefore not relevant for further analyses.

Table 3
Socio-demographic data of the screenagers

	Student sample		Employee sample		Total sample	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Educational level						
HAVO (Hoger Algemeen Voortgezet Onderwijs)	2	1.2	9	4.5	11	2.9
VWO (Voortgezet Wetenschappelijk Onderwijs)	6	3.5	4	2	10	2.7
HBO (Hoger Beroepsonderwijs)	48	27.7	85	42.5	133	35.7
University (bachelor or master)	117	67.6	102	51	219	58.7
Living situation						
I live with my parent(s)/caretaker(s)	61	35.3	27	13.5	88	23.6
I live in lodgings	68	39.3	15	7.5	83	22.3
I live alone	9	5.2	52	26	61	16.4
I live together with my partner	30	17.3	104	52	134	35.9
I live with my children (without a partner)	1	.6	0	0	1	.3
I live together with my partner and children	4	2.3	2	1	6	1.6
Working years						
	87		200		287	
0-2	29	33.3	110	55	139	48.4
>2	58	66.7	90	45	148	51.6

3.4.2 (SOCIO-) DEMOGRAPHIC DATA OF THE SCREENAGERS DIVIDED INTO MALES AND FEMALES

In this sub section the (socio-)demographic data of the male and female screenagers will be presented shortly. Detailed information about these data can be found in Appendix I. The demographic data shows that the male screenagers sample is somewhat older than the female screenagers. However, when rounding off these means the birth year is for both samples 1987. Furthermore, the socio-demographic data shows, just as the samples in the section before, that most of the respondents are really high educated. In more detail, most of the respondents are educated on university level. When looking at the living situation of the male and female screenagers it may be concluded that this situation for both samples is the same. This is also the case for their years of working experience.

Based on the (socio-)demographic data of the male screenagers and female screenagers, it may be concluded that both samples are distributed the same. Thus, when gender differences will be found in the analysis of the rest of the data, these differences are not influenced by major differences between the two samples on (socio-)demographic level.

3.4.3 (SOCIO-)DEMOGRAPHIC DATA OF THE RESPONDENTS DIVDED INTO SCREENAGERS AND NON-SCREENAGERS

Besides the generation screenagers the questionnaire is filled out by many people of older generations. This gave the opportunity to make a comparison between screenagers and non-screenagers. However, before doing any analyses with these data, first the (socio-)demographic data of these samples need to be compared. Detailed information about the demographic data of all the respondents, including the non-screenagers, can be found in Appendix I.

When looking at the demographic data of the screenagers and non-screenagers logically there is a great difference in mean birth year. Also, the major difference in the number of respondents becomes clear. Whereas the screenagers sample existed of 373 respondents, the non-screenagers sample existed of 177 respondents. This difference can be explained by the main focus of the present study, which was on screenagers and not on the other generations. On the other hand 177 non-screenagers is still a lot, which makes it is possible to do some analyses with this sample. However, the male-female proportion within the non-screenagers sample is very skew. 70.6% of the non-screenagers sample is male and just 29.4% is female. This should be kept in mind during further analyses, especially since this proportion is in the screenagers sample approximately 50/50. Another difference between the samples can be found on educational level. The non-screenagers are, in comparison to the screenagers sample, slightly less educated, respectively HBO level and university level. Nevertheless, the respondents in both samples can be indicated as highly educated. The living situation and the amount of working years of the non-screenagers are also completely different, which of course can be explained by the differences in age between the two samples.

In conclusion, both samples differ on many aspects. Some of them can be explained by the difference in age (living situation and working years), and some of them cannot (gender and educational level).

4 RESULTS

This chapter elaborates the results of step 3 of the present study: the questionnaire. At first some descriptive results are elaborated and compared. All results are presented in samples, namely screenagers, student screenagers, employee screenagers, male screenagers, female screenagers, and non-screenagers. The second section will compare these samples with each other on item level. To be more precise, section 4.2.1 is about the student and employee screenagers, section 4.2.2 about the male and female screenagers and section 4.2.3 about the screenagers and non-screenagers.

4.1 DESCRIPTIVE RESULTS

In the beginning of the questionnaire the respondents were asked to rank (1 = most important until 4 = least important) the four types in terms of employment (primary, secondary, tertiary and quaternary) based on their definitions. It is chosen to use the definitions instead of the terms since it was not realistic to assume that every respondent knows the definitions of the four types. Also, other relevant descriptive results, the willingness to compose a personal benefit package, the preferred proportion of fixed and variable pay, and the most important terms during economic crisis, are presented. Within this section the several samples are distinguished and discussed in three separate sub sections. Section 4.1.1 will discuss the descriptive results of student and employee screenagers, section 4.2.2 elaborates the same results for the male and female screenagers, and section 4.1.3 explains these results for the screenagers and non-screenagers.

4.1.1 DESCRIPTIVE RESULTS STUDENT AND EMPLOYEE SCREENAGERS

In this sub section the descriptive results for the student screenagers, employee screenagers and total screenagers sample will be presented and described on a general level. Detailed information about the descriptive results of these samples showed in Table 4.

Firstly, the total screenagers sample indicated the terms of employment and working arrangements related to the rewards which are received for performing work (primary) as the most important. However, the difference in importance of this type in comparison to terms of employment and working arrangements related to the company culture and appreciation (quaternary) is really small (difference in $M = .06$). Terms or arrangements related to fixed, variable or incidental arrangements (secondary) and terms or arrangements related to benefits offered by the employer, but difficult to express in money-terms (tertiary) are clearly less important. Between the first two types in terms and arrangements, primary and quaternary, and the other two, secondary and tertiary, there is a great difference in mean score (minimum difference in $M = .91$). However, also between these two, secondary and tertiary, a big difference in mean score exists (difference in $M = .56$). Secondly, the ranking of the types of terms of employment of the student screenagers sample is analysed. Results indicate almost the same top 4 as the total screenagers sample. However, student screenagers indicated quaternary terms of employment as more important than primary terms of employment (difference in $M = .1$). Thirdly, the top 4 types of terms of employment of the employee screenagers is regarding the sequence exact the same as the total screenagers sample. In addition to this, the top 4 of the employee screenagers differs in comparison to the student screenagers on the 1th and 2th place:

whereas the employee sample indicates the primary terms of employment as the most important, the student sample indicates the quaternary terms of employment as the most important type (and visa versa for the 2nd place).

Furthermore, all three samples score high on the willingness to compose their own personal benefit package, which indicates that the CAO à la carte is popular among the future workforce. The average highly educated screenager wants to work 37.64 hours a week ($SD = 8.39$). In addition to this, most of the screenagers, whether they are or are not employees, want a fixed income of 80% and a 20% variable income and in a situation of economic crisis security is much more important than salary and a learning environment (frequencies for the total screenagers sample are respectively 170, 84, and 119).

Table 4

Descriptive results per sample (student screenagers vs. employee screenagers vs. total screenagers sample)

	Student sample				Employee sample				Total sample			
	<i>n</i>	%	<i>M</i>	<i>SD</i>	<i>n</i>	%	<i>M</i>	<i>SD</i>	<i>N</i>	%	<i>M</i>	<i>SD</i>
Top 4 types terms of employment												
Primary			1.87	.9			1.7	.86			1.78	.88
Secondary			2.83	1.05			2.68	.98			2.75	1.02
Tertiary			3.23	.99			3.38	.96			3.31	.98
Quaternary			1.77	1.03			1.89	1.02			1.84	1.02
Personal composition benefit package												
			3.52	.82			3.73	.9			3.63	.87
Proportion fixed and variable year income												
100% fixed / 0% variable	19	11			22	11			41	11		
90% fixed / 10% variable	36	20.8			51	25.5			87	23.3		
80% fixed / 20% variable	83	48			89	44.5			172	46.1		
70% fixed / 30% variable	27	15.6			30	15			57	15.3		
60% fixed / 40% variable	3	1.7			3	1.5			6	1.6		
50% fixed / 50% variable	3	1.7			4	2			7	1.9		
40% fixed / 60% variable	1	.6			-	-			1	.3		
30% fixed / 70% variable	1	.6			1	.5			2	.5		
Terms during economic crisis												
Salary	33	19.1			51	25.5			84	22.5		
Security	88	50.9			82	41			170	45.6		
A learning environment	52	30.1			67	33.5			119	31.9		

4.1.2 DESCRIPTIVE RESULTS MALE AND FEMALE SCREENAGERS

This sub section is about the descriptive results of the male and female screenagers. Also, the total screenagers sample is presented again, since this sample is the sum of the male and female screenagers sample. Detailed descriptive results of these three samples are displayed in Table 5.

Firstly, looking at the types in terms of employment all the three samples share the same top 4. This indicates that there is no difference between these samples in this respect. However, there are some small differences on a more detailed level. Secondly, all the samples had a $M > 3$ on the willingness to compose their own benefit package. This again underscores the importance of a CAO à la carte.

Furthermore, all three samples want an 80% fixed and 20% variable income and the most popular term during an economic crisis is security. Although this last statement is the case for all three samples, the frequency of the male sample on the importance of a learning environment is worth mentioning since the security had a frequency of 73, which is almost the same as the frequency of this sample on a learning environment ($n = 71$). Thus, where the female sample, as well as the student screenagers and employee screenagers sample, had a big difference between the frequency on security and both a learning environment and salary, this big difference is not present for the male screenagers sample. Thus, on this point it is clear that the male screenagers differ from the female screenagers.

Table 5

Descriptive results per sample (male screenagers vs. female screenagers vs. total screenagers sample)

	Male sample				Female sample				Total sample			
	<i>n</i>	%	<i>M</i>	<i>SD</i>	<i>n</i>	%	<i>M</i>	<i>SD</i>	<i>N</i>	%	<i>M</i>	<i>SD</i>
Top 4 types terms of employment												
Primary			1.76	.86			1.8	.9			1.78	.88
Secondary			2.78	1.04			2.72	.99			2.75	1.02
Tertiary			3.32	1			3.31	.96			3.31	.98
Quaternary			1.83	1			1.85	1.01			1.84	1.02
Personal composition benefit package												
			3.68	.91			3.58	.82			3.63	.87
Proportion fixed and variable year income												
100% fixed / 0% variable	20	10.7			21	11.3			41	11		
90% fixed / 10% variable	26	13.9			61	32.8			87	23.3		
80% fixed / 20% variable	94	50.3			78	41.9			172	46.1		
70% fixed / 30% variable	36	19.3			21	11.3			57	15.3		
60% fixed / 40% variable	5	2.7			1	.5			6	1.6		
50% fixed / 50% variable	3	1.6			4	2.2			7	1.9		
40% fixed / 60% variable	1	.5			-	-			1	.3		
30% fixed / 70% variable	2	1.1			-	-			2	.5		
Term during economic crisis												
Salary	43	23			41	22			84	22.5		
Security	73	39			97	52.2			170	45.6		
A learning environment	71	38			48	25.8			119	31.9		

4.1.3 DESCRIPTIVE RESULTS SCREENAGERS AND NON-SCREENAGERS

This sub section discusses the descriptive results of the screenagers sample, the non-screenagers sample and the total sample. This final sample includes both screenagers and non-screenagers. In depth information about these descriptive results is presented in Table 6.

Firstly, the descriptive results about the top 4 of the types terms of employment are the same for the screenagers, the non-screenagers as well as the total sample. Primary terms of employment are the most important; followed by the quaternary terms of employment; afterwards the secondary terms of employment; and finally the tertiary terms of employment are the least important. Thus, the mean scores on the types between the samples are roughly comparable in respect to the sequence, however as can be seen in Table 6 there are some differences between these scores when comparing them one by one.

Secondly, just as the samples in the sections before, the mean score of the willingness to compose their own personal benefit package for the non-screenagers is > 3 . This again clarifies the importance of a CAO à la carte. Furthermore, the proportion 80% fixed and 20% variable year income has the highest frequency for both the screenagers and non-screenagers. However, for the non-screenagers sample the difference of the frequency between '90% fixed and 10% variable income' and '80% fixed and 20% variable' is 4. Therefore, it seems that screenagers are willing to take more risk than the non-screenagers. Nevertheless, the question about the most important term during economic crisis does not under scores this assumption: security is by all three samples indicated as the most important term during economic crisis

Table 6
Descriptive results per sample (screenagers vs. non- screenagers vs. total sample)

	Screenagers sample				Non-screenagers sample				Total sample			
	<i>n</i>	%	<i>M</i>	<i>SD</i>	<i>n</i>	%	<i>M</i>	<i>SD</i>	<i>N</i>	%	<i>M</i>	<i>SD</i>
Top 4 types terms of employment												
Primary			1.78	.88			1.61	.89			1.73	.89
Secondary			2.75	1.02			2.42	1.02			2.64	1.03
Tertiary			3.31	.98			3.53	.92			3.38	.97
Quaternary			1.84	1.02			1.96	1			1.88	1.02
Personal composition benefit package												
			3.63	.87			3.7	1.05			3.66	.93
Proportion fixed and variable year income												
100% fixed / 0% variable	41	11			29	16.4			70	12.7		
90% fixed / 10% variable	87	23.3			60	33.9			147	26.7		
80% fixed / 20% variable	172	46.1			64	36.2			236	42.9		
70% fixed / 30% variable	57	15.3			13	7.3			70	12.7		
60% fixed / 40% variable	6	1.6			5	2.8			11	2		
50% fixed / 50% variable	7	1.9			5	2.8			12	2.2		
40% fixed / 60% variable	1	.3			1	.6			2	.4		
30% fixed / 70% variable	2	.5			-	-			2	.4		
Term during economic crisis												
Salary	84	22.5			58	32.8			142	25.8		
Security	170	45.6			85	48			255	46.4		
A learning environment	119	31.9			34	19.2			153	27.8		

4.2 COMPARISONS BETWEEN SAMPLES

In this section some comparisons between samples will be presented. The first section elaborates the differences between the student and employee screenagers, the second sub section will explain differences between male and female screenagers and the last section is about the differences between screenagers and non-screenagers.

4.2.1 COMPARISONS BETWEEN THE STUDENT AND EMPLOYEE SCREENAGERS

The section before already explained some differences between the samples with respect to the descriptive results. This section will present comparisons between the student and the employee sample. First the top 5 of highest mean scores per sample will be presented. Subsequently significant differences in the mean score between the student sample and the employee sample will be elaborated.

First, the mean scores of the three samples on item level are analysed. An overview of the mean and standard deviation of all the items can be found in Appendix J. The top 5 highest mean score and lowest mean score are displayed in Table 7. The results do not show a big difference in the top 5 between the samples. Nevertheless, remarkable is that 'sufficient parking space by your work' is present in the top 5 of student screenagers but not in the top 5 of the employee screenagers, and vice versa for 'a personal training planning'. Looking at the total screenagers sample it becomes clear that 'sufficient parking spacing at your work' is higher rated, and thus higher appreciated, than 'a personal training planning', since only the first one is present in the top 5.

With regard to the results of the lowest mean score, the 'non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)' is present in the top 5 of the student screenagers, but not in the top 5 of the employee screenagers. However, since this term is present in the top 5 lowest mean score of the total screenagers sample, the employee screenagers sample must have indicated this term as not really important. To be more precise, when this sample should have indicated this term as important, the term should not have been present or at least not on the first place in the top 5 lowest mean score of the total screenagers sample, since this top 5 is based on the answers of both the student and employee sample.

Since in both of the samples $N > 40$ the independent sample T-test method is used instead of a non-parametric test (Moore & McCabe, 2006). This independent sample T-test should be used to test if there are significant differences between the mean scores of the samples on item level when $N > 40$. The independent sample T-test indicated many significant differences. All these significant differences can be found in Appendix K.

Table 8 shows the significant differences on a level of $p \leq .001$ and are classified in two groups, namely a higher mean score for the student sample or a higher mean score for the employee sample. Although, the independent sample T-test showed many differences, both samples score roughly on the same amount of items significant higher. Furthermore, significant differences do not directly indicate that the term is only important for one of the samples. To be more precise, students scored $M = 3.86$ on "a personal training planning" and the employees scored $M = 4.16$ on the same term of employment. The difference between these two mean scores is significant. However, when ranking the terms of employment based on their mean score the term 'a personal training planning' is on the 10th place in the ranking of the student screenagers and on the 5th place in the ranking of the employee screenagers. Since there are investigated 74 terms of employment the term is of importance for both of the samples and not only for the employee screenagers.

Table 7

Top 5 highest and lowest mean score per sample (student screenagers vs. employee screenagers vs. total screenagers sample)

	<i>M</i>	<i>SD</i>
Highest mean score		
Student screenagers sample (n = 173)		
A personal career path (career opportunities)	4.4	.72
Indicating when you are taking your days off	4.36	.67
A choice in what happens with your overtime (e.g. extra holidays or paid in cash)	4.25	.75
A travel allowance	4.21	.79
Sufficient parking spaces at work	4.21	.78
Employee screenagers sample (n = 200)		
A personal career path (career opportunities)	4.57	.68
Indicating when you are taking your days off	4.4	.74
A travel allowance	4.29	.9
A choice in what happens with your overtime (e.g. extra holidays or paid in cash)	4.2	.74
A personal training planning	4.16	.89
Total screenagers sample (N = 373)		
A personal career path (career opportunities)	4.49	.71
Indicating when you are taking your days off	4.38	.71
A travel allowance	4.25	.85
A choice in what happens with your overtime (e.g. extra holidays or paid in cash)	4.2	.74
Sufficient parking spaces at work	4.09	.96
Lowest mean score		
Student screenagers sample (n = 173)		
Non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)	1.57	.8
A scooter including personal use by paying a fixed amount per month	1.73	1
Daily services in the office (e.g. laundry, shopping service or dog care)	1.94	1.07
Possibilities to lend multimedia (e.g. DVDs or computer games) with personal use	2	1.07
Health services in the office (e.g. dentist, optician, doctor with a pharmacy, physiotherapist)	2.08	1.01
Employee screenagers sample (n = 200)		
A scooter including personal use by paying a fixed amount per month	1.95	1.1
Possibilities to lend multimedia (e.g. DVDs or computer games) with personal use	1.99	1.07
Micro pension: from any deposited amount in your pension a small amount will be deposited in a micro pension (for charity)	2.12	1.08
Daily services in the office (e.g. laundry, shopping service or dog care)	2.14	1.16
Housing (either during weekdays or permanent housing)	2.20	
Total screenagers sample (N = 373)		
Non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)	1.67	.85
A scooter including personal use by paying a fixed amount per month	1.85	1.06
Possibilities to lend multimedia (e.g. DVDs or computer games) with personal use	1.99	1.07
Daily services in the office (e.g. laundry, shopping service or dog care)	2.04	1.12
Micro pension: from any deposited amount in your pension a small amount will be deposited in a micro pension (for charity)	2	1.05

Table 8
Significant differences in mean score on a $p \leq .001$ level (student screenagers vs. employee screenagers)

	<i>T</i>	<i>df</i>
Student sample higher		
Arranging your pension yourself	3.71	371*
An introduction programme at the start of the job to get familiar with the company, the employees and the way of working	3.36	371*
A choice in public holidays (e.g. based on your social cultural background)	4.13	371*
Providing childcare near the office or living space	3.57	371*
An own permanent working space (no flex space)	4.03	370.79*
Personal secretarial services	3.35	366*
Employee sample higher		
Performance related bonuses	-3.83	341.8*
A personal training planning	-3.27	371*
Job-rotation: working in a varying team or department	-4.29	371*
A culture focused on performance	-4.04	371*
The possibility for company sport (e.g. a fitness room or yoga lessons)	-3.9	371*

* $p \leq .001$

4.2.2 COMPARISONS BETWEEN THE MALE AND FEMALE SCREENAGERS

Subsequently the significant differences in mean score between males and females are investigated. As first a top 5 of the most important terms of employment and a top 5 of the least important terms of employment are composed for both groups. These results are displayed in Since $n > 40$ an independent sample T-test is used (Moore & McCabe, 2006). In contrast to the results about these samples as presented so far, interesting results and differences were found. Most remarkable is that females score higher on the more soft items like a sabbatical leave, the availability of biological food, and stress-reduction trainings, whereas males scored significant higher on the more hard terms of employment like a higher salary than the average salary for your function, and a culture focused on performance. Table 10 shows the significant differences on a $p \leq .001$ level. An overview of all the significant differences is displayed in Appendix M. An important note to make is that overall females scored on more items higher than males. This difference in amount is not that clear when looking at Table 10, but when looking at Appendix O this difference becomes really clear.

Table 9 and do not show a big difference between males and females. Only the term of employment 'organising your own working hours' is present in one of the two top 5's highest mean score, namely in the top 5 of the females. Within the lowest mean score the 5 terms of employments are the same for both samples. However, there is the case of a small difference in the order of the top 5 (place 3 and place 4 are reversed). Therefore, based on the top 5's it seems that there is no difference between the male and female screenagers. Note that this is in line with the descriptive results of these samples. Specific information of all the items and the scores (N, M and SD) of the male screenagers, female screenagers and total screenagers sample can be found in Appendix L.

Since $n > 40$ an independent sample T-test is used (Moore & McCabe, 2006). In contrast to the results about these samples as presented so far, interesting results and differences were found. Most remarkable is that females score higher on the more soft items like a sabbatical leave, the availability of biological food, and stress-reduction trainings, whereas males scored significant higher on the more hard terms of employment like a higher salary than the average salary for your function, and a culture

focused on performance. Table 10 shows the significant differences on a $p \leq .001$ level. An overview of all the significant differences is displayed in Appendix M. An important note to make is that overall females scored on more items higher than males. This difference in amount is not that clear when looking at Table 10, but when looking at Appendix O this difference becomes really clear.

Table 9

Top 5 highest and lowest mean score per sample (male screenagers vs. female screenagers)

	<i>M</i>	<i>SD</i>
Highest mean score		
Male screenagers sample (n = 187)		
1. A personal career path (career opportunities)	4.47	.71
2. Indicating when you are taking your days off	4.29	.75
3. A choice in what happens with your overtime (e.g. extra holidays or paid in cash)	4.19	.72
4. A travel allowance	4.15	.91
5. Sufficient parking spaces at work	4.05	.98
Female screenagers sample (n = 186)		
1. A personal career path (career opportunities)	4.52	.71
2. Indicating when you are taking your days off	4.47	.66
3. A travel allowance	4.35	.77
4. A choice in what happens with your overtime (e.g. extra holidays or paid in cash)	4.26	.726
5. Organising your own working hours	4.13	.93
Sufficient parking spaces at work	4.13	.95
Lowest mean score		
Male screenagers sample (n = 187)		
1. Non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)	1.64	.8
2. A scooter including personal use by paying a fixed amount per month	1.77	1.02
3. Daily services in the office (e.g. laundry, shopping service or dog care)	1.96	1.03
4. Possibilities to lend multimedia (e.g. DVDs or computer games) with personal use	1.98	1.04
5. Micro pension: from any deposited amount in your pension a small amount will be deposited in a micro pension (for charity)	2.01	1.07
Female screenagers sample (n = 186)		
1. Non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)	1.7	.91
2. A scooter including personal use by paying a fixed amount per month	1.92	1.1
3. Possibilities to lend multimedia (e.g. DVDs or computer games) with personal use	2.01	1.1
4. Daily services in the office (e.g. laundry, shopping service or dog care)	2.12	1.2
5. Micro pension: from any deposited amount in your pension a small amount will be deposited in a micro pension (for charity)	2.2	1.01

Table 10

Significant differences in mean score on a $p \leq .001$ level (male screenagers vs. female screenagers)

	<i>T</i>	<i>df</i>
Male screenagers higher (n=187)		
A higher salary than the average salary for your position	1.74	371*
A culture focused on performance	4.35	370.28*
Female screenagers higher (n=186)		
Long term unpaid leave (sabbatical leave)	-3.7	371*
An active diversity policy for equality within the organisation	-4.21	371*
The availability of healthy food	-3.35	367.48*
Providing childcare near the office or living space	-5.28	371*

* $p \leq .001$

4.2.3 COMPARISONS BETWEEN THE SCREENAGES AND NON-SCREENAGERS

As mentioned before many non-screenagers completed the questionnaire. Therefore, some analyses with this sample were made. A top 5 of the items with the highest and lowest mean score can be found in Table 11. A more detailed overview of all the N, M and SD per item divided by these samples is included in Appendix N. The top 5's highest mean scores show a large difference between the

screenagers and non-screenagers; only two terms of employment in the top 5's are the same, namely 'indicating when you are taking your days off' and 'sufficient parking spaces at work'. This is the greatest difference between the several samples so far. However, as mentioned before it is not directly the case that both samples want completely other things, it is possible that just the order of the preferred terms of employment differs. In contrast, when looking at the top 5's lowest mean scores of the screenagers and non-screenagers it becomes clear that these two are almost the same. Only the 5th place in the top 5 of the screenager sample differs from the top 5 of the non-screenagers sample. For the screenagers sample 'housing (either during weekdays or permanent housing)' and 'the availability of snacks' seems to be somewhat more important than a 'micro pension: from any deposited amount in your pension a small amount will be deposited in a micro pension (for charity)' and vice versa for the non-screenagers sample.

Table 11
Top 5 highest and lowest mean score per sample (screenagers vs. non-screenagers vs. total sample)

	<i>M</i>	<i>SD</i>
Highest mean score		
Screenager sample (n = 373)		
1. A personal career path (career opportunities)	4.49	.71
2. Indicating when you are taking your days off	4.38	.71
3. A travel allowance	4.25	.85
4. A choice in what happens with your overtime (e.g. extra holidays or paid in cash)	4.2	.74
5. Sufficient parking spaces at work	4.09	.96
Non-screenager sample (n = 186)		
1. Indicating when you are taking your days off	4.34	.71
2. Sufficient parking spaces at work	4.22	.92
3. The possibility to work from home	4.21	.83
4. A positive employer image	4.16	.75
5. Organising your own working hours	4.15	.73
Lowest mean score		
Screenager sample (n = 373)		
1. Non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)	1.67	.85
2. A scooter including personal use by paying a fixed amount per month	1.85	1.06
3. Possibilities to lend multimedia (e.g. DVDs or computer games) with personal use	1.99	1.07
4. Daily services in the office (e.g. laundry, shopping service or dog care)	2.04	1.12
5. Micro pension: from any deposited amount in your pension a small amount will be deposited in a micro pension (for charity)	2	1.05
Non-screenager sample (n = 186)		
1. Non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)	1.5	.89
2. A scooter including personal use by paying a fixed amount per month	1.62	1.04
3. Daily services in the office (e.g. laundry, shopping service or dog care)	1.74	1.05
4. Possibilities to lend multimedia (e.g. DVDs or computer games) with personal use	1.75	1.05
5. Housing (either during weekdays or permanent housing)	1.83	1.04
The availability of snacks		.94

Thus, although the top 5's highest mean score indicate a great difference between the samples, the top 5's lowest mean scores indicate not such a large difference. In order to find out if there are differences between screenagers and non-screenagers the mean scores per item and per sample are also analysed. Since $N > 40$ an independent sample T-test is used in order to discover the significant differences (Moore and McCabe, 2006). The significant differences in mean score at a level of $p \leq .001$ can be found in the table below, Table 12. A more detailed overview of all the significant differences, also on a $p \leq .05$ and $p \leq .1$ level can be found in Appendix O. By just scanning Table 12 it became clear by its length that there are many differences between the two samples. Furthermore, it is remarkable that

the screenagers sample scored on many items higher than the non-screenagers sample. Some questions arise: are screenagers really different from non-screenagers in their appreciation of the terms of employment or do screenagers have the tendency to respond higher in general? The following chapter will discuss this conspicuousness in more depth.

Table 12
Significant differences in mean on a $p \leq .001$ level (screenagers vs. non-screenagers)

	<i>T</i>	<i>df</i>
Screenagers sample higher		
A lunch allowance	4.87	548*
Possibilities to develop yourself as a person during private time at the expense of the employer (e.g. playing in a company band, participating in company tournaments or obtaining your driving license)	3.37	317.95*
A personal career path (career opportunities)	5	279.27*
A budget to spend on visiting conferences, seminars and/or symposia in the Netherlands or abroad	3.51	548*
A time registration system by which the employer can track your working hours	4.46	548*
Working abroad (temporarily)	6.36	328.61*
A choice in what happens with your overtime (e.g. extra holidays or paid in cash)	3.36	548*
A staff trip (e.g. skying with the whole department)	3.7	548*
A company restaurant where you can lunch	9.02	548*
The possibility to eat at the office in the evening	9.09	548*
The availability of divers hot drinks (various tastes and sorts)	4.68	290.78*
The availability of snacks	8.04	383.71*
The availability of biological food	4.07	548*
The availability of healthy food	9.16	289.81*
Health services in the office (e.g. dentist, optician, doctor with a pharmacy, physiotherapist)	3.8	377.01*
Facilities near the office building (e.g. supermarket, sports facilities, dining possibilities etc.)	4.01	298.85*
Providing childcare near the office or living space	4.35	303.175*
Arranging you administrative matters (e.g. insurance, tax or mortgage)	5.49	548*
A relaxing room (e.g. a game room or lounge room)	4.28	548*
Deciding your own interior of the office (e.g. wall colour or furniture)	5.23	548*
Housing (either during weekdays or permanent housing)	5.37	548*
Non-screenagers higher		
The possibility to work from home	-4.76	421.69*
A culture focused on performance	-5.7	548*

* $p \leq .001$

5 CONCLUSION AND DISCUSSION

In order to answer the research question and sub questions this chapter connects the findings of the study to the theory as presented in chapter 2. The first section elaborates the conclusion in relation to the research question and sub questions. Although some conclusions are presented within this section, also some bottlenecks of the study will be explained. Furthermore, some directions for further research will be given. The second section introduces, based on the results of and the affairs among the present study, some practical recommendations for employers as well as some scientific implications.

5.1 CONCLUSIONS, DISCUSSION POINTS AND DIRECTIONS FOR FURTHER RESEARCH

Within this section answers to the sub questions as well as the main research questions are given. All together it becomes clear which terms of employment contribute to the attractiveness of an organisation as an employer. The section starts with formulating an answer to the main research question. Afterwards the other sub sections will discuss the results of the present study seen from the view of the sub questions as presented in chapter 2. The conclusions within the following sections however need to be carefully handled since this study had some restrictions.

Firstly, during this study it is chosen to focus on the generation screenagers. A disadvantage of this choice is that the questionnaire is composed by the needs of screenagers and not by the needs of the other generations. Therefore, it is possible that the questionnaire did not measure all the needs in terms of employment of the other generations. To be more precise, it is possible that when repeating the first two steps of this study with people from the other generations results in a list, and subsequently a questionnaire with many other needs than current questionnaire. Further research however, needs to be done in order to find out if the questionnaire is also complete with regard to the other generations. Nevertheless, with respect to the needs of the generation screenagers this questionnaire is probably complete. Furthermore, an advantage of the choice in favour of screenagers is that this generation will be present on the workforce for a long time.

Secondly, during the present study it is, based on Smola and Sutton (2002), assumed that generations have a greater impact on the needs of people than life phase. Therefore, this study focussed on generations. However, although many studies indeed state that generation is of greater importance than life phase there exist some studies which provide support for the influence of life phase on needs as well. Regarding the needs of the generation screenagers longitudinal research is needed to determine whether the impact of generation or the impact of life phase is the greatest. In doing so, it is possible to use the current questionnaire again and compare the results of that investigation with the current results. Nevertheless, the findings of this study are usable for this moment, even if life phase should have a greater impact, since screenagers and youngsters are the same people at this moment.

Small other discussion points and some directions for further research will be discussed during the upcoming sections as well.

5.1.1 TERMS OF EMPLOYMENT TO BE ATTRACTIVE AS AN EMPLOYER

This sub section formulates an answer to the overall research question of this study ‘*What terms of employment should an organisation implement to make the organisation attractive as an employer?*’. Based on the findings it may be concluded that it is important for an employer to know its target group when recruiting new employees. The present study shows that the needs of people differ between the generation screenagers and the older people, between screenagers with working experience and screenagers without working experience and between male screenagers and female screenagers. Based on these findings the statement of Ng, Schweitzer & Lyons (2010) that “although generational cohort is a meaningful and useful social categorization, one must be careful not to paint the entire generation with the “same brush”” (p. 290) can be supported since there are found differences between people belonging to the same generation. In addition to this, when interpreting the findings of the present study in the light of Herremans’ Need Pyramid of Employees (2005) the most important conclusion is that the hierarchal order, as expected, does not exist. This is mostly based on the fact that the distribution of the preferred types of terms of employment differ between the several samples. The several samples ranked the four types of terms of employment in several ways. Furthermore, the top 5 highest mean scores of every sample included terms of employment which belong to more than one need of Herremans’ (2005) pyramid. However, based on the ranking of the types of terms of employment it may be concluded that the primary and quaternary terms of employment are the most important types.

However, in order to attract and retain employees and subsequently win the war for talent, the highly educated screenagers are the most important sample. In order to attract these employers need to offer terms of employment in relation to material factors. To be more precise, the ranking of the four types of terms of employment indicate that primary terms of employment are the most important for highly educated screenagers. However, also quaternary terms of employment are of great importance for this group. The third and fourth place of the top 5 is filled with respectively the secondary and tertiary terms of employment. This finding is partly supported by the mean scores of this group on the 74 examples of terms of employment. Most of the terms of employment within the top 5 highest mean score belong to the primary type, however the high valued term ‘a travel allowance’ is also present, this term of employment belongs to the secondary terms of employment. With regard to this the ranking of the four types of terms of employment, where the secondary type is on the third place, is remarkable. However, Herremans (2005) put the primary and secondary terms of employment into the same need: material factors. Nevertheless, it seems that primary and secondary terms of employment may not be lumped. Within the ranking the big difference between the mean scores of the primary and secondary type indicates this. Further research has to be done in order to be sure that primary and secondary terms of employment cannot be put in one and the same need as stated by Herremans (2005). Moreover, most of the terms within the top 5 lowest mean score belong to the ‘outer directed factors’ (Herremans, 2005). This is again in contrast with the pyramid of Herremans (2005).

In conclusion, as the top 5’s highest and top 5’s lowest mean scores show, especially the already known and a bit conservative terms of employment are valued the most by highly educated screenagers.

Therefore, putting energy into the preparation of new and innovative terms of employment is not very worth while, but improving the already known and a bit conservative terms of is. Thus, to win the war for talent and gain competitive advantage employers should improve the old terms of employment instead of implement new terms of employment.

5.1.2 NEEDS OF HIGHLY EDUCATED SCREENAGERS

This section describes the most relevant terms of employment in order to attract highly educated screenagers as an employer. The end goal of this section is to answer the following sub question: *What are the work related needs of the highly educated screenagers? And to what extent are they important?* In order to answer this question the present section is divided into three parts. First of all, the descriptive results of the study will be interpreted from a theoretical point of view. Next, the 5 most important terms of employment of highly educated screenagers will be compared to in their opinion the 5 least important terms of employment. Afterwards, the final part combines the first two findings and formulates an answer to the question as presented in the beginning of this paragraph.

Firstly, the descriptive results support the statement “it is not an inherent selfishness but a response to the corporate realities” of McCrindle (2006, p. 12) about the generation screenagers. To be more precise, the high mean score on working hours a week (rounded off upwards 38 hours) and the high frequency on the proportion fixed/variable salary (80/20) shows the importance of security for screenagers: they want to be sure about their income. In addition to this, the screenagers indicated security as the most important term of employment during the current economic crisis. Thus, this newest workforce generation faces the realities of the moment: they do not want to be unsure about anything. The popularity of composing their own benefit package can also be seen in the same way: screenagers want to make sure that their benefit package suites their realities. Furthermore, the descriptive results also support the statement that, with respect to the critique on Maslow’s theory, the hierarchal order of the Need Pyramid of Employees (Herremans, 2005) seems not to exist. In more detail, ‘a personal career path’ is indicated as the most important term. However, this term fits with the ‘inner directed factors’ of Herremans (2005). According to this the inner directed factors should have the most prominent place in the hierarchal order. However, within the top 5 also material factors are present.

Secondly, as shown in chapter 4 the five most important terms of employment are 1) a personal career path (career opportunities), 2) indicating when you are taking your days off, 3) a travel allowance, 4) a choice in what happens with your overtime (e.g. extra holidays or paid in cash) and 5) sufficient parking spaces at work. What is striking about this top 5 is the fact that these terms of employment are not very new and innovative. In comparison to this, the top 5 least important terms of employment includes much more new and innovative terms of employment: 1) non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency), 2) a scooter including personal use by paying a fixed amount per month, 3) possibilities to lend multimedia (e.g. DVDs or computer games) with personal use, 4) daily services in the office (e.g. laundry, shopping service or dog care), and 5) micro pension: from any deposited amount in your pension a small amount will be deposited in a micro

pension (for charity). This finding indicates that new and innovative terms of employment are not really appreciated by highly educated screenagers, in contrast to what was expected by PwC and people from the field. This finding results in the following conclusion: although many employers think they have to implement new and innovative terms of employment, attracting the new generation employees is easier when offering the old and already known terms of employment in a well-organised way.

Concluding, in order to formulate an answer to the first sub question '*What are the work related needs of highly educated screenagers? And to what extent are they important?*' the results of the study are linked to the need pyramid of employees (Herremans, 2005). As the descriptive results showed the primary terms of employment are the most important type for screenagers, followed by the quaternary terms of employment. In addition, the top 5 highest and top 5 lowest mean score together show the lesser importance of new and innovative terms of employment than expected at the beginning of this study. Thus, the work related needs of highly educated screenagers are in core a bit conservative and related to primary and quaternary terms of employment. Furthermore, highly educated screenagers do not have, or at least they are not of great relevance, needs in relation to secondary and especially not in relation to tertiary terms of employment.

5.1.3 NEEDS OF STUDENT AND EMPLOYEE SCREENAGERS

This sub section tries to formulate an answer to the question '*Are there any differences in the work related needs of highly educated screenagers with or without working experience? And if so, to what extent?*'. In order to do so this section is structured into three parts. The first part discusses the descriptive results of the student screenagers as well as the employee screenagers. Furthermore, these descriptive results will be compared with each other. After that, the other results of both samples will be elaborated and interpreted from a theoretical view. Finally, the third part formulates an answer to the second sub question of this study as presented in the beginning of this paragraph.

Firstly, the results of the present study indicate many differences between student and employee screenagers. As first the descriptive results show a difference in ranking of the 4 types of terms of employment. On the one hand student screenagers ranked the types of terms of employment as: 1) quaternary, 2) primary, 3) secondary, and 4) tertiary, on the other hand employee screenagers ranked these as: 1) primary, 2) quaternary, 3) secondary, and 4) tertiary. Note that the first two of the ranking of the student screenagers are inversed within the ranking of employee screenagers. Furthermore the score of the employee sample on the willingness to compose their own personal benefit package is higher than the score of the student screenagers. However, the score of both samples is $M > 3.5$ on a 5-points Likert scale. Therefore, this willingness is of importance for both samples, although this is of greater importance for the employee screenagers. No great differences were found on the preferred proportion fixed and variable year income and on the most important term during economic crisis. Thus, based on the descriptive results no great difference between student and employee screenagers seems to exist.

Secondly, the top 5 highest mean scores of the student screenagers sample is 1) a personal career path (career opportunities), 2) indicating when you are taking your days off, 3) a choice in what happens

with your overtime (e.g. extra holidays or paid in cash), 4) a travel allowance, and 5) sufficient parking spaces at work. The top 5 of the employee screenagers is almost the same, but the 5th place is filled with 'a personal training planning' instead of 'sufficient parking spaces at work'. When comparing the top 5 lowest mean score it becomes clear that these differ in two ways. Firstly, one of the terms of employment present within the top 5's differs and secondly none of the terms of employment present in both top 5's are at the same place. Thus, as expected this difference indicates that the students and employee screenagers sample indeed differ from each other, but this difference is only in degree, not in kind.

Thirdly, the first two parts show the differences between the student screenagers and employee screenagers. Such differences between people with and without working experience are also found, as already presented in the theoretical chapter, by Ng, Schweitzer and Lyons (2010). These scientists found significant differences between students with and without working experience on 11 of the 16 measured attributes. 6 Of these attributes get a higher score of those with working experience and the other attributes get a higher score of those without working experience. Within the present study, many significant differences (36 out of 74) between the student and employee screenagers were found as well. Both samples scored in almost every theme at least one time significantly higher than the other sample. Thus seen from this view all the three needs of Herremans' (2005) are of relevance. The previous leads to the following answer on the second research question '*Are there any differences in needs of screenagers with or without working experience? And if so, to what extent?*'. In our sample, there is a difference in needs between student and employee screenagers. Thus, the present study supports that working experience has an influence on needs. It is however, based on the findings of the present study, not possible to indicate specific overall themes or factors on which one sample scored significantly higher than the other sample, since the distribution of significant differences is quite equally. However, it seems that employee screenagers tend to attach more value to the primary terms of employment and student screenagers to quaternary terms of employment.

5.1.4 NEEDS OF MALE AND FEMALE SCREENAGERS

During this sub section the question '*Are there any differences between highly educated male and female screenagers in their work related needs? And if so, to what extent?*' will be central. In order to answer this question this sub section will first elaborate and compare the descriptive results of the male and female screenagers. Afterwards, the results of the top 5's highest en lowest mean score and the differences on item level between the samples will be described and discussed. In the final part a conclusion and a final answer on the question as presented in the beginning of this paragraph will be given.

Firstly, the ranking of the four types of terms of employment are for both samples the same. The ranking is as follows: 1) primary, 2) quaternary, 3) secondary, and 4) tertiary. Also, the mean score on the willingness to compose their own personal benefits package does not indicate a great difference between the samples. However, when looking at results belonging to the descriptive results some differences are found. Although both samples had the highest frequency on the same proportion fixed

and variable year income (80/20), the female screenagers sample had also a high frequency on the proportion 90% fixed year income and 10% variable year income. This difference seems to indicate that females want more income safety and security than their male counterparts. The same is found on the most important term during economic crisis. Whereas the frequency of the male screenager sample is almost the same on 'security' and 'a learning environment', the frequency of the female screenagers on security is at least once as large as the frequency on 'salary' and the frequency on 'a learning environment'.

Secondly, the results of both top 5's highest mean scores did not show a big difference: the terms of employment present within the top 5's are almost the same. There is only a small difference in the sequence of the terms and the 5th place of the top 5 of the female screenagers is shared with another term of employment, which, moreover, is not present in the top 5 of the male screenagers. When it is about the top 5 lowest mean scores of both samples, again the top 5's did not indicate a great difference. Within these top 5's the present terms of employment are exactly the same. However, the sequence is just a little bit different. Therefore, based on these top 5's it may not be concluded that differences exist between the needs of male screenagers and female screenagers. The comparison between male and female screenagers on item level indicated however that the female screenagers score significantly higher on the more soft needs and males on the more hard needs. To be more precise, the male screenagers want a culture focused on performance and want to receive a higher salary than average significantly more than females, whereas the female screenagers scored significantly higher than their counterparts on terms like a sabbatical leave, an active diversity policy, availability of healthy food and childcare near the office or living space. This is in line with Herremans (2007) who stated that males want to express, more than females, the more egocentric parts of personal development and growth and that material factors and outer directed factors probably will be more appreciated by females and inner directed factors by males. In addition, it is remarkable that the females scored on many more items higher than males as well (respectively $n = 25$, $n = 8$). However, this tendency is also found by Ng, Schweitzer & Lyons (2010) who found that females score on every measured work related attribute higher than males.

Thirdly, together the previous presented findings contribute to an answer on the third research question of this study *'Are there any differences between highly educated male and female screenagers in their work related needs? And if so, to what extent?'*. Most of the descriptive results of this study did not show a great difference between the male and female screenagers sample. However, since the results on item level show a difference between the needs of male and female screenagers, it may be concluded that there is indeed a difference between them. Although this difference is not in a far extent, because not all the results show differences. Furthermore, the findings seem to indicate that males, just as expected based on Herremans (2005), appreciate, more than the females, the inner directed factors and that females appreciate more than males the material and outer directed factors.

5.1.5 NEEDS OF SCREENAGERS AND NON-SCREENAGERS

Within this sub section the needs of the screenagers and the non-screenagers will be compared. In sub section 5.1.1 the needs of the highly educated screenagers are already presented. Therefore, this section only presents the results of the non-screenagers and will compare these with the findings as presented in section 5.1.1. In reading these conclusions it is important to take into account that many of the non-screenagers worked at one and the same organisation. It is possible that this has caused some biases within the results. Also, the questionnaire is made for screenagers, therefore it is possible that not all the needs of the non-screenagers are present in the questionnaire. Therefore, these conclusions should be handled carefully.

To start with the descriptive results of the non-screenagers sample. The ranking of the types of terms of employment is as follows: 1) primary, 2) quaternary, 3) secondary, and 4) tertiary. This ranking is exactly the same as the ranking of the screenagers. Based on this and the fact that both samples score almost the same on the willingness to compose their own personal benefit package it cannot be concluded that differences between these two samples exist. However, the other descriptive results indicate that there are indeed some differences between the samples. The frequency on the preferred proportion fixed and variable year income is the highest for 80% fixed and 20% variable. Nevertheless, the percentage of the screenagers sample on this is 46.1% and the percentage of the non-screenagers sample on this is 36.2%. In addition to this, the percentage of the non-screenagers sample on 90% fixed and 10% variable is 33.9% and therefore almost the same as their percentage on the 80/20 proportion. This result indicated a small difference between the two samples. Furthermore, whereas on the one hand the ranking of the most important term during the current economic crisis for the screenagers is 1) security (45.9%), 2) a learning environment (31.9%), and 3) salary (22.5%), is on the other hand the ranking of the non-screenagers as follows: 1) security (48%), 2) salary (32.8%), and 3) a learning environment (19.2%). This result indicates thus a difference between the screenagers sample and the non-screenagers sample with regard to importance of 'salary' and 'a learning environment'. This difference however is logically, since older people already learned many things during their career and are, with respect to this, already more or less saturated.

Secondly, an independent sample T-test is used in order to investigate differences on the terms of employment between the two samples. It is remarkable that the screenagers scored on item level most of the times significantly higher than non-screenagers. Just on two items the non-screenager sample scored significantly higher than the screenager sample. These items are 'the possibility to work from home' and 'a culture focused on performance'. As noted earlier, Ng, Schweitzer and Lyons (2010) found that working experience leads to a significant difference in preferred attributes in relation to needs. The findings of the present study found the same. However, whereas Ng, Schweitzer and Lyons (2010) found almost an equal distribution with regard to the amount higher scores per sample, the distribution of the present study is much more skewed (screenagers $n = 42$, non-screenagers $n = 6$).

Thus, *'Are there any differences in the work related needs between highly educated screenagers and highly educated non-screenagers? And if so, to what extent?'*. The results on item level and some of

the descriptive results indicate that there is a difference between the highly educated screenagers and the highly educated non-screenagers. Therefore, there indeed is a difference between screenagers and non-screenagers with regard to work related needs. These differences can be found on all themes, and thus on all three needs as described by Herremans (2005). However, screenagers attach value to many more terms of employment than the non-sreenagers. Nevertheless, based on the findings it is not possible to conclude that needs differ between generations, since the non-screenagers sample existed of three generation, namely the protest, lost and pragmatic generation. Unfortunately, there were too few respondents to separate and afterwards to compare all the generations. Further research needs to be done in order to investigate if generations differ on their needs.

5.2 MANAGERIAL RECOMMENDATIONS AND SCIENTIFIC IMPLICATIONS

In this section the critical managerial recommendations and scientific implications will be given. The section starts elaborating the must do's of employers and ends with the scientific implications.

Firstly, as the previous chapter and the section before show, employers should bear in mind that people differ from each other. The study found support for differences affected by working experience, gender differences and differences between screenagers and non-screenagers. Thus, differences within generations exist as well. Therefore, a good and detailed description of the preferred applicant can be helpful in attracting the right person, since only than the terms of employment can be adjusted to the needs of that person. A CAO à la carte is thus still a good thing to offer as an employer. With regard to generations, it is, based on this study, not possible to be sure that there are differences between generations. However, it seems that this is the case, therefore offering terms of employment for each generation's taste seems to be a good idea.

Moreover, concrete tips to offer as an employer which are important based on this study are: a personeel career path and training planning, a travel allowance, the possibility for employees to indicated when they want to take days off, to choose what happens with their overtime. to organise their own working hours and to work from home, having sufficient parking spaces near the office building, and having a positive employer image. In more detail, the top 5's highest mean score of the samples existed of these examples.

Furthermore, on a more general level, focussing on preparing new and innovative terms of employment will not lead to a larger pool of applicants, since the more conservative primary terms of employment are more valued. Therefore improving the old terms of employment, instead of implementing new ones is the advice for employers. Thus, improving the terms of employment on primary level is much more valuable than for instance offering non-daily services and health facilities. Moreover, when focussing on the future workforce it is important to take into account that the generation screenagers faces corporate realities, just like all other generations. Because of this finding, it is good for an employer to take the realities of the moment in mind, for instance the current

economic crisis, and adjust the terms of employment to these. At the moment for instance highly educated screenagers find security much more important than a learning environment.

Secondly, the study had an scientific relevance as well. As first there was little empirical information about the current potential new workforce and their (work related) needs, or more specific the generation screenagers and their (work related) needs. Based on 10 brainstorm conversations and one brainstorm sessions this study tried to draw up a questionnaire which explores these needs. The data show great differences between the scores on the asked terms of employment. Therefore, this study is the first step in the exploration of the needs. However, probably there are many other needs which are not present within the current study since they did not emerge during the first two steps of the study or that the screenagers changed their opinion about their needs. Therefore, the questionnaire of this study can partly be used during other studies, but it is still important to explore if there are missing some needs within the current questionnaire.

Furthermore this study contributed to the little or less available scientific information about terms of employment. This study showed that especially the old and already known terms of employment are of importance, whereas the more new and innovative terms of employment are not that important. Moreover, this study showed that although there is little or less information available about the specific topic, linking some literature can lead to surprising and interesting findings.

With respect to generation research, this study clarifies that there are differences between the generation screenagers and older people. However, it is based on the findings not possible to conclude that there are differences between the several generations. Nevertheless, the findings point in the direction that generations differ in their needs. Further research needs to be done in order to be sure about this. In addition to this, the present study clarifies that there are differences within generations. Therefore, it seems that the statement of Ng, Schweitzer & Lyons (2010) that “although generational cohort is a meaningful and useful social categorization, one must be careful not to paint the entire generation with the “same brush”” (p. 290), is still applicable today.

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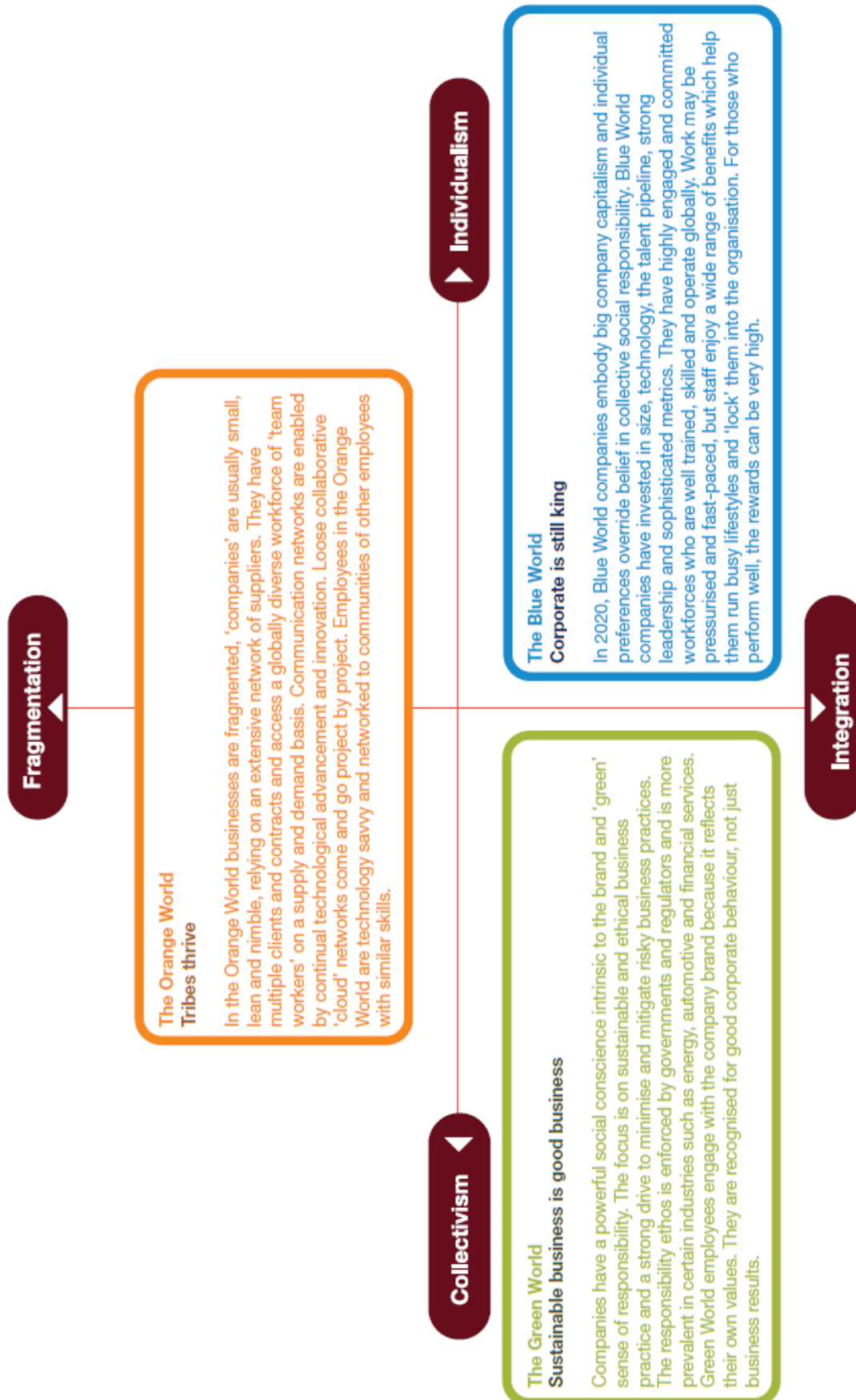
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APPENDIX A

Three possible future worlds or business models according to PwC (2009)



APPENDIX B

Most important comment brainstorm conversations

Female – 08-10-1990 - student

- Je werk moet je tegemoet komen in je moeite. Als je bijvoorbeeld veel moet reizen dan moeten ze zorgen voor een auto / NS-kaart etc.
- Ik vind het belangrijk dat er een intranet is, zodat je onderling contact kunt hebben met je collega's (onderling netwerk). Bijvoorbeeld via een Blackberry of via sametime (soort MSN).
- Werk-privé balans. Werk moet ook informeel kunnen zijn. Je moet je collega's bijvoorbeeld kunnen leren kennen tijdens een informele setting, zoals een etentje, event etc.
- Je werk moet ervoor zorgen dat je je taken kunt uitvoeren. Als mijn computer crasht wil ik er niet mee naar een winkel moeten, maar dat moet op mijn werk geregeld kunnen worden. Procedureel geregeld.
- Ik wil dingen voor buiten mijn werk kunnen regelen op mijn werk. Bijvoorbeeld een open ruimte waar ik even een privé telefoongesprek kan voeren, ik wil daar niet voor naar het toilet moeten gaan. Dus er moeten mogelijkheden zijn om privé iets te kunnen regelen, je moet even van de afdeling af kunnen.
- De werkdruk moet opgevoerd kunnen worden. Je moet iets te doen hebben. De werkgever moet je voor alle uren inzetten, zoals nieuwe klussen. Ik wil uitdaging hebben.
- Ik wil een persoonlijk kastje of iets hebben, waar ik bijvoorbeeld mijn laptop in achter kan laten.
- Een ruimte waar je even weg kunt zijn van je werk. Een goede lunch ruimte, lekkere stoelen bijvoorbeeld.
- Als ik er netjes uit moet zien moet er een leverancier voor pakken of iets zijn.
- Begeleiding in de eisen van het werk. Als ik veel moet vliegen, wil ik bijvoorbeeld tips om mijn koffer zo compact mogelijk in te pakken. Dus een eis van mijn werk moet vereenvoudigd kunnen worden door de kennis die er al binnen het bedrijf is.
- Als ik kinderen zou hebben dan zou ik het belangrijk vinden dat er een commissie is om werk en kinderen te kunnen combineren. Stress moet door je werkgever zoveel mogelijk weggenomen worden. Je werkgever moet voor vrijheid zorgen waardoor je je werk beter kunt uitvoeren.
- Bij Google heb je bijvoorbeeld gratis warme maaltijden (hoef je niet meer te koken).
- Een oppasadres/buitenschoolse opvang waar ook kinderen van je collega's zitten.
- Ik wil mijn dromen kunnen waarmaken. Als ik naar het buitenland wil dat vind ik het belangrijk dat mijn werkgever het daar met mij over heeft. Kunnen we elkaar gebruiken om dat te doen?
- Mogelijkheden om in het buitenland te werken
- Ik wil mijn talent buiten m'n werk-skills om kunnen ontplooien. Goed in zingen? Is er een bandje? Goed in voetbal? Dan mogelijkheid tot een voetbalelftal?

- Mijn werkplek moet goed bereikbaar zijn.
- Flexibele werkgever, eigen tijd indelen. Het moet gaan om de output niet om de input (tijd).
- Respect voor cultuur en religie. Bijvoorbeeld aandacht voor kerst, rammadam, Pasen, joodse feesten. Hoeft maar klein te zijn bijvoorbeeld door een kerstgroet. Bedrijf moet religieuze en culturele interesse tonen; men moet weten dat sommige collega's niet mee gaan lunchen tijdens de rammadam; plaatsen van een kerstboom. Bedrijf moet weten wat jou als persoon bezighoudt.
- Er moeten voorzieningen zijn voor uiterlijk vertoon.
- Ik zou wel een deel van het salaris willen inleveren voor een auto.
- Er moeten dingen georganiseerd worden. Borrels met andere bedrijven, Young professionals. Een persoon moet geholpen worden om zicht zelf te ontplooien.
- Goede sfeer vind ik belangrijk (bijv. door georganiseerde informele events).
- Je moet je zelf kunnen zijn op je werk en je geen nummertje voelen. Men moet weten wat jou interesseert.

Female - 15-04-1991 - student

- Leuk werk. Voor mij geldt leuk=variërend.
- Ik wil een eigen kantoorplek hebben, geen flexplek. Alleen ik wil niet de hele dag op dezelfde plek zitten, ik wil bijvoorbeeld naar klanten toe kunnen
- Uitgebreide koffieautomaat, inclusief chocomel, maar ook veel verschillende smaken thee.
- Als er geen kantine is om te lunchen dan wil ik een lange lunchpauze, zodat ik ergens kan gaan 'uit'lunchen.
- Er moet meer personeel op het kantoor zijn, ik wil niet alleen zitten.
- Het moet lekker warm op kantoor kunnen zijn, bijvoorbeeld door het zelf te kunnen regelen.
- Goede bereikbaarheid van het kantoor met het Openbaar Vervoer.
- Veel/voldoende parkeerplaatsen vind ik belangrijk.
- Van 9 tot 5 op het kantoor zitten lijkt mij ideaal, maar er moet wel de mogelijkheid zijn om na sluitingstijd eventueel langer door te kunnen werken.
- Schoon kantoor is voor mij belangrijk.
- Ik wil graag een groot bureau.
- Ik wil een Apple computer, een macbook voor thuis en een ipad voor onderweg. Ook wil ik een I-phone.
- Een kinderdagverblijf op het kantoor of in ieder geval in hetzelfde gebouw voor mijn kinderen.
- Ik vind het belangrijk dat er doorgroeimogelijkheden zijn.
- Er moet een soort van personal assistant/secretaresse zijn.
- De mogelijkheid voor een autoleaseregeling en mogelijkheden tot het behalen van je rijbewijs moeten aangeboden worden door je werk.

- Een kapper op de zaak zodat ik 's morgens mijn haar daar zou kunnen laten doen. Dit vind ik vooral belangrijk wanneer ik naar een klant toe zou moeten.
- Zoals ik al aangaf wil ik een eigen werkplek hebben, op de deur wil ik dan ook een naambordje.
- Eigen kleurenprinter.

Female - 12-09-1989 - student

- Veel licht op de kantoorplek. Ik wil niet in een klein donker muizenhol zitten.
- Ik wil een eigen bureau hebben en geen flexplek. Ik wil er 'persoonlijke' dingen op kunnen zetten, mijn persoonlijke plekje.
- Een middagpauze van 30 min. is prima, gezellig even met collega's lunchen en kletsen. Een uur van mij hoeft niet, dan werk ik liever een half uur korter.
- Ik vind het belangrijk dat er een koffieautomaat (met chocomel) aanwezig is.
- Ik wil graag een uitdagende baan. Voor mij is uitdagend dat ik er plezier in heb en dat ik niet iedere dag hetzelfde doe.
- Flexibiliteit wat betreft dagen vind ik belangrijk: de mogelijkheid om de ene week 4 dagen te werken en de andere week 5 dagen.
- Een goede collegiale sfeer.
- Dat je moet presteren vind ik oké, maar ik wil geen elleboogcultuur.
- Ik wil me op m'n werk op m'n plek voelen. Dit kan bevorderd worden door een goede introductie, zodat ik niet in het diepe gegoooid wordt. Ik wil graag weten wat er van me verwacht wordt en dat ze weten dat ik op de afdeling kom.
- De locatie van het werk mag maximaal een uur reizen zijn vanaf mijn huis.
- Als ik later kinderen heb dan zou ik het fijn vinden als er een kinderopvang in de buurt van mijn werk zou zijn, zodat ik daar mijn kinderen naar toe kan brengen (als dit nodig zou zijn i.v.m. het werk van mijn 'toekomstige' man).
- Als ik verder dan 30 min. moet reizen naar mijn werk dan wil ik graag de mogelijkheid hebben tot een auto van de zaak.
- Een zakelijke telefoon.
- Ik wil verder kunnen groeien en opleidingen kunnen doen.
- Ik wil dingen kunnen doen naast mijn primaire taken (opleidingen, trainingen etc.)
- Ik vind het belangrijk dat er een personeelsfeest is, dit ter bevordering van de binding binnen het bedrijf.
- Ik wil geen nummer zijn binnen het bedrijf, maar ik wil gezien worden als een persoon.
- Ik zou het fijn vinden als ik zelf zou kunnen aangeven wanneer ik vakantie wil hebben. Natuurlijk moet je rekening houden met collega's etc., maar ik zou niet willen dat er van hogere hand bepaald wordt dat ik dan en dan vakantie zou kunnen hebben (bijv. dan en dan alle oudere werknemers, dan en dan de jongere garde).

- Extra vakantiedagen zou ik erg fijn vinden en hier zou ik ook wel extra voor willen werken in normale weken. Bijv. 2 uur extra per week.
- Ik zou het ook leuk vinden als er een kerstpakket zou zijn, maar kiezen tussen verschillende soorten kerstpakketten is voor mij niet nodig.
- Kortingen zou ik leuk vinden, bijv. deals met andere bedrijven, maar ook als ik bij bijv. Philips zou werken zou ik het leuk vinden als ik dan klantenkorting op de producten van Philips zou krijgen.
- Als ik moet verhuizen voor mijn werk zou ik het erg fijn vinden als het werk mij zou helpen bij het zoeken van woonruimte. Dit hoeft niet per se direct een woonruimte te zijn, maar bijv. wel waar je allemaal kunt kijken, dat ze aangeven waar het fijn is om te wonen, maar ook dat ze dingen die leuk zijn om te doen of om naar toe te gaan in de stad/omgeving aan geven.
- Contacten met andere bedrijven en afdelingen vind ik ook belangrijk, bijv. een bedrijfsborrel met verschillende bedrijven.
- Ik vind het belangrijk dat mijn werkgever actief is in sociale projecten, MVO (bijv. help-een-kind).
- Ik wil me binnen m'n werk fijn voelen en niet het gevoel hebben dat ik onder druk sta. Het moet leuk blijven en niet ten koste van elkaar gaan.
- Ik vind het ook belangrijk dat er geen glazen plafond is als vrouw zijnde.

Female - 09-09-1991 - student

- Als m'n werk wat verder weg is dan zou ik wel een reiskostenvergoeding willen. Of eventueel een auto.
- Ik weet niet of ik flexibiliteit wil. Hoewel op korte termijn zou wel fijn zijn. Ik wil op korte termijn vakantie kunnen aanvragen of kunnen zeggen ik neem vrij.
- Afwisselend werk vind ik belangrijk: ik wil niet altijd hetzelfde doen.
- Een zakelijke telefoon zou ik fijn vinden, die wil ik ook voor privégebruik kunnen/mogen gebruiken.
- Ik wil het liefst door de hele organisatie heen zitten: de ene keer daar de andere keer daar. Teams langs gaan (soort consultant). Afwisselend dus.
- Een maatschappelijk betrokken bedrijf vind ik belangrijk. Op welke manier het bedrijf dan betrokken is moet aansluiten bij de filosofie van het bedrijf en gericht zijn op de samenleving. Duurzaamheid doen ze allemaal, maar naar mijn idee werkt dat pas op het moment dat ieder bedrijf dit zou doen.
- Als ik kinderen zou hebben zou ik het fijn vinden als er een kinderdagverblijf geregeld wordt door de werkgever of dat de werktijden daar op aangepast (kunnen) zijn.
- Goed salaris vind ik uiteraard ook belangrijk.
- Ik zou wel 10% van mijn salaris inleveren als ik daarvoor extra vakantiedagen voor terug krijg.

- Als ik leuke collega's heb zou ik het leuk vinden als er een personeelsreis georganiseerd zou worden.
- Fitness op het werk lijkt me ook wel wat.
- Ik zou het leuk vinden als ik tussen m'n werk door een uurtje met vrienden zou kunnen afspreken: thee drinken of zo.
- Geen vaste tijdstippen wat betreft werk lijkt me ook erg fijn. Een keer extra werken zodat ik een andere keer vrij kan nemen of later kan beginnen. Bijv. 2 weken 2 uur per dag extra werken, dan 2 dagen extra vrij.
- Ik vind het belangrijk als er verbreding-/scholingsmogelijkheden zijn binnen het bedrijf. Deze moeten dan wel toegespitst zijn/worden op het bedrijf. Ik wil dingen kunnen blijven leren.

Male - 14-04-1989 - student

- Als ik een gezinssituatie zou hebben zou ik kinderopvang in de buurt van het huis belangrijk vinden. Ik zou mijn kinderen niet zo snel naar m'n werk brengen.
- Flexibiliteit: zelf uren inplannen zou ik ook erg fijn vinden bij een gezinssituatie. Hoewel ik vind flexibiliteit nu ook al wel belangrijk. Dus ik zou in het weekend wel eens willen kunnen werken en dat ik dan vervolgens een maandag vrij zou kunnen nemen. Dus die dag werk ik wel en die dag werk ik niet.
- Ik vind gemak erg belangrijk: je werk zou moeten regelen wat jij niet leuk vind om te regelen, zoals een (zorg)verzekering of hypotheek. Op deze manier houd je meer tijd over voor andere dingen.
- Telefoon en een auto van de zaak is ook wel gemakkelijk.
- Gezelligheid op het werk is veel waard: het is belangrijk dat ik het naar mijn zin heb op mijn werk.
- Ontspanning is ook belangrijk. Bij Google hebben ze geloof ik biljarttafels, daar krijg je een dag om je eigen ideeën, ten behoeve van het bedrijf, te ontwikkelen. Dat lijkt mij ook wel wat.
- Ontspanning zouden voor mij ook personeelsuitjes/vrijdagmiddagborrels zijn. Met andere bedrijven zou ik ook erg leuk vinden of dat je andere bedrijven gaat bezoeken.
- Werkzekerheid vind ik ook belangrijk. Je kunt er dan van op aan dat ze jou helpen en dat jij hen helpt. Dus niet als je er al 20 jaar werkt dat jij er bij een reorganisatie uit moet. Wederzijds vertrouwen dus!
- Ik denk dat de persoonlijke situatie van een werknemer steeds belangrijker wordt, hier moeten de arbeidsvoorwaarden dan ook op aangepast worden.

Female - 11-10-1986 - employee

- Ik vind het belangrijk dat er transparantie is. Als er veel arbeidsvoorwaarden en -regelingen zijn dan wil ik graag weten wat er precies mogelijk is. Een avondje over de mogelijkheden met betrekking tot arbeidsvoorwaarden lijkt mij fijn.
- Ik zou het leuk vinden als ik de keuze heb tussen het opnemen van vakantiedagen of het uitbetalen van overuren.
- Als eerste vind ik een goed/acceptabel salaris belangrijk.
- Fijn zou ik het vinden als er expliciet ruimte is voor opleidingen. Bijvoorbeeld een budget voor Learning & Development. Budget om boeken aan te schaffen, naar seminars te gaan of een cursus te volgen.
- De organisatie waar je werkt moet de middelen ter beschikking stellen die je nodig hebt om je werk goed te doen. Als je veel moet reizen dan moet een auto of een NS-kaart ter beschikking zijn.
- Als ik kinderen zou hebben zou ik ouderregelingen/vaderschapsverlof en kinderopvang belangrijk vinden. Ruimte in je werktijden om je kinderen weg te brengen of een kinderopvang op het werk zou ook fijn zijn.
- Lekkere koffie op het werk wil ik eigenlijk ook wel hebben.
- Een fijne werkomgeving vind ik belangrijk. Voor mij is een fijne werkomgeving: een vaste kamer is voor mij geen prioriteit, maar ik vind het wel belangrijk dat er afsluitbare ruimtes zijn om te bellen of te vergaderen en de aanwezigheid van andere ruimtes om creatief te zijn, dus niet een simpele kale vergaderruimte vind ik ook belangrijk.
- Een future center is ook wel leuk. In zo'n ruimte kan je dan alles veranderen: projecties op de muren, geuren verspreiden etc. Dit hebben ze bij de Rijkswaterstaat en bij Philips.
- Een sportruimte om na mijn werk, voor mijn werk of tijdens mijn werk naar toe te gaan als ik vast zou lopen met mijn bezigheden is ook fijn. Dan ben je niet direct je hele avond kwijt en hoef je je niet zo te haasten.
- Thuiswerken zou eigenlijk in je werk gebouwd moeten worden. Als je thuiswerkt doe je bijvoorbeeld een keer een boodschap tussendoor en werk je iets langer door, dat zou ook op het werk moeten kunnen.
- Een werkgever moet niet alles voor je regelen, niet je vliegtuig etc. voor je privévakantie. Een vakantieservice daarentegen zou wel fijn zijn. Die zoekt de best deals voor je op voor de door jouw opgegeven week/budget etc.
- Je werkgever moet zorg dragen voor je werkkleding een stomerijservice of schoenenpoetsservice etc. Je moet representatief kunnen zijn op je werk.
- Ik zou ook wel een keuze willen in bijv. een laptoptas. Soort van internetshop zodat je representatief bent, maar wel op je eigen manier. Werkgever kan bijv. een bepaald budget aanbieden dat je mag uitgeven aan een laptoptas, kom je daar boven dan moet je dat zelf betalen (bijv. voor een leren laptoptas), maar eigenlijk vind ik dat de werkgever dat ook zou moeten betalen.

- Een schilderij aan de muur in het kantoor zou ook leuk zijn.
- Een SMART ingericht kantoor; je toetst je personeelsnummer in en de kamer wordt aangepast naar jouw smaak/stijl: kleur muur, jouw notities, jouw hoogte van bureaustoel/bureau.
- Als je veel extern bent moet je de mogelijkheid hebben om altijd en overal online te zijn.
- Je zou niet je eigen declaraties moeten hoeven voor te schieten. Je zou een creditcard/nummer kunnen inleveren bij het hotel. Je werkgever vertrouwt je als werknemer, dan zou dat ook met zoiets moeten zijn. Wellicht boven de 50 euro dat je eerst moet bellen of zo.
- Een wijds uitzicht vanaf het kantoor zou ik fijn vinden. Een lichte werkomgeving, een blokje om kunnen lopen het raam open enz.
- Als je moet verhuizen moet je daar vrije dagen voor krijgen en niet maar één dag.
- Huisarts op het werk: er zijn veel werknemers die iets kleins hebben en zo kan ziekteverzuim verlaagd worden. Je moet dan ook je medicijnen er kunnen halen.
- Je moet een beperkt aantal keuzes hebben in je pensioen, maar je moet wel keuzes hebben. Je moet er van uit gaan dat de werkgever voor jou de beste opties selecteert en dat jij daar dan uit kunt kiezen bijv. beleggen of vast zetten.
- Inzichtelijke, transparante, beperkte (uiteraard de beste opties voor mij) arbeidsvoorwaarden, dat is wat ik wil.

Male - 12-06-1987 - student

- Ik vind het belangrijk dat ik de mogelijkheid heb om thuis te werken. Ik merk nu al dat het fijn is dat je thuis het bureaublad van je 'werk' te voorschijn kan halen.
- Ik vind het fijn als er een kantine aanwezig is, zodat ik mijn lunch niet zelf mee te nemen. Het is wel belangrijk dat de lunch dan gratis is of dat het in ieder geval goedkoop is.
- Kinderopvang zou ik wel belangrijk vinden als ik kinderen heb.
- Je dagelijkse dingen moeten eigenlijk gewoon naar je werkplek komen. Dus de mogelijkheid om naar de huisarts en tandarts te gaan op je werk. Dat de tandarts er bijvoorbeeld 1 keer in de week is.
- Ik wil geen flexplek, ik wil gewoon mijn eigen bureau hebben.
- Het zou leuk zijn als er thuis schoongemaakt zou worden en dat dit dan geregeld is door het werk.
- Als ik moet verhuizen dat zou ik het fijn vinden als mijn werk mij mee zou helpen met het zoeken naar huisvesting. Het zou ook fijn zijn als ze mijn onderdak doordeweeks (werkdagen dus) zouden betalen. Het is natuurlijk mijn eigen verantwoordelijkheid als ik mijn werk ver van mijn huis zou zoeken, maar het zou wel fijn zijn.
- Je werkgever moet er gewoon voor zorgen dat je breed ontwikkeld bent op persoonlijkheid en vakgerelateerde zaken. Wat ik nodig heb, moet ik ook kunnen doen. Ik moet blijven met mijn werk.
- Ik vind de bedrijfscultuur erg belangrijk. Dit kan positief bevorderd worden door teamuitjes.

- Milieu etc. boeit mij niet zoveel. Voor mij is dit niet zo belangrijk in een bedrijf.

Male - 20-02-1987 - student

- Allereerst vind ik het belangrijk dat ik flexibel kan werken. En dat bedoel ik in brede zin: ik wil niet iedere dag hetzelfde werk moeten doen (variëteit). Zo wil ik dan weer op de weg zitten en dan weer op kantoor. Maar ik bedoel ook dat het niet uitmaakt wanneer je je uren maakt als je je werk maar af hebt. Ik wil gewoon vrijheid hebben. Ik wil dus ook thuis kunnen werken.
- Geld speelt natuurlijk ook een rol, maar de werkzaamheden zijn voor mij belangrijker. Als ik moet kiezen tussen een goed salaris + leuke werkzaamheden of een heel goed salaris + niet leuke werkzaamheden dan zou ik voor het eerste kiezen. Ik zou de kan goed leegmaken.
- Een bedrijfskantine vind ik belangrijk en wat er aangeboden wordt moet dan voor een aantrekkelijke prijs zijn.
- Het zou prettig zijn als er faciliteiten die bepaalde dingen voor mij gemakkelijker maken. Praktische aangelegenheden moeten op je werk mogelijk zijn.
- 's Morgens je was kunnen afgeven op je werk en 's avonds weer kunnen ophalen lijkt mij ideaal.
- Honden- en kinderopvang is voor privé , maar het zou wel prettig zijn als de werkgever hier dingen voor zou regelen.
- Als je auto naar de garage moet dat dit dan geregeld wordt vanuit je werk.
- Oogmeting op je werkplek, dan hoef je niet een hele middag vrij te nemen omdat het reistijd scheelt.
- Ik wil gewoon gemak, dus ook een eigen werkplek dan kan ik mijn eigen papieren etc. laten liggen.
- Ik vind keuze in opleidingen/trainingen/cursussen belangrijk en je moet onbeperkt hieraan mee kunnen doen als het meerwaarde voor je functie biedt.
- Je bedrijf moet mensen aannemen die bij het team passen, verder kan de werkgever niet echt iets doen aan de bedrijfscultuur. Je moet als sollicitant ook zelf kijken of je er bij past. Maar ik vind een positieve bedrijfscultuur wel belangrijk, alleen denk ik niet dat bedrijf daar iets in kan aanbieden.
- Ik vind het belangrijk dat een bedrijf iets doet aan duurzame ontwikkelingen maar ik vind het nog slechter als een bedrijf een rem zet op duurzame ontwikkelingen. Een bedrijf moet iets doen aan duurzaamheid, maar als ze er bewust iets niet aan doen is dat nog veel erger. Persoonlijk zou ik wel de voorkeur geven aan een duurzaam bedrijf.
- Fairtrade vind ik ook belangrijk dat een bedrijf daar mee bezig is.

Male - 18-03-1987 - employee

- Allereerst zou ik meer vrije dagen willen en daar zou ik wel extra voor willen werken.
- Een laptop zou ik ook fijn vinden en die zou ik dan voor privé- en werkgebruik willen kunnen en mogen gebruiken.
- Een telefoon + abonnement van het werk vind ik ook belangrijk. Ik zou het niet noodzakelijk vinden, maar wel fijn als ik deze ook voor privégebruik zou mogen gebruiken.
- Auto van de zaak zou ik ook wel willen hebben. Deze zou ik dan ook voor privégebruik willen mogen gebruiken en de mogelijkheid willen hebben om in het buitenland te kunnen tanken. Ik vind het niet belangrijk of ik zelf zou mogen kiezen voor een auto, maar dit zou ik wel fijn vinden.
- De mogelijkheid tot thuiswerken vind ik belangrijk; een bepaald aantal uren per week, bijvoorbeeld één dag.
- Flexibele werktijden zou ik graag willen hebben, zodat ik zelf kan bepalen van hoe laat tot hoe laat ik werk. De ene dag 2 uur langer en de andere dag 2 uur korter etc.
- Ik zou het fijn vinden als ik de mogelijkheid zou hebben om congressen/beurzen in het buitenland te bezoeken. Een opleiding kunnen volgen zou ik ook fijn vinden (zelf kiezen welke opleiding).
- Uitstapjes met het werk (collega's) vind ik ook belangrijk. Je moet dan wel écht iets doen zoals bijvoorbeeld karten of met z'n allen op vakantie.
- Lekker en gratis eten (lunch) zou ik ook fijn vinden. Een goede kantine dus. Ik zou wel zelf willen kunnen kiezen tussen gezond en ongezond!
- Daarnaast vind ik het ook fijn als je de mogelijkheid hebt om 's avonds wat te eten (bijv. iets bestellen) als je nog aan het werk bent (gratis of met korting).
- Ik zou het leuk vinden als mijn werkgever mijn sport zou betalen, het is gezond. Of dat hij mij zou voorzien in sportspullen en daar bedoel ik dan bijvoorbeeld voetbalschoenen mee.
- Ik zou het ook leuk vinden als de werkgever bioscoopbonnen zou uitdelen of dat je een aantal keer per jaar gratis naar de bioscoop zou kunnen.
- Het zou fijn zijn als de werkgever de internetaansluiting thuis zou betalen.
- Ik zou het prettig vinden als mijn werkgever voor mijn verzekering zorgt. Korting zou dan fijn zijn, maar het zou ook fijn zijn als ik hier niet meer achteraan zou hoeven. Eigenlijk geldt dat voor al het papierwerk/administratieve rompslomp. Er zou een mannetje moeten zijn die dat soort dingen voor je regelt.
- Als ik problemen zou hebben dan zou ik het fijn vinden als mijn werkgever mij daar bij zou helpen. Bijvoorbeeld de advocaat betalen of helpen zoeken naar een goede/geschikte advocaat.
- Een soort spelbibliotheek voor bijvoorbeeld Xbox-spellen of andere spelcomputer zou leuk zijn. En ik zou het ook leuk vinden als er een Xbox/spelcomputer op het werk aanwezig zou zijn.
- Het zou ook fijn zijn als de werkgever een bepaald bedrag/budget ter beschikking stelt om apps te kopen voor op je telefoon.

- Als mijn werkgever een I-pad neer zou leggen zou dat ook wel fijn zijn.
- Ik zou het ook fijn vinden als mijn boodschappen bezorgd zouden worden: een mannetje die het koop en bezorgt. Ik zou mijn boodschappen wel zelf willen betalen.
- Een mooie werkplek vind ik ook belangrijk. Mooi is voor mij een groot bureau, veel ruimte en een fijne bureaustoel. Eigenlijk gewoon een comfortabele werkplek. Een eigen bureau vind ik fijner dan een flexplek.
- Ik vind ook dat muziek aan zou moeten mogen op je werkplek.
- Een parkeerplaats niet te ver weg van de werkplek vind ik ook belangrijk. Ik wil niet nog een heel eind moeten lopen. Er moet trouwens ook wel altijd plek zijn.
- Ik zou het ook fijn vinden als ik een fiets zou kunnen krijgen waar mee ik naar het werk zou kunnen gaan.
- Een schoonmaakster voor thuis zou ook fijn zijn.
- Eigenlijk moet er gewoon iemand op het werk zijn die privédingen voor je regelt. Als ik bijvoorbeeld problemen heb met Ziggo of een ander abonnement zou er een mannetje op het werk moeten zijn waar ik dat soort dingen bij kan neerleggen en dat hij dat dan voor mij gaat regelen.

Female - 20-11-1990 - student

- Ik zou het fijn vinden dat als ik zwanger zou zijn ik lang zwangerschapverlof zou kunnen hebben. 3 Maanden zou ik toch wel wat kort vinden.
- Trainingen en door kunnen groeien in mijn werk vind ik belangrijk.
- Vakantiedagen vind ik ook belangrijk. Ik zou er ook wel extra willen kopen of er af en toe eventueel langer voor willen door werken.
- Ik vind het belangrijk dat er een goede communicatie is binnen het bedrijf.
- Ik zou graag zelf willen kunnen kiezen hoe laat ik begin met werken. Ik wil zelf namelijk graag zo vroeg mogelijk beginnen en zo vroeg mogelijk thuis zijn.
- Het zou fijn zijn als je uitleg krijgt over je werkplek, zodat je weet hoe je het best kunt zitten etc.
- Ik vind een eigen werkplek hebben wel fijn.
- Kinderopvang op het werk lijkt me ook wel handig.
- Het zou prettig zijn als mijn werk alle verzekeringen enz. voor mij zou regelen.
- Ik vind het belangrijk dat ik af en toe mijn werkplek even kan verlaten. Dat er dus een ruimte is waar ik even naar toe kan gaan, bijv. een frisdrankautomaat.
- Leuk zou het zijn als eettentjes in de buurt van het kantoor zijn zodat je niet altijd in de kantine hoeft te eten.
- De bedrijfscultuur vind ik wel belangrijk, maar je kiest er zelf voor of je met jonge mensen werkt of niet. Dus als je dat graag wilt moet je daar zelf rekening mee houden.

- Ik vind het fijn als ik gemakkelijk naar het station kan komen, door middel van bijvoorbeeld een pendelbusje. De bereikbaarheid van het kantoor is voor mij dus wel belangrijk.
- Af en toe privédingen tussen het werk door kunnen doen zou ik wel fijn vinden, hoewel dit natuurlijk niet uit de hand zou moeten lopen. Maar een dokter bezoeken tijdens het werk zou wel fijn zijn. Of dat je gemakkelijk vrij kunt krijgen voor dit soort dingen en dat je niet direct een vrije ochtend of dag moet opnemen om naar de dokter of de dierenarts te gaan.
- Ik vind het ook lekker als je af en toe thuis kan werken.
- Verder zou ik het ook niet fijn vinden als er heel erg gepusht zou worden op mijn werk en dat ik daardoor vaak zou moeten overwerken.

APPENDIX C

Presentation used during the brainstorm session



Agenda

- Introductie
- Brainstorm
 - Behoeftes
 - Clusteren
 - Clusters concretiseren naar arbeidsvoorwaarden
 - 3 belangrijkste arbeidsvoorwaarden

Introductie

Case

Algemene ontwikkelingen hebben invloed op organisaties

- Globalisering
- Aandacht voor duurzaamheid
- Het nieuwe werken
- Vergrijzing

Potentiële arbeidsmarkt krimpt: oudere generaties moeten langer werken en de War for Talent ontstaat

- Werkgever moet een employer-of-choice worden

Introductie

Case

- Veel onderzoek waaruit bleek dat contracten op individueel niveau opgesteld moesten worden, echter blijkt nu dat men minder gebaat is bij het hebben van keuzes dan gedacht werd.

→ Gulden middenweg: Contract op basis van een groep 'gelijke' individuen

Dus: Contracten waarin rekening is gehouden met de behoeftes van een generatie.

- War for Talent: Screenagers

Introductie

Screenagers 1985-2000

“Tieners die veel tijd spenderen achter een computerscherm” (Rushkoff, 1997)

- Internationaal opgeleid
- Vaker verschillende identiteiten (Spaanse moeder – Nederlandse vader) in vergelijking met eerdere generaties
- Eigenzinnig en authentiek
- Het gaat erom wie je echt bent en wat je wel en niet kan.
- Houden van transparantie en zien autoriteit als relatief
- Willen betekenisvolle contacten
- Leren in multiculturele netwerken
- Zijn constructief kritisch
- Multitaskers
- Zijn gewend aan snelle technologische en continue veranderingen

Arbeidsvoorwaarden van de toekomst
PwC

oktober 2011
6

Introductie

Doel en probleemstelling

Doel: Een overzicht van de arbeidsvoorwaarden waar screenagers behoefte aan hebben.

Dus: Wat zijn de behoeftes van screenagers en hoe kunnen we deze behoeftes vertalen naar concrete arbeidsvoorwaarden?

Arbeidsvoorwaarden van de toekomst
PwC

oktober 2011
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Brainstorm

Spelregels

- Iedereen is vrij om te zeggen wat hij/zij wil
- Zeg wat er in je op komt, alle ideeën zijn goed!
- Niet door elkaar heen praten – laat elkaar uitpraten
- Inspireer elkaar
- Discussie over de bruikbaarheid van de ideeën komt pas achteraf
- Overlap is geen probleem

Arbeidsvoorwaarden van de toekomst
PwC

oktober 2011
8

Brainstorm

Plan van aanpak

4 fasen

1. Individueel behoeftes noteren
2. Gezamenlijk de behoeftes clusteren
3. De thema's concretiseren naar arbeidsvoorwaarden en ordenen naar innovativiteit en uitvoerbaarheid
4. Individueel de drie voor jouw belangrijkste arbeidsvoorwaarden noteren

Arbeidsvoorwaarden van de toekomst
PwC

oktober 2011
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Brainstorm

Fase 1 - Behoeftes

Schrijf minimaal 5 dingen op die voor jouw belangrijk zijn in je werk, op je werk of in je werkgever.

VB:

- Diversiteit
- Collega's

Meer dan 5 mag altijd!

Arbeidsvoorwaarden van de toekomst
PwC

oktober 2011
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Brainstorm

Fase 2 - Clusteren

Opgeschreven behoeftes gezamenlijk clusteren

Arbeidsvoorwaarden van de toekomst
PwC

oktober 2011
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Brainstorm

Fase 2 – Theoretische thema's

- Vastbesloten om succesvol te zijn
- Persoonlijke doelen behalen
- Een goede beloning
- Zelfontwikkeling
- Mogelijkheden voor opleiding en ontwikkeling
- Verantwoordelijkheid nemen voor je carrière
- Werkzekerheid
- Positieve bedrijfscultuur
- Duidelijke carrière doelen
- Een duidelijke promotie plan
- Hard werken
- Een goede privé-werk balans
- Ondersteunende managers
- Uitdagend werk

Brainstorm

Fase 3

Thema's concretiseren naar arbeidsvoorwaarden en ordenen naar innovativiteit en uitvoerbaarheid

- Be creative! Alle ideeën zijn goed
- Inspireer elkaar! Borduurt voort op elkaars ideeën



Brainstorm

Fase 4

Noteer de voor jouw 3 belangrijkste arbeidsvoorwaarden

Merci!

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APPENDIX D

Results brainstorm session

Phase 1 and 2

- Company culture
 - o Goede werksfeer, collegialiteit
 - o Collegiaal
 - o Leuke collega's
 - o Collega's (2x)
 - o Sfeer op de werkvloer
 - o Goede werksfeer
 - o Leuke collega's (jong, ambitieus, open minded)
 - o Leuke werksfeer
- Corporate image
 - o Imago/reputatie
 - o Internationaal
- Work-life balance
 - o Work life balance (2x)
 - o Goede work-life balance
- Financial rewards
 - o Redelijke belonging
 - o Beloning/salaris
 - o Bonus
 - o Normale beloning
- Non-financial rewards
 - o Volgen van een opleiding naast werk
 - o Leuke auto
 - o Goede secundaire arbeidsvoorwaarden
- Facilities
 - o Goed kantoor
 - o Goede lunch
 - o Locatie kantoor/bereikbaarheid
 - o Goede koffie.... (kantine/frisdrank/snacks etc.)
- Learning & Development
 - o Internationale mogelijkheden
 - o Doorgroeimogelijkheden (4x)
 - o Opleidingsmogelijkheden
 - o Ontwikkelmogelijkheden
- Work content
 - o Goede organisatie, professionaliteit

- o Leuke werkzaamheden
 - o Afwisselend werk (3x)
 - o Uitdagend werk (4x)
- Leadership
 - o Meedenkende werkgever
 - o Motiverend, tips & positieve feedback
 - o Waardering

Phase 3

Not performable (yet)

-

Already done

- Afspraken maximale werktijden; stimuleren om niet/beperkt over te werken
- Thuiswerken
- Vrijheid indelen eigen tijd
- Sporten in kantoor (geen reistijd);
 - o Met teams/collega's
 - o Tennis/squash/fitness
 - o 1 centrale plek voor alles
- Kortingen op sportfaciliteiten
- Huisvestingsmogelijkheden
 - o Panden in bv. Amsterdam
 - o Vergoeding
- Supermarkt in de buurt
- Mogelijkheden om naar buiten te gaan (lunch, supermarkt etc.)
- Warm eten in de avond
- Gezond eten + ongezond (keuze!)
- 4-uur snacks
- Gratis fruit
- Deel van salaris in ruil voor gratis lunch
- Representatiekosten
- Borrel, wintersport --> sociale activiteiten
- Creatieve verdieping/ruimte
- Crêche
- Talencursus (cursusbudget)
- Introtraject

- 13^e maand/bonus
- Gebruik maken van expertise van het bedrijf met korting
- Eigen telefoon uitkiezen
- Eigen werkplek/opbergruimte
- Administratie outsourcen
- Secretariaat ook voor starters
- Scooterleaseregeling (vespa)
- Deelname aan activiteiten (race of the classics)
- Bonus in natura, bonus die aansluit op de sponsoring van het bedrijf. Gratis voetbalwedstrijd bezoeken
- Gratis krant etc.
- Kortingen
- Maatschappelijk Verantwoord Ondernemen, niet gericht op duurzaamheid maar op sociale projecten
- Loon naar omzet
- Zelf temperatuur regelen op kantoor

Dreams

- Bij alle collega's thuis kijken
- Segway

Wow!!

- Reisbureau
- Huisarts
- Vertrouwenspersoon buiten de afdeling
- Pak bij contract
- Organiseren personeelsuitjes bij personeel thuis
- Datingbureau intern

Phase 4

Top 3

06-08-1989

1. Primaire arbeidsvoorwaarden (loon)
2. Internationale periode geïntegreerd
3. Zelf tijden indelen

4. Vrij besteedbaar cursusbudget

18-11-1988

1. Bedrijfspsycholoog
2. Sporten op kantoor
3. Cursusbudget (breed aanbod!)

19-01-1987

1. Persoonlijke bonussen
2. Cursusbudget
3. Gebruik van faciliteiten op kantoor (sport, supermarkt, huisarts etc.)

5-11-1987

1. Ontwikkelingsplan + carrière pad
2. RA + aanverwante opleiding --> Engels cursus
3. Fysio/masseur gratis in kantoor
Vrije keuze lease auto

30-03-1987

1. RA opleiding/cursussen
2. Sociale activiteiten
3. Overuren regeling
4. Bonus regeling

23-03-1987

1. Opleidingsmogelijkheden
2. Collectieve regelingen: bijvoorbeeld verzekeringen, krant, internet etc.
3. Overuren uitbetaald krijgen in bijvoorbeeld vakantiedagen.

APPENDIX E

Test questionnaire during construction

Pagina 1:

Arbeidsvoorwaarden van de toekomst

Talent wordt steeds belangrijker voor het succes van een organisatie, maar door de vergrijzing van de bevolking wordt talent steeds schaarser. In vervolg hierop wordt het voor organisaties steeds belangrijker om te voldoen aan de behoeftes van de talenten van toekomst om de zogenoemde war for talent te winnen.

Vrouw – werkend – HBO – 10-04-1989

- *Waarom wordt talent schaarser?*
- *Die zin klopt niet: het is van 'de' toekomst*
- *Ik vind dit eerste stuk heel vaag, ik snap het niet.*

Vrouw – student – WO – 10-01-1988

- *'In vervolg hierop' moet dat niet 'als gevolg hierop' zijn?*
- *Ik denk dat het duidelijker is als hier war for talent tussen aanhalingstekens zou staan omdat er ook zogenoemde staat.*

Vrouw – werkend en student – WO – 28-12-1987

- *Hier moet van 'de' toekomst staan*
- *War for talent is niet heel duidelijk, ik zou het tussen aanhalingstekens zetten.*

Vrouw – student – WO – 30-03-1988

- *Van de talenten van 'de' toekomst*
- *War for talent kan beter tussen aanhalingstekens gezet worden, dat leest prettiger/handiger.*

Vrouw – werkend – WO – 06-02-1988

- *Is dat zo? Dat door de vergrijzing talent schaarser wordt?*
- *'de' toekomst moet het zijn.*

Man – student en werkend – WO – 04-01-1987

- *De eerste zin is een beetje raar, want het heeft in principe niets met het tweede deel van de zin te maken.*
- *Als gevolg hierop zou ik van maken 'in reactie hierop'*
- *War for talent tussen aanhalingstekens*

Deze vragenlijst maakt deel uit van het onderzoek naar arbeidsvoorwaarden van de toekomst. Het onderzoek duurt ongeveer 10 minuten en bestaat uit het beantwoorden van een aantal vragen. Het invullen van de vragen is geheel anoniem en de gegevens zullen dan ook anoniem verwerkt worden.

Vrouw – werkend – HBO – 10-04-1989

- *Dit is een beetje dubbelop: eerst gaat het over een vragenlijst en dan over het beantwoorden van vragen.*

Man – student en werkend – WO – 04-01-1987

- *De laatste zin is nogal logisch. Als je iets anoniem invult wordt het ook anoniem verwerkt.*
 - *‘een’ onderzoek en naar ‘de’ arbeidsvoorwaarden*
-

Achtergrond gegevens

Allereerst zullen er een aantal vragen gesteld worden over jouw achtergrond.

In welk jaar ben je geboren?

Man – student en werkend – WO – 04-01-1987

- *Kan hier niet beter een dropdown-lijst van gemaakt worden?*
-

Wat is je geslacht?

Geef aan welke opleiding je volgt of indien je geen opleiding (meer) volgt wat je hoogst afgeronde opleiding is.

Geef aan wat het meest op jou van toepassing is.

Vrouw – werkend en student – WO – 28-12-1987

- *Dit vind ik lastig, ik werk 2 dagen in de week maar ben ook student.*

Welke woonsituatie is het meest op jou van toepassing?

Vrouw – student – WO – 02-08-1989

- *Ik woon op kamers is toch iets anders dan ik woon alleen? Volgens mij is dit een aparte groep.*

Man – student en werkend – WO – 04-01-1987

- *Eerst was het ‘geef aan welke’ en nu is het ineens een vraag.*

Vrouw – werkend – HBO – 10-04-1989

- *Wat een lap tekst!*

Vrouw – werkend – WO – 06-02-1988

- *Veel tekst!*

Arbeidsvoorwaarden en -regelingen

De volgende vragen hebben betrekking op arbeidsvoorwaarden en -regelingen. Dit zijn voorwaarden waaronder werk wordt verricht, bijvoorbeeld vrije dagen, pensioenrechten en opleidingsmogelijkheden. Bij het beantwoorden van deze vragen gaat het er om wat jij denkt en voelt. Er zijn geen goede of foute antwoorden.

Vrouw – student – WO – 02-08-1989

- *Iedereen weet toch wel wat voorwaarden zijn? Dat hoeft toch niet uitgelegd te worden?*

Vrouw – student – WO – 10-01-1988

- *Dit is een rare zin en klopt volgens mij ook niet. Werk verrichten in je vrije tijd hoort toch juist niet? Volgens mij is het beter als er zou staan: de hoeveelheid vrije dagen, je recht op pensioen etc.*

De onderstaande definities hebben betrekking op de verschillende soorten arbeidsvoorwaarden. Rank deze voorwaarden van 1 tot 4. Hierbij geldt dat 1 voor jou het meest belangrijk is en 4 voor jou het minst belangrijk is. Arbeidsvoorwaarden die betrekking hebben op...

Vrouw – werkend – HBO – 10-04-1989

- *Huh? Ik kan niet twee keer hetzelfde nummer invoeren. Oh dat mag ook niet.*

☐ Proefpersoon voerde de nummers hier verkeerd om in

Vrouw – student – WO – 10-01-1988

- *Wat lastig om hier een goede ranking van te maken? Ik vind dat een kantoorruimte gewoon goed moet zijn net als de aanwezigheid van een kantine, dus dit zou voor mij op 1 moeten staan. Ik vind alleen wel dat deze dingen niet in je contract moeten staan, maar dat het iets vanzelfsprekends zou moeten zijn, dus dan zet ik hem toch maar op 4.*

Vrouw – werkend en student – WO – 28-12-1987

- *Ik zou hier van maken En 4 voor jou het minst belangrijk. Dus 'is' weghalen.*
- *Lastig om hier een ranking van te maken.*

Vrouw – werkend – WO – 06-02-1988

- *Oh het is ranken, alles mag maar één keer. Dat is niet heel duidelijk.*

- *Ik dacht dat 4 het belangrijkste was?*

...zaken die vanuit de werkgever tot jouw beschikking worden gesteld, maar waar moeilijk een geldswaarde voor te berekenen is (bijv. bedrijfsrestaurant, goede kantoorruimte, personeelsuitje)

Vrouw – student – WO – 02-08-1989

- *Voor een personeelsuitje is toch wel een geldwaarde te berekenen?*

Vrouw – werkend – WO – 06-02-1988

- *Kantoorruimte en personeelsuitje is toch niet hetzelfde?*

...de beloning die je ontvangt voor het verrichten van jouw werk (bijv. het salaris en vakantietoeslag)

Vrouw – student – WO – 02-08-1989

- *Is vakantietoeslag niet een regeling?*

Man – student en werkend – WO – 04-01-1987

- *Ik zou hier 'financiële' beloning van maken.*

...op de bedrijfscultuur (bijv. een goede werksfeer en het gevoel hebben dat je zinvol werk doet)

Vrouw – student – WO – 02-08-1989

- *Het gevoel hebben dat je zinvol werk is toch niet echt bedrijfscultuur, lijkt mij meer iets van waardering.*

...vaste, variabele of incidentele regelingen (bijv. vergoeding voor woon-werkverkeer, leaseauto, studiefaciliteiten en abonnementen)

De volgende vragen gaan over arbeidsvoorwaarden en het arbeidsvoorwaardenpakket in het algemeen. Geef bij deze vragen aan wat op jou het meest van toepassing is.

Vrouw – student – WO – 02-08-1989

- *Ik snap wat een arbeidsvoorwaardenpakket is, maar ik vraag me af of iedereen dat weet.*

In hoeverre wil jij zelf je arbeidsvoorwaardenpakket kunnen bepalen? 1=heel weinig tot 5=heel veel

In hoeverre vind je het belangrijk dat je weet wat de mogelijkheden zijn wat betreft de invulling van je arbeidsvoorwaardenpakket? 1=heel onbelangrijk en 5=heel belangrijk.

Vrouw – werkend en student – WO – 28-12-1987

- *Dit moet ik wel even 2 keer lezen.*

Wat is voor jou de beste verdeling als het gaat om de verdeling tussen vast en variabel (bonus) inkomen? Vul hieronder het percentage in dat jij het liefst als variabel inkomen zou willen ontvangen.

Vrouw – student – WO – 30-03-1988

- *Deze vraag is lastig te beantwoorden, ik heb namelijk geen idee wat normaal is.*

Vrouw – werkend – WO – 06-02-1988

- *Dit moet ik wel even wat vaker lezen. Wat is hier normaal? Ik heb geen idee.*

Man – werkend en student – WO – 27-03-1986

- *Ik snap niet goed wat hier gevraagd wordt. Hoeveel bonus ik wil ontvangen? Of welk percentage van mijn vast inkomen variabel is?*

Man – student en werkend – WO – 04-01-1987

- *Ik zou ook graag willen weten wat dan het percentage vast is. Kan dat niet automatisch?*

Vanaf nu geldt:

1= Erg onbelangrijk

2= Onbelangrijk

3= Niet belangrijk en niet onbelangrijk

4= Belangrijk

5= Erg belangrijk

Man – student en werkend – WO – 04-01-1987

- *In de vorige pagina was het nog 'heel' onbelangrijk nu is het 'erg' onbelangrijk*

Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk je het vindt dat deze terugkomen in jouw arbeidsvoorwaardenpakket.

Beschikbaarheid van een intern systeem om met je collega's te communiceren (instant messenger/chat)

Vrouw – student – WO – 02-08-1989

- *Wat een lastige zin (moet 2x gelezen worden). Ik zou hem anders stellen: Beschikbaarheid van een intern systeem om te communiceren met je collega's (instant messenger/chat)*

Man – student en werkend – WO – 04-01-1987

- *Ik zou er ook bijv. instant messenger/chat neerzetten*

Evenementen om je collega's in een informele setting kunnen zien en spreken (bijv. een personeelsuitje of -borrel, een diner bij collega's thuis of een sporttoernooi)

Vrouw – werkend en student – WO – 28-12-1987

- *Het is 'te' kunnen zien en spreken*

Man – student en werkend – WO – 04-01-1987

- *'te' kunnen zien*

Een personeelsreis (bijv. op wintersport met de afdeling)

Informele contactmomenten met andere bedrijven (bijv. bedrijfsbezoeken of bedrijfsborrels)

Een eigen werkplek (geen flexplek)

Je werkplek naar je eigen smaak en voorkeuren in kunnen stellen (bijv. hoogte bureau, muurkleur en temperatuur)

Vrouw – student – WO – 02-08-1989

- *De temperatuur mag van mij best standaard zijn en muurkleur vind ik ook wat overdreven, maar ik vind het wel belangrijk dat ik zelf iets aan de muur kan/mag hangen (een poster of foto's). Ik weet nu niet goed wat ik moet invullen.*

Man – student en werkend – WO – 04-01-1987

- *In kunnen 'richten'*

De beschikking over een secretariaat

De beschikbaarheid van afgesloten ruimtes (bijv. om te bellen of te vergaderen)

Man – student en werkend – WO – 04-01-1987

- *De beschikking en de beschikbaarheid, ik zou hier consequent in zijn.*

Vrouw – student – WO – 30-03-1988

- *Handig dat er voorbeelden genoemd worden.*

Man – werkend en student – WO – 27-03-1986

- *Wat was de verdeling ook alweer? Ik zou het fijn vinden als dit hier nu weer stond.*

Vrouw – werkend- HBO – 10-04-1989

- *Wat betekenden de cijfers ook alweer?*

Vrouw – werkend en student – WO – 28-12-1987

- *Hier zou ik nog even weer aangegeven wat de cijfers betekenen.*

Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk je het vindt dat deze terugkomen in jouw arbeidsvoorwaardenpakket.

In ruil voor een vast bedrag per maand een auto van de zaak met onbeperkt privégebruik

In ruil voor een vast bedrag per maand een scooter met onbeperkt privégebruik

Een Ov-jaarkaart

Een reiskostenvergoeding

Vrouw – werkend – WO – 06-02-1988

- *Is een Ov-jaarkaart en reiskostenvergoeding niet hetzelfde?*

Een fiets

Een goed bereikbaar kantoorpand

Voldoende parkeerplekken in de buurt van het kantoorpand

Vrouw – student – WO – 02-08-1989

- *Welke van de arbeidsvoorwaarden hier geregeld is maakt me niet uit als maar wel iets van dit geregeld is.*

Vrouw – student – WO – 10-01-1988

- *Deze vragen vind ik een beetje vreemd. Ik hoef niet alle mogelijkheden in mijn contract te hebben, maar bijvoorbeeld alleen een auto en een Ov-jaarkaart en dan hoef ik er niet ook nog een scooter naast te hebben. Het belangrijkste vind ik dat ik een vervoersmiddel tot mijn beschikking heb.*

Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk je het vindt dat deze terugkomen in jouw arbeidsvoorwaardenpakket.

Door de werkgever aangeboden mogelijkheden om je in je eigen tijd als persoon te ontwikkelen (bijv. spelen in een bedrijfsband, meedoen met bedrijfstoernooien, je rijbewijs behalen op kosten van de werkgever)

Vrouw – student – WO – 30-03-1988

- *Hoe wordt dat stuk van 'spelen in een bedrijfsband' bedoeld. Ik vind dat een beetje raar.*

Man – student en werkend – WO – 04-01-1987

- *Is het niet 'om in je eigen tijd je als persoon te ontwikkelen'?*

Het vaststellen van een ontwikkeling-/opleidingsplan voorafgaand aan je baan

Vrouw – werkend en student – WO – 28-12-1987

- *Aan het begin van mijn baan of voorafgaand? Ik vind het hier überhaupt niet heel duidelijk wat er precies bedoeld wordt.*

Man – student en werkend – WO – 04-01-1987

- *Ontwikkeling's-/opleidingsplan toch?*

Het vaststellen van een carrière pad voorafgaand aan je baan

Vrouw – werkend en student – WO – 28-12-1987

- *Wat wordt hier precies bedoelt? Ik zou hier iets met 'doorgroeien' van maken.*

(Onbeperkt) opleidingen, trainingen en/of cursussen in Nederland of in het buitenland volgen

Vrouw – student – WO – 02-08-1989

- *Ik vind onbeperkt wat overdreven. Ik vind het wel belangrijk dat het kan, maar ik ben er op tegen dat je alles kunt en mag volgen.*

Man – student en werkend – WO – 04-01-1987

- *Is onbeperkt niet een beetje te breed om echt conclusies te trekken?*

(Onbeperkt) congressen/seminars en/of symposia bezoeken in Nederland of in het buitenland

Vrouw – student – WO – 02-08-1989

- *Hier geldt het zelfde als wat ik bij de vorige zei. Ik vind onbeperkt wat overdreven. Ik vind het wel belangrijk dat het kan, maar ik ben er op tegen dat je alles kunt en mag volgen.*

Afwisselend werken (bijv. iedere 3 maanden een nieuw project of werken op een andere afdeling)

Vrouw – student – WO – 02-08-1989

- *Dit kan bij heel veel functies toch niet? Misschien moet dit meer op 'afwisselend werken' gericht zijn.*

Een abonnement op vakliteratuur

Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk je het vindt dat deze terugkomen in jouw arbeidsvoorwaardenpakket.

Een kloksysteem waarmee door de werkgever wordt bijgehouden hoe laat je begint met werken en hoe laat je stopt met werken

(Tijdelijk) werken in het buitenland

Afspraken over maximale werktijden

Vrouw – werkend en student – WO – 28-12-1987

- *Wat wordt het bedoeld met maximale werktijden?*

Je werktijden zelf kunnen indelen

Zelf kunnen aangeven wanneer je vakantie wilt

Langdurig onbetaald vrij kunnen krijgen (sabbatical leave)

Verkrijgen van extra vakantiedagen of langer zwangerschaps-, vaderschaps- of ouderschapsverlof

Zelf kunnen kiezen wat je met jouw overuren wilt doen (bijv. extra vakantiedagen of uitbetaald krijgen)

De mogelijkheid om thuis te werken

Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk je het vindt dat deze terugkomen in jouw arbeidsvoorwaardenpakket.

Douche- en kleedruimtes in het kantoorpand

Vrouw – student – WO – 10-01-1988

- *Volgens mij is dit erg afhankelijk van het feit of je wel niet wil kunnen sporten op je werk. Als je dat wel wilt dan heb je hier waarschijnlijk wel de behoefte aan, wil je niet per se kunnen sporten op je werk dan hoef je dit waarschijnlijk ook niet te hebben. Volgens mij is dit erg gerelateerd aan elkaar.*

Een ruimte in het kantoorpand waar je je even kunt terugtrekken van je werk (je kunt hier bijv. gamen of tafeltennissen)

Vrouw – student – WO – 30-03-1988

- *Stond dit ook al niet eerder in de enquête?*

Het gratis verkrijgen van of een vergoeding krijgen voor een lunch

Vrouw – werkend en student – WO – 28-12-1987

- *Hier is 'verstrekken van' denk ik duidelijker dan 'het gratis verkrijgen van'*

Een bedrijfskantine waar geluncht kan worden

Een bedrijfskantine waar 's avonds warm gegeten kan worden

Een maaltijd kunnen laten bezorgen

De beschikbaarheid van tussendoortjes (bijv. snacks, fruit of koffie)

Je eigen representatie artikelen kunnen kiezen (bijv. keuze in een laptotas of kleding)

Vrouw – werkend – WO – 06-02-1988

- *Representatie artikelen? Ik vind artikelen een beetje een raar woord hier.*

Man – student en werkend – WO – 04-01-1987

- *Volgens mij is het representatie-artikelen met een streepje er tussen.*

Het gratis verkrijgen van of een vergoeding krijgen voor artikelen ten behoeve van je representatie

Vrouw – student – WO – 02-08-1989

- *Het is toch te'r' behoefte van?*

Vrouw – student – WO – 30-03-1988

- *Ik denk dat het handiger leest om 'of' te veranderen in /*

Verstreking of leenmogelijkheden van nieuwe media (bijv. tabletpc, smartphone of laptop), ook voor privégebruik

Vrouw – werkend – WO – 06-02-1988

- *Verstreking vind ik wel, maar voor privé gebruik vind ik niet per se nodig.*

Verstreking of leenmogelijkheden van multimedia (bijv. dvd's of computerspellen), ook voor privégebruik

Vrouw – student – WO – 30-03-1988

- *De vorige twee stellingen lijken erg op elkaar, ik zou het verschil (nieuwe media en multimedia) vet drukken dan zie je het verschil sneller en kom je sneller door de enquête.*

Altijd en overal online kunnen zijn

Een intern dating bureau

Man – student en werkend – WO – 04-01-1987

- *Ook weer streepje mist: Intern dating-bureau.*

Op kantoor direct hulp kunnen krijgen bij technische problemen

Een bedrijfscreditcard voor werk gerelateerde kosten

Man – student en werkend – WO – 04-01-1987

- *Werk-gerelateerd kosten met een streepje*

Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk je het vindt dat deze terugkomen in jouw arbeidsvoorwaardenpakket.

Kortingen ontvangen op privébestedingen gerelateerd aan de producten/diensten of sponsoring van de werkgever of zijn klanten

Vrouw – student – WO – 10-01-1988

- *Deze zin begrijp ik niet? (3x lezen). Misschien moeten er hier wat voorbeelden bij genoemd worden.*

Man – student en werkend – WO – 04-01-1987

- *Ik mis hier eigenlijk wat voorbeelden.*

Kortingen ontvangen op privébestedingen die niet gerelateerd zijn aan de producten/diensten of sponsoring van de werkgever of zijn klanten (bijv. een sportlidmaatschap, bioscoop, krant)

Vrouw – student – WO – 30-03-1988

- *Bij de vorige twee zou ik ook het verschil weer vet drukken.*

Woonruimte (ofwel tijdens werkdagen ofwel vaste woonruimte)

Een geluksbudget (een budget dat je vrij kunt besteden aan iets waarvan jij gelukkig wordt)

Vrouw – student – WO – 02-08-1989

- *Is dit niet een beetje hetzelfde als korting op de bioscoop en zo?*

Het volledig regelen van je verzekeringen door je werkgever (o.a. administratieve zaken)

Vrouw – werkend en student – WO – 28-12-1987

- *Wat wordt hier precies mee bedoeld? Verzekering in de brede zin van het woord? En wat wordt er bedoeld met administratie?*

Het volledig regelen van je hypotheek door je werkgever (o.a. administratieve zaken)

Vrouw – student – WO – 30-03-1988

- *Bij de vorige twee ook weer het verschil vet drukken.*

Dagelijkse privéservices in het kantoorpand (bijv. wasservice of boodschappenservice)

Niet-dagelijkse privéservices in het kantoorpand (bijv. kapper, hulp bij het zoeken naar een advocaat, schoenmaker of hondenopvang)

Vrouw – student – WO – 30-03-1988

- *En hier ook het verschil in de vragen vet drukken.*

Voorzieningen in de buurt van het kantoorpand (bijv. supermarkt, sportfaciliteiten, eetmogelijkheden etc.)

Gezondheidsservices in het kantoorpand (bijv. tandarts, opticien/apotheekhoudend huisarts/fysiotherapeut)

Kinderopvang in de buurt van het kantoor of je woonplek

Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk je het vindt dat deze terugkomen in jouw arbeidsvoorwaardenpakket.

Maatschappelijke betrokkenheid van de werkgever (bijv. deelname van de werkgever in sociale projecten, projecten op het gebied van duurzaamheid of fairtrade etc.)

Actieve aandacht van de werkgever voor religie (bijv. het vieren van het Suikerfeest of de aanwezigheid van een gebedsruimte)

Een actief beleid ten behoeve van gelijkheid binnen de organisatie (iedere werknemer heeft dezelfde kansen)

Man – student en werkend – WO – 04-01-1987

- *Heeft= krijgt hier toch?*

Een introductietraject bij aanvang van een baan om vertrouwd te raken met het bedrijf, de medewerkers en de manier van werken

Een bedrijfscultuur gericht op presteren

Een onafhankelijke psycholoog of vertrouwenspersoon op het werk

Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk je het vindt dat deze terugkomen in jouw arbeidsvoorwaardenpakket.

Een salaris dat gelijk is aan het gemiddelde salaris voor jouw functie

Vrouw – student – WO – 10-01-1988

- *Ik wil dat mijn salaris hoger is! Ik zou hier van maken 'gelijk of hoger dan'*

Loon naar prestatie (jouw salaris wordt bepaald door wat jij presteert)

Man – student en werkend – WO – 04-01-1987

- *Loon of salaris?*

Persoonlijke bonussen (bonussen specifiek naar jouw prestatie)

Een dertiende maand (extra betaling bovenop jouw salaris en vakantiegeld)

Zelf kunnen kiezen wat er met jouw pensioen gebeurt (bijv. vastzetten of beleggen)

Vrouw – werkend- HBO – 10-04-1989

- *Ik vulde het nu verkeerd om in.*

Zijn er nog arbeidsvoorwaarden die jij wel belangrijk vindt maar die niet benoemd zijn in deze vragenlijst? Zo ja, vul deze dan hieronder in.

Vrouw – student – WO – 02-08- 1989

- *Vind moet hier met –dt*

Vrouw – student – WO – 30-03-1988

- *Vind moet hier met -dt*

Algemene opmerkingen:

Vrouw – student – WO – 02-08-1989

- *Is bijv. wel een correcte afkorting voor bijvoorbeeld?*
- *Je kunt overal gewoon doorklikken ook als je niets invult. Nu kan je heel gemakkelijk iets vergeten in te vullen.*
- *Ik mis een mogelijkheid om mijn e-mail adres achter te laten. Stel dat ik nu geïnteresseerd ben in de resultaten?*

Vrouw – student – WO – 10-01-1988

- *Vragenlijst ziet er mooi uit!*
- *Fijn dat je kunt zien hoe ver je al bent met het invullen van de vragen*
- *Ik vind het geen vervelende vragen om te beantwoorden. Best leuk om er eens over na te denken, want ik heb zelf eigenlijk geen idee wat de mogelijkheden allemaal zijn.*
- *De betekenissen van 1, 2, 3, 4 en 5 zou ik boven de vakjes zetten, dus op de plek waar de cijfers nu staan.*

Vrouw – werkend en student – WO – 28-12-1987

- *Ik zou in plaats van de cijfers uitschrijven wat welk rondje betekent of anders alleen bij de uitersten zetten wat het betekent.*
- *Het vragen naar 'belangrijkheid' is wel een beetje benauwend.*

Vrouw – student – WO – 30-03-1988

- *Het eerste stuk bij arbeidsvoorwaarden en –regelingen ziet er nogal rommelig uit. Veel vet gedrukt, schuin en verschillende groottes.*

Man – student en werkend – WO – 04-01-1987

- *Ik mis een mogelijkheid om op de hoogte te blijven van de resultaten.*
- *Voor etc. moet een komma.*

Man – student – HBO – 26-06-1990

- *De eerste pagina's met arbeidsvoorwaarden zijn er niet zoveel en daarna worden het er steeds meer. Dat is irritant nu ben ik geneigd om het af te raffelen. Beter zou dit in tweeën geknipt worden.*
- *Ik zou de legenda van 1, 2, 3, 4 en 5 steeds terug laten komen als geheugensteuntje*

APPENDIX F

Pretest of the questionnaire

Arbeidsvoorwaarden van de toekomst

Organisaties willen talent naar zich toe trekken. Om deze reden wordt het voor organisaties steeds belangrijker om aantrekkelijk te zijn voor toekomstig talent. Door in te spelen op de wensen, behoeftes en ideeën van deze toekomstige werknemers, de generatie screenagers, en de arbeidsvoorwaarden hier op aan te passen kunnen organisaties de zogenoemde “war-for-talent” winnen.

Vanuit PwC en in het kader van het afstudeeronderzoek van Lotte Wolbers is er een vragenlijst opgesteld die deze wensen, behoeftes en ideeën van de screenagers, geboren in of na 1985, onderzoekt. Val jij binnen deze groep dan willen we jou vragen om deze vragenlijst in te vullen. Het invullen zal ongeveer 10 minuten van je tijd in beslag nemen en de gegevens zullen anoniem verwerkt worden.

De resultaten van het onderzoek zullen in januari bekend zijn. Als je geïnteresseerd bent in deze resultaten dan kan je aan het eind van de vragenlijst je e-mail achterlaten. Wil je kans maken op één van de drie meeloopdagen dan kan je ook hier voor aan het eind van de vragenlijst je e-mailadres achterlaten.

Alvast bedankt voor je medewerking!

Vrouw – 14-03-1989 – WO – werkzoekend

- *Het is toch ‘toetrekken’ aan elkaar en niet ‘toe trekken’ los van elkaar?*

Vrouw – 26-11-1988 – WO – student

- *Dit is niet echt persoonlijk: het begint best formeel. Ik zou het eerste stukje wisselen met het tweede stukje en dan de eerste zin iets veranderen. Hierdoor weet je ook direct waarom je benaderd bent om deel te nemen en waarom en voor wie het onderzoek wordt uitgevoerd.*
- *Ik zou hier wel aangeven waar de meeloopdag plaats zal vinden.*
- *Ik vraag mij af of iedereen PwC kent. Misschien moet je dit uitschrijven.*
- *Ik zou ‘war-for-talent’ niet gebruiken. ‘Hiervan’ moet ‘hierop beter in spelen’ worden. Er staan nu veel onbekende termen in één zin.*

Vrouw – 25-10-1988 – WO – student en werkend

- *Is er bewust gekozen voor ‘je’ in plaats van ‘u’?*

Man – 05-04-1987 – WO – student en werkzoekend

- *‘Om deze reden’ klinkt nogal indirect, ik zou er ‘daarom’ van maken.*
- *Eerste en tweede alinea stroken niet met elkaar qua toon. De eerste is nogal formeel en de twee informeel.*
- *Fijn dat er vermeld wordt hoe de resultaten verwerkt zullen worden en wanneer.*

Vrouw – 16-03-1989 – WO – student

- *Het logo heeft pwc met hoofdletters maar in de tekst staat PwC.*

Vrouw – 11-03-1992 – WO – student

- *Bekend 'worden gemaakt' moet dit zijn.*

Profiel

Allereerst zullen er een aantal vragen gesteld worden over jouw achtergrond.

*** In welk jaar ben je geboren?**

Man – 04-01-1987 – WO – student en werkend

- *Is het niet handiger om een dropdownlist te maken van de jaartallen? Dan kan het ook niet verkeerd ingevuld worden.*

*** Wat is je geslacht?**

Man

Vrouw

*** Welke opleiding volg je op dit moment? Indien je geen opleiding (meer) volgt wat is je hoogste afgeronde opleiding?**

HAVO (Hoger Algemeen Voortgezet Onderwijs)

VWO (Voortgezet Wetenschappelijk Onderwijs)

HBO (Hoger Beroepsonderwijs)

WO bachelor of master (Wetenschappelijk Onderwijs)

Anders, namelijk

Vrouw – 26-11-1988 – WO – student

- *Is er hier bewust gekozen voor 2 verschillende groepen? Ik zou hier kiezen voor één van de twee vragen.*

*** Welke uitspraak is het meest op jou van toepassing?**

Ik werk

Ik ben werkzoekend

Ik ben student

Ik ben student en ik werk

Ik ben student en werkzoekend

* Welke woonsituatie is het meest op jou van toepassing?

Ik woon bij mijn ouder(s)/verzorger(s)

Ik woon op kamers

Ik woon alleen

Ik woon samen met mijn partner

Ik woon met kinderen (zonder partner)

Ik woon samen met mijn partner en kinderen

Man – 05-04-1987 – WO – student en werkzoekend

- *Je woonsituatie staat toch vast? Dus niet 'wat is het meest van toepassing', maar 'wat is je huidige woonsituatie'*

Man – 05-04-1987 – WO – student en werkzoekend

- *Kopje 'Arbeidsvoorwaarden van de toekomst' is een beetje raar. De vragen gaan hier niet over.*

Je hebt aangegeven dat je werkt. Bij welk bedrijf ben je werkzaam? Indien je hier liever geen antwoord op geeft kan deze vraag overgeslagen worden.

*** Hoe lang ben je werkzaam?**

0-2 jaar

>2 jaar

Arbeidsvoorwaarden en -regelingen

De volgende vragen hebben betrekking op arbeidsvoorwaarden en -regelingen. Dit zijn voorwaarden waaronder werk wordt verricht, bijvoorbeeld de hoeveelheid vrije dagen, je recht op pensioen en opleidingsmogelijkheden. Bij het beantwoorden van deze vragen gaat het er om wat jij denkt en voelt. Er zijn geen goede of foute antwoorden.

De onderstaande stellingen betreffen verschillende soorten arbeidsvoorwaarden. Maak van deze voorwaarden een top 4, waarbij 1 voor jou het meest belangrijk is en 4 het minst belangrijk.

Arbeidsvoorwaarden en -regelingen die betrekking hebben op...

...zaken die vanuit de werkgever aan jou ter beschikking worden gesteld, maar waar moeilijk een geldswaarde voor te berekenen is (bijv. bedrijfsrestaurant, goede kantoorruimte en een personeelsuitje)

...de beloning die je ontvangt voor het verrichten van jouw werk (bijv. salaris en vakantietoeslag)

...de bedrijfscultuur en waardering (bijv. goede werksfeer en het gevoel hebben dat je zinvol bijdraagt in je werk)

...vaste, variabele of incidentele regelingen (bijv. vergoeding voor woon-werkverkeer, leaseauto, studiefaciliteiten en abonnementen)

Vrouw – 14-03-1989 – WO – werkzoekend

- *Hier is het niet duidelijk dat elk getal maar 1x gebruikt mag worden en dat ik de stellingen ten opzichte van elkaar moet beantwoorden.*

Vrouw – 25-10-1988 – WO – student en werkend

- *Het is wel moeilijk om een top 4 te maken, ik vind alles belangrijk.*

Man – 04-01-1987 – WO – student en werkend

- *Is dit een algemeen beloning of een financiële beloning? Er worden alleen voorbeelden gegeven die financieel zijn.*

Vrouw – 11-03-1992 – WO - student

- *Deze vraag leest wel lastig. Die moet ik wel een paar keer lezen.*

1= Heel weinig

2= Weinig

3= Niet veel en niet weinig

4= Veel

5= Heel veel

*** De volgende vraag gaat over arbeidsvoorwaarden en het arbeidsvoorwaardenpakket in het algemeen. Geef aan wat op jou het meest van toepassing is.**

Man – 05-04-1987 – WO – student en werkzoekend

- *Verwarrend dat de betekenis van de nummers boven de vraag staan en niet achter de vraag.*

1 2 3 4 5

In hoeverre wil jij zelf je arbeidsvoorwaardenpakket kunnen bepalen?

*** Welke verdeling tussen vast en variabel (bonus) jaarinkomen zou jij het liefst willen ontvangen?**

- 100% vast / 0% variabel
- 90% vast / 10% variabel
- 80% vast / 20% variabel
- 70% vast / 30% variabel
- 60% vast / 40% variabel
- 50% vast / 50% variabel
- 40% vast / 60% variabel
- 30% vast / 70% variabel
- 20% vast / 80% variabel
- 10% vast / 90% variabel
- 0% vast / 100% variabel

Vrouw – 25-10-1988 – WO – student en werkend

- *Ik heb hier echt geen verstand van, ik doe maar wat.*
-

Hoeveel uur per week wil jij werken?

Vrouw – 26-11-1988 – WO – student

- *Ik zou hier benadrukken dat het voor de student om toekomstig werk gaat.*
-

Monetaire arbeidsvoorwaarden

1= Erg onbelangrijk

2= Onbelangrijk

3= Niet belangrijk en niet onbelangrijk

4= Belangrijk

5= Erg belangrijk

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk).**

1 2 3 4 5

Een salaris dat hoger is dan het gemiddelde salaris voor jouw functie

Bonussen specifiek naar jouw prestatie

Een dertiende maand (jaarlijkse eenmalige extra betaling ter grootte van jouw maandsalaris)

Meedelen in de eventuele winst van de werkgever

Je pensioenregeling zelf regelen

Een representatievergoeding (bijv. kleding of laptoptas)

Een lunchvergoeding

Man – 05-04-1987 – WO – student en werkzoekend

- *Je vermeldt de betekenis van de cijfers boven de vraag en ook nog eens in de vraag. Ik zou alleen dat laatste doen.*

Training & Ontwikkeling

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk).**

1 2 3 4 5

Mogelijkheden om in privétijd je als persoon te ontwikkelen op kosten van de werkgever (bijv. spelen in een bedrijfsband, meedoen aan bedrijfstoernooien of je rijbewijs behalen)

Een persoonlijk opleidingsplan

Een persoonlijk carrièrepad (doorgroeimogelijkheden)

Een vrij besteedbaar budget voor opleidingen, trainingen en/of cursussen volgen in Nederland of in het buitenland

Een vrij besteedbaar budget voor congressen, seminars en/of symposia bezoeken in Nederland of in het buitenland

Een abonnement op vakliteratuur

Man – 05-04-1987 – WO – student en werkzoekend

- *Hier vind ik het duidelijk hoe de cijfers in elkaar zitten en zijn er geen storende factoren meer.*

Vrouw – 16-03-1989 – WO – student

Voorwaarde 1:

- *Gaat dit alleen over persoonlijke ontwikkeling waar het bedrijf niet direct iets aan heeft of ook cursussen etc.?*

Flexibiliteit & Mobiliteit

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk).**

1 2 3 4 5

Een tijdregistratie systeem waarmee door de werkgever jouw werktijden worden bijgehouden

(Tijdelijk) werken in het buitenland

Je werktijden zelf kunnen indelen

Zelf kunnen aangeven wanneer je vrije dagen opneemt

Langdurig onbetaald vrij kunnen krijgen (sabbatical leave)

Mogelijkheid voor extra vakantie- of verlofdagen

Keuze in wat er met jouw overuren gebeurt (bijv. extra vakantiedagen of uitbetaald krijgen)

De mogelijkheid om thuis te werken

Job-rotation: op projectbasis werken in een wisselend team of afdeling

Werken binnen verschillende vakgebieden

Vrouw – 25-10-1988 – WO – student en werkend

- *Ik heb bij de thuiszorg gewerkt en daar moest ik klokken hoe lang ik bij een patiënt was geweest. Dat vond ik helemaal niets.*

Man – 04-01-1987 – WO – student en werkend

- *Is het niet een 'tijdregistratie-systeem' in plaats van 'tijdregistratie systeem'?*
- *Ik hier 'Werktijden zelf kunnen indelen' van maken.*

Man – 05-04-1987 – WO – student en werkzoekend

- *Volgens mij staat het er al de hele tijd, maar waarom staat er een sterretje voor de vraag? Is het een bijzondere vraag?*
-

Communicatie

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket.**

1 2 3 4 5

Evenementen om je collega's in een informele sfeer te ontmoeten (bijv. een personeelsuitje of -borrel, een diner bij collega's thuis of een sporttoernooi)

Een personeelsreis (bijv. op wintersport met de afdeling)

Informele contactmomenten met andere bedrijven (bijv. bedrijfsbezoeken of bedrijfsborrels)
Verstrekking van nieuwe media (bijv. tabletpc, smartphone of laptop) met privégebruik
Actief gebruik van Social Media in je werk, eventueel inclusief training
Altijd en overal online kunnen zijn

Vrouw – 25-10-1988 – WO – student en werkend

- *Hier staat niet 1= erg onbelangrijk en 5= erg belangrijk.*

Man – 04-01-1987 – WO – student en werkend

Voorwaarde 1:

- *Ik zou hier bij zetten 'en/of te leren kennen'.*

Voorwaarde 6:

- *Online als in internet? Of wordt hier meer de toegang tot je werkomgeving bedoelt? Online is nu wel erg breed.*

Bedrijfscultuur & Maatschappij

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk).**

1 2 3 4 5

Een positief werkgeversimago

Een introductietraject bij aanvang van een baan om vertrouwd te raken met het bedrijf, de medewerkers en de manier van werken

Een cultuur gericht op presteren

Een CO2 footprint beloning: jouw Co2 uitstoot wordt bijgehouden en is bij een lage uitstoot verbonden aan een beloning

Micropensioen: van ieder bedrag dat in jouw pensioen gestort wordt gaat een klein deel naar een micropensioen (voor een goed doel)

Mogelijkheid tot deelname in sociale projecten of duurzaamheidsprojecten

Een actief diversiteitsbeleid ten behoeve van gelijkheid binnen de organisatie

Keuze in feestdagen (bijv. op basis van jouw sociaal culturele achtergrond)

Vrouw – 25-10-1988 – WO – student en werkend

Voorwaarde 4:

- *CO2 footprint beloning, hier heb ik nog nooit van gehoord, wel lachen!*

Man – 04-01-1987 – WO – student en werkend

Voorwaarde 2:

- *Ik zou hier 'de' baan in plaats van 'een' baan van maken.*

Voorwaarde 4:

- *Het is CO2 en niet Co2. De eerste keer staat het er wel goed de tweede keer niet.*

Voorwaarde 6:

- *'Duurzaamheidsprojecten' toch? Met een 's' er tussen?*

Vrouw – 16-03-1989 – WO – student

Voorwaarde 4:

- *Er staat CO2 en Co2, dit moet hetzelfde worden.*

Voeding & Gezondheid

Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk).

1 2 3 4 5

Een bedrijfsrestaurant waar geluncht kan worden

De mogelijkheid om 's avonds op kantoor warm te eten

De beschikbaarheid van diverse warme dranken (verschillende smaken en soorten)

De beschikbaarheid van snacks

De beschikbaarheid van biologische voeding

De beschikbaarheid van gezonde voeding

Een gezondheids-/fitheidstest

Bedrijfssport (bijv. een fitnessruimte of yogalessen)

Vitaliteitsprogramma's (bijv. stoppen met roken of afvallen)

Stress-reductie trainingen

Een onafhankelijk psycholoog of vertrouwenspersoon

Man – 04-01-1987 – WO – student en werkend

Voorwaarde 8:

- *Ik zou hier 'mogelijkheid voor bedrijfssport' van maken.*

Voorwaarde 10:

- *Stress-reductietrainingen is volgens mij met een streepje er tussen.*

Voorzieningen

Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk).

1 2 3 4 5

Gezondheidsdiensten in het kantoorpand (bijv. tandarts, opticien, apotheekhoudend huisarts, fysiotherapeut)

Dagelijkse diensten in het kantoorpand (bijv. wasservice, boodschappenservice of hondenopvang)

Niet-dagelijkse diensten in het kantoorpand (bijv. kapper, juridische hulp, schoenmaker of datingbureau)

Voorzieningen in de buurt van het kantoorpand (bijv. supermarkt, sportfaciliteiten, eetmogelijkheden etc.)

Het aanbieden van kinderopvang in de buurt van het kantoor of je woonplek

Het regelen van jouw administratieve zaken (bijv. verzekeringen, belastingaangifte of hypotheek)

Een bedrijfscard voor werkgerelateerde kosten

Man – 05-04-1987 – WO – student en werkzoekend

- *De woorden zijn waarschijnlijk vetgedrukt om het verschil te benaderen, maar ik vind het verwarrend.*

Werkplek

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk).**

1 2 3 4 5

Een ruimte voor ontspanning (bijv. een gamekamer of loungekamer)

Af te sluiten ruimtes (bijv. om te bellen of te vergaderen)

Een eigen vaste werkplek (geen flexplek)

Persoonlijke secretariële ondersteuning

De inrichting van je kantoor zelf kunnen bepalen (bijv. muurkleur of meubels)

Vrouw – 25-10-1988 – WO – student en werkend

- *Het wordt nu wel een beetje eentonig.*

Persoonlijk

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk).**

1 2 3 4 5

Korting op privébestedingen gerelateerd aan de werkgever (bijv. product, dienst of gesponsorde evenementen)

Korting op privébestedingen niet gerelateerd aan de werkgever

Woonruimte (ofwel tijdens werkdagen ofwel permanente woonruimte)

Een geluksbudget: een budget dat je vrij kunt besteden aan iets waar jij persoonlijk gelukkig van wordt (bijv. sportschoolabonnement of concertkaartje)

Een flexbudget: een budget dat je jaarlijks kunt herverdelen naar voor jou belangrijke arbeidsvoorwaarden

Leenmogelijkheden van multimedia (bijv. dvd's of computerspellen) met privégebruik

Keuze uit diverse representatie-artikelen (bijv. keuze in een laptoptas)

Vrouw – 25-10-1988 – WO – student en werkend

Voorwaarde 1:

- *Dat er voorbeelden gegeven worden is goed, anders zou ik totaal niet weten waar het over gaat.*

Man – 05-04-1987 – WO – student en werkzoekend

- *Weer de vetgedrukte woorden. Ik vind het verwarrend.*

Vrouw – 16-03-1989 – WO – student

- *Wat is een geluksbudget? Daar heb ik nog nooit van gehoord.*
-

Verkeer & Vervoer

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk).**

1 2 3 4 5

Tegen betaling van een vast bedrag per maand een auto met privégebruik

Tegen betaling van een vast bedrag per maand een milieuvriendelijke auto met privégebruik

Tegen betaling van een vast bedrag per maand een elektrische auto met privégebruik

Tegen betaling van een vast bedrag per maand een scooter met privégebruik

Een reiskostenvergoeding

Een fiets

Voldoende parkeerplekken bij je werk

Man – 04-01-1987 – WO – student en werkend

Voorwaarde 1 t/m 4:

- 'Mogelijkheid tot privégebruik' is beter volgens mij.

*** Op dit moment is er sprake van een economische crisis. Welke van de onderstaande voorwaarden is voor jou op dit moment het meest belangrijk?**

Salaris

Zekerheid

Een lerende omgeving

Man – 05-04-1987 – WO – student en werkzoekend

- Ik mis hier de relatie tussen crisis en arbeidsvoorwaarden. Misschien hier iets meer uitleg.

Zijn er nog arbeidsvoorwaarden die jij wel belangrijk vindt maar die niet benoemd zijn in deze vragenlijst? Zo ja, vul deze dan hieronder in.

Vrouw – 16-03-1989 – WO – student

- Hier staat alleen arbeidsvoorwaarden en niet arbeidsregelingen. Dit zou ik hier bijzetten, want dat staat op de andere plekken in de vragenlijst ook.

Wil jij op de hoogte gehouden worden van de resultaten van dit onderzoek? Vul dan hieronder jouw e-mailadres in.

Wil jij kans maken op één van de drie meeloopdagen bij PwC? Vul dan hieronder jouw e-mailadres, jouw studiejaar en -richting in.

Man – 04-01-1987 – WO – student en werkend

- *Misschien 3 invulvelden van maken? Is denk ik duidelijker. En wat wordt er bedoelt met studiejaar? Waar je bent? Wanneer je bent begonnen? Wanneer je klaar hoopt te zijn?*

Man – 05-04-1987 – WO – student en werkzoekend

- *Ik zou dit verdelen in drie hokjes: e-mail, studiejaar en studierichting. Dan ontstaat er ook geen verwarring.*
-

Bedankt voor het invullen van de vragenlijst!

Algemene opmerkingen:

Vrouw – 14-03-1989 – WO – werkzoekend

- *De vragenlijst hapert wel af en toe, maar dat ligt denk ik hier aan mijn internet.*

Vrouw – 26-11-1988 – WO – student

- *De vragenlijst ziet er echt goed uit!*
- *Misschien kan er in het begin nog aangegeven worden dat op verschillende gebieden en onderwerpen gekeken wordt naar arbeidsvoorwaarden. Hier misschien ook aangeven hoeveel.*
- *Het is wel erg veel, maar ik heb geen idee hoe dit verandert zou kunnen worden.*

Man – 05-04-1987 – WO – student en werkzoekend

- *Fijn dat je kunt zien hoe ver je bent in de vragenlijst.*
- *Handig dat vragen die niet beantwoord zijn direct in beeld verschijnen.*

Vrouw – 16-03-1989 – WO – student

- *Ik heb net een hokje niet ingevuld, maar dat wordt niet opgemerkt.*
- *Ik denk dat bepaalde zaken anders beantwoord worden als je in de zorg werkt. Misschien moet je er daarom nog een vraag bij invoegen die naar de studierichting of werkrichting vraagt.*
- *Het er echt heel mooi uit, erg professioneel!*

Vrouw – 11-03-1992 – WO - student

- *De betekenis van de cijfers worden soms helemaal uitgetypt, de andere keer weer alleen de uitersten en weer een andere keer staat er niets bij.*
- *Waarom kan ik niet terug?*
- *Waarom staat er soms een * bij de vraag? Deze staat niet consequent bij de vragen.*
- *De lettergroottes wisselen door de vragenlijst heen.*

APPENDIX G

Dutch version questionnaire

Arbeidsvoorwaarden van de toekomst

Het wordt voor organisaties steeds belangrijker om aantrekkelijk te zijn voor toekomstig talent. Door inzicht te verkrijgen in de wensen en behoeftes van de toekomstige werknemers, de generatie screenagers, kunnen organisaties hun arbeidsvoorwaarden hierop aanpassen en de zogenaemde “war-for-talent” winnen.

Vanuit PwC en in het kader van het afstudeeronderzoek van Lotte Wolbers is er een vragenlijst opgesteld die deze wensen en behoeftes van de screenagers, geboren in of na 1985, onderzoekt. Val jij binnen deze groep dan willen we jou vragen om deze vragenlijst in te vullen. Het invullen zal ongeveer 10 minuten van je tijd in beslag nemen en de gegevens zullen anoniem verwerkt worden.

De resultaten van het onderzoek zullen in januari bekend zijn. Als je geïnteresseerd bent in deze resultaten dan kan je aan het eind van de vragenlijst je e-mailadres achterlaten of de HRS-website (www.pwc.nl/nl/human-resource-services) in de gaten houden. Ook als je kans wilt maken op één van de drie meeloopdagen bij PwC kan je aan het eind van de vragenlijst je e-mailadres achter laten.

Alvast bedankt voor je medewerking!

Profiel

Allereerst zullen er een aantal vragen gesteld worden over jouw achtergrond.

*** In welk jaar ben je geboren?**

*** Wat is je geslacht?**

Man

Vrouw

*** Welke opleiding volg je op dit moment? Indien je geen opleiding (meer) volgt wat is je hoogste afgeronde opleiding?**

HAVO (Hoger Algemeen Voortgezet Onderwijs)

VWO (Voortgezet Wetenschappelijk Onderwijs)

HBO (Hoger Beroepsonderwijs)

WO bachelor of master (Wetenschappelijk Onderwijs)

Anders, namelijk

*** Welke uitspraak is het meest op jou van toepassing?**

Ik werk

Ik ben werkzoekend

Ik ben student

Ik ben student en ik werk

Ik ben student en werkzoekend

*** Wat is jouw huidige woonsituatie?**

Ik woon bij mijn ouder(s)/verzorger(s)

Ik woon op kamers

Ik woon alleen

Ik woon samen met mijn partner

Ik woon met kinderen (zonder partner)

Ik woon samen met mijn partner en kinderen

*** Je hebt aangegeven dat je werkt. Hoe lang ben je werkzaam?**

0-2 jaar

>2 jaar

Bij welk bedrijf of welke organisatie ben je op dit moment werkzaam? Indien je hier liever geen antwoord op geeft kan je deze vraag overslaan.

Arbeidsvoorwaarden en -regelingen

De volgende vragen hebben betrekking op arbeidsvoorwaarden en -regelingen. Dit zijn voorwaarden of regelingen waaronder werk wordt verricht, bijvoorbeeld de hoeveelheid vrije dagen, je recht op pensioen en opleidingsmogelijkheden. Bij het beantwoorden van deze vragen gaat het er om wat jij denkt en voelt. Er zijn geen goede of foute antwoorden.

De onderstaande stellingen betreffen verschillende soorten arbeidsvoorwaarden en -regelingen. Maak een top 4 van deze voorwaarden, waarbij 1 voor jou het meest belangrijk is en 4 het minst belangrijk.

Arbeidsvoorwaarden en -regelingen die betrekking hebben op...

...de beloning die je ontvangt voor het verrichten van jouw werk (bijv. salaris en vakantietoeslag) 1 2 3 4

...zaken die vanuit de werkgever aan jou ter beschikking worden gesteld, maar waar moeilijk een geldswaarde voor te berekenen is (bijv. bedrijfsrestaurant, goede kantoorruimte en een personeelsuitje) 1 2 3 4

...de bedrijfscultuur en waardering (bijv. goede werksfeer en het gevoel hebben dat je zinvol bijdraagt in je werk) 1 2 3 4

...vaste, variabele of incidentele regelingen (bijv. vergoeding voor woon-werkverkeer, leaseauto, studiefaciliteiten en abonnementen) 1 2 3 4

*** Geef aan in hoeverre jij het eens bent met de onderstaande stelling (1= helemaal niet mee eens tot 5= helemaal mee eens). 1 2 3 4 5**

Ik wil zelf mijn arbeidsvoorwaardenpakket kunnen samenstellen.

*** Welke verdeling tussen vast en variabel (bonus) jaarinkomen zou jij het liefst willen ontvangen?**

100% vast / 0% variabel

90% vast / 10% variabel

80% vast / 20% variabel

70% vast / 30% variabel

60% vast / 40% variabel

50% vast / 50% variabel

40% vast / 60% variabel

30% vast / 70% variabel

20% vast / 80% variabel

10% vast / 90% variabel

0% vast / 100% variabel

Hoeveel uur per week wil jij werken? Als je studeert geef dan aan hoeveel uur je in de toekomst wilt werken.

De volgende vragen zijn ingedeeld naar een tiental thema's. Bij het beantwoorden van de vragen gaat het er om wat jij denkt en voelt. Er zijn geen goede of foute antwoorden.

Monetaire arbeidsvoorwaarden

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk). 1 2 3 4 5**

Een salaris dat hoger is dan het gemiddelde salaris voor jouw functie

Bonussen specifiek naar jouw prestatie

Een dertiende maand (jaarlijkse eenmalige extra betaling ter grootte van jouw maandsalaris)

Meedelen in de eventuele winst van de werkgever

Je pensioenregeling zelf regelen

Een representatievergoeding (bijv. kleding of laptoptas)

Een lunchvergoeding

Training & Ontwikkeling

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk). 1 2 3 4 5**

Mogelijkheden om in privétijd je als persoon te ontwikkelen op kosten van de werkgever (bijv. spelen in een bedrijfsband, meedoen aan bedrijfstoernooien of je rijbewijs behalen)

Een persoonlijk opleidingsplan

Een persoonlijk carrièrepad (doorgroeimogelijkheden)

Een vrij besteedbaar budget voor opleidingen, trainingen en/of cursussen volgen in Nederland of in het buitenland

Een vrij besteedbaar budget voor het bezoeken van congressen, seminars en/of symposia in Nederland of in het buitenland

Een abonnement op vakliteratuur

Flexibiliteit & Mobiliteit

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk). 1 2 3 4 5**

Een tijdregistratiesysteem waarmee door de werkgever jouw werktijden worden bijgehouden

(Tijdelijk) werken in het buitenland

Werktijden zelf kunnen indelen

Zelf kunnen aangeven wanneer je vrije dagen opneemt

Langdurig onbetaald vrij kunnen krijgen (sabbatical leave)

Mogelijkheid voor extra vakantie- of verlofdagen

Keuze in wat er met jouw overuren gebeurt (bijv. extra vakantiedagen of uitbetaald krijgen)
De mogelijkheid om thuis te werken
Job-rotation: werken in een wisselend team of afdeling
Werken binnen wisselende vakgebieden

Communicatie

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk). 1 2 3 4 5**

Evenementen om je collega's in een informele sfeer te ontmoeten en/of te leren kennen (bijv. een personeelsuitje of -borrel, een diner bij collega's thuis of een sporttoernooi)
Een personeelsreis (bijv. op wintersport met de afdeling)
Informele contactmomenten met andere bedrijven (bijv. bedrijfsbezoeken of bedrijfsborrels)
Verstrekking van nieuwe media (bijv. tabletpc, smartphone of laptop) met privégebruik
Actief gebruik van Social Media in je werk, eventueel inclusief training
Altijd en overal online kunnen zijn

Bedrijfscultuur & Maatschappij

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk). 1 2 3 4 5**

Een positief werkgeversimago
Een introductietraject bij aanvang van de baan om vertrouwd te raken met het bedrijf, de medewerkers en de manier van werken
Een cultuur gericht op presteren
Een CO2 footprint beloning: jouw CO2 uitstoot wordt bijgehouden en is bij een lage uitstoot verbonden aan een beloning
Micropensioen: van ieder bedrag dat in jouw pensioen gestort wordt gaat een klein deel naar een micropensioen (voor een goed doel)
Mogelijkheid tot deelname in sociale projecten of duurzaamheidsprojecten
Een actief diversiteitsbeleid ten behoeve van gelijkheid binnen de organisatie
Keuze in feestdagen (bijv. op basis van jouw sociaal culturele achtergrond)

Voeding & Gezondheid

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk). 1 2 3 4 5**

Een bedrijfsrestaurant waar geluncht kan worden

De mogelijkheid om 's avonds op kantoor warm te eten

De beschikbaarheid van diverse warme dranken (verschillende smaken en soorten)

De beschikbaarheid van snacks

De beschikbaarheid van biologische voeding

De beschikbaarheid van gezonde voeding

Een gezondheids-/fitheidstest

Mogelijkheid voor bedrijfssport (bijv. een fitnessruimte of yogalessen)

Vitaliteitsprogramma's (bijv. feel good, stoppen met roken of afvallen)

Stress-reductietrainingen

Een onafhankelijk psycholoog of vertrouwenspersoon

Voorzieningen

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk). 1 2 3 4 5**

Gezondheidsdiensten in het kantoorpand (bijv. tandarts, opticien, apotheekhoudend huisarts, fysiotherapeut)

Dagelijkse diensten in het kantoorpand (bijv. wasservice, boodschappenservice of hondenopvang)

Niet-dagelijkse diensten in het kantoorpand (bijv. kapper, juridische hulp, schoenmaker of datingbureau)

Voorzieningen in de buurt van het kantoorpand (bijv. supermarkt, sportfaciliteiten, eetmogelijkheden etc.)

Het aanbieden van kinderopvang in de buurt van het kantoor of je woonplek

Het regelen van jouw administratieve zaken (bijv. verzekeringen, belastingaangifte of hypotheek)

Een bedrijfscreditcard voor werkgerelateerde kosten

Werkplek

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk). 1 2 3 4 5**

Een ruimte voor ontspanning (bijv. een gamekamer of loungekamer)

Af te sluiten ruimtes (bijv. om te bellen of te vergaderen)

Een eigen vaste werkplek (geen flexplek)

Persoonlijke secretariële ondersteuning

De inrichting van je kantoor zelf kunnen bepalen (bijv. muurkleur of meubels)

Persoonlijk

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk). 1 2 3 4 5**

Korting op privébestedingen gerelateerd aan de werkgever (bijv. product, dienst of gesponsorde evenementen)

Korting op privébestedingen niet gerelateerd aan de werkgever

Woonruimte (ofwel tijdens werkdagen ofwel permanente woonruimte)

Een geluksbudget: een budget dat je vrij kunt besteden aan iets waar jij persoonlijk gelukkig van wordt (bijv. sportschoolabonnement of concertkaartje)

Een flexbudget: een budget dat je jaarlijks kunt herverdelen naar voor jou belangrijke arbeidsvoorwaarden

Leenmogelijkheden van multimedia (bijv. dvd's of computerspellen) met privégebruik

Keuze uit diverse representatie-artikelen (bijv. keuze in een laptop)

Verkeer & Vervoer

*** Geef van de volgende arbeidsvoorwaarden en –regelingen aan hoe belangrijk jij het vindt dat deze terugkomen in jouw toekomstig arbeidsvoorwaardenpakket (1= erg onbelangrijk tot 5= erg belangrijk). 1 2 3 4 5**

Tegen betaling van een vast bedrag per maand een auto met privégebruik

Tegen betaling van een vast bedrag per maand een milieuvriendelijke auto met privégebruik

Tegen betaling van een vast bedrag per maand een elektrische auto met privégebruik

Tegen betaling van een vast bedrag per maand een scooter met privégebruik

Een reiskostenvergoeding

Een fiets

Voldoende parkeerplekken bij je werk

*** Op dit moment is er sprake van een economische crisis. Welke van de onderstaande voorwaarden is voor jou op dit moment het meest belangrijk?**

Salaris

Zekerheid

Een lerende omgeving

Zijn er nog arbeidsvoorwaarden of -regelingen die jij wel belangrijk vindt maar die niet benoemd zijn in deze vragenlijst? Zo ja, vul deze dan hieronder in.

Wil jij op de hoogte gehouden worden van de resultaten van dit onderzoek? Vul dan hieronder jouw e-mailadres in.

Wil jij kans maken op één van de drie meeloopdagen bij PwC? Vul dan onderstaande gegevens in.

E-mailadres

(Verwachte) Afstudeerdatum

Studierichting

APPENDIX H

English version questionnaire

Terms of employment of the future

For organisations it become more important to be attractive for future talent. By understanding the wishes and needs of future employees, which are called the generation screenagers, organisations can adapt their terms of employment and win the so called “war-for-talent”.

Through PwC’s initiative and as a part of the Master thesis of Lotte Wolbers a questionnaire is composed that investigates the wishes and needs of screenagers, the generation born in or after 1985. If you are part of this target group then we would like to ask you to fill out the questionnaire. This will take about 10 minutes of your time and the data will be processed anonymously.

The results of the study will be available in January 2012. If you are interested in these results, you can leave your email address at the end of the questionnaire or keep an eye on the HRS-website (www.pwc.nl/nl/human-resource-services). If you want to get a chance to win one of the three job shadowing/orientation days at PwC, please leave your email address at the end of this questionnaire.

Thank you for your participation!

Profile

Firstly, several questions about your background will be asked.

What year were you born in?

What is your gender?

Male

Female

What are you currently studying? In case you are not studying (anymore) what is your highest completed educational level?

HAVO (Hoger Algemeen Voortgezet Onderwijs)

VWO (Voortgezet Wetenschappelijk Onderwijs)

HBO (Hoger Beroepsonderwijs)

University bachelor or master

Other, namely

What statement is most applicable to you?

I am working

I am looking for a job

I am a student

I am a student and I work

I am a student and I am looking for a job

What is your current living situation?

I live with my parent(s)/caretaker(s)

I live in lodgings

I live alone

I live together with my partner

I live with my children (without a partner)

I live together with my partner and children

You indicated that you are working. How long have you been working?

0-2 years

>2 years

What company or organisation do you currently work for? You can skip this question if you prefer not to answer this question.

Terms of employment and working arrangements

The following questions are related to terms of employment and working arrangements. These are terms or arrangements under which work is performed, for example the amount of days off, your right to retirement and educational opportunities. In answering these questions it is about what you think and feel. There is no right or wrong answer.

The statements below relate to different types of terms of employment and working arrangements. Please rank these 4 terms, where 1 is most important and 4 the least important.

Terms of employment and working arrangements related to...

...the reward you receive for performing your work (e.g. salary and holiday allowance) 1 2 3 4

...things from the employer which are available for you, but where for it is difficult to calculate a value of money (e.g. company restaurant, good office space and a staff event) 1 2 3 4

...the company culture and appreciation (e.g. good work atmosphere and the feeling that you meaningfully contribute in your work) 1 2 3 4

... fixed, variable or incidental arrangements (e.g. a compensation for living-work transport, a lease care, study facilities and subscriptions)

Please indicate in what degree you agree with the statement below (1= completely disagree until 5= completely agree). 1 2 3 4 5

I want to compile my own benefit package.

How would you like your annual income to be divided over fixed and variable (bonus) percentages?

100% fixed / 0% variable

90% fixed / 10% variable

80% fixed / 20% variable

70% fixed / 30% variable

60% fixed / 40% variable

50% fixed / 50% variable

40% fixed / 60% variable

30% fixed / 70% variable

20% fixed / 80% variable

10% fixed / 90% variable

0% fixed / 100% variable

How many hours per week do you want to work? If you are a student please indicate how many hours you want to work in the future.

The following questions are divided into 10 themes. By answering the questions it is about what you think and how you feel. There are no right or wrong answers.

Monetary terms of employment

Please indicate the importance that the following terms of employment and working arrangements are present in you benefit package (1= very unimportant until 5= very important). 1 2 3 4 5

A higher salary than the average salary for your position

Performance related bonuses

A thirteenth month (annual one-time monthly salary)

Sharing in the profit of your employer, if applicable

Arranging your pension yourself

A representation allowance (e.g. clothes or a laptop bag)

A lunch allowance

Learning & Development

Please indicate the importance that the following terms of employment and working arrangements are present in you benefit package (1= very unimportant until 5= very important). 1 2 3 4 5

Possibilities to develop yourself as a person during private time at the expense of the employer (e.g. playing in a company band, participating in company tournaments or obtaining your driving license)

A personal training planning

A personal career path (career opportunities)

A budget to spend on education, training and/or courses in the Netherlands or abroad

A budget to spend on visiting conferences, seminars and/or symposia in the Netherlands or abroad

A subscription to professional literature

Flexibility & Mobility

Please indicate the importance that the following terms of employment and working arrangements are present in you benefit package (1= very unimportant until 5= very important). 1 2 3 4 5

A time registration system by which the employer can track your working hours

Working abroad (temporarily)

Organising your own working hours

Indicating when you are taking your days off

Long term unpaid leave (sabbatical leave)

Opportunity to get extra days off

A choice in what happens with your overtime (e.g. extra holidays or paid in cash)

The possibility to work from home

Job-rotation: working in a varying team or department

Working within varying specialisms

Communication

Please indicate the importance that the following terms of employment and working arrangements are present in you benefit package (1= very unimportant until 5= very important). 1 2 3 4 5

Events to meet and/or get to know your colleagues in a informal setting (e.g. a staff event or drink, a dinner at a colleagues place or a sport tournament)

A staff trip (e.g. skying with the whole department)

Informal get togethers with other companies (e.g. company visits or company drinks)

Distribution of new media (e.g. tablet, smart phone or laptop) including personal use

Active use of social media within your work, with or without training

Possibility to be online always and everywhere

Company culture & Society

Please indicate the importance that the following terms of employment and working arrangements are present in you benefit package (1= very unimportant until 5= very important). 1 2 3 4 5

A positive employer image

An introduction programme at the start of the job to get familiar with the company, the employees and the way of working

A culture focused on performance

CO2 footprint reward: your CO2 emissions will be tracked and low emissions are rewarded

Micro pension: from any deposited amount in your pension a small amount will be deposited in a micro pension (for charity)

Possibility to participate in social projects or sustainability projects

An active diversity policy for equality within the organisation

A choice in public holidays (e.g. based on your social cultural background)

Food & Health

Please indicate the importance that the following terms of employment and working arrangements are present in you benefit package (1= very unimportant until 5= very important). 1 2 3 4 5

A company restaurant where you can lunch

The possibility to eat at the office in the evening

The availability of divers hot drinks (various tastes and sorts)

The availability of snacks

The availability of biological food

The availability of healthy food

A health-/ fit test

The possibility for company sport (e.g. a fitness room or yoga lessons)

Vitality programs (e.g. feel good, stop smoking or lose weight)

Stress reduction training

An independent psychologist or counselor

Facilities

Please indicate the importance that the following terms of employment and working arrangements are present in you benefit package (1= very unimportant until 5= very important). 1 2 3 4 5

Health services in the office (e.g. dentist, optician, doctor with a pharmacy, physiotherapist)

Daily services in the office (e.g. laundry, shopping service or dog care)

Non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)

Facilities near the office building (e.g. supermarket, sports facilities, dining possibilities etc.)

Providing childcare near the office or living space

Arranging you administrative matters (e.g. insurance, tax or mortgage)

A business credit card for work related expenses

Working space

Please indicate the importance that the following terms of employment and working arrangements are present in you benefit package (1= very unimportant until 5= very important). 1 2 3 4 5

A relaxing room (e.g. a game room or lounge room)

Rooms that can be closed (e.g. to call or to meet)

An own permanent working space (no flex space)

Personal secretarial services

Deciding your own interior of the office (e.g. wall colour or furniture)

Personal benefits

Please indicate the importance of the following terms of employment and working arrangements to be present in your benefit package (1= very unimportant until 5= very important). 1 2 3 4 5

Discount on personal expenses related to the employer (e.g. product, service or sponsored events)

Discount on personal expenses not related to the employer

Housing (either during weekdays or permanent housing)

Happiness budget: a budget to spend on something that makes you happy (e.g. sport fees or concert tickets)

Flex budget: a budget that you can divide yearly in terms of employment which are personally important to you

Possibilities to lend multimedia (e.g. DVDs or computer games) with personal use)

Choice in representational items (e.g. selection of a laptop bag)

Traffic & Transport

Please indicate the importance that the following terms of employment and working arrangements are present in you benefit package (1= very unimportant until 5= very important). 1 2 3 4 5

A car including personal use by paying a fixed amount per month

An environmentally friendly car including personal use by paying a fixed amount per month

An electric car including personal use by paying a fixed amount per month

A scooter including personal use by paying a fixed amount per month

A travel allowance

A bicycle

Sufficient parking spaces at work

Currently there is an economic crisis. Which of the conditions below is now the most important for you?

Salary

Security

A learning environment

Are there any terms of employment or working arrangements which are important to you but are not mentioned in this questionnaire? If yes, please enter these below.

Would you like to be informed about the results of this study? If yes, please enter your email address below.

PwC grants three students the possibility to practice working for one day at PwC. Do you want to win one of these days at PwC, please fill out the information below.

Email address

(Expected) Graduation date

Study direction

APPENDIX I

Highly educated sample (including older generations)

Demographic data (screenagers vs. non-screenagers vs. total all)

	Screenagers sample				Non-screenagers sample				Total sample			
	<i>n</i>	%	<i>M</i>	<i>SD</i>	<i>n</i>	%	<i>M</i>	<i>SD</i>	<i>N</i>	%	<i>M</i>	<i>SD</i>
Respondents	373				177				550			
Year of birth			1987.15	1.86			1970.85	10.23			1981.9	9.7
Gender												
Male	187	50.1			125	70.6			312	56.7		
Female	186	49.9			52	29.4			238	43.3		

Socio-demographic data (screenagers vs. non-screenagers vs. total all)

	Screenagers sample		Non-screenagers sample		Total sample	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Education level						
HAVO (Hoger Algemeen Voortgezet Onderwijs)	11	2.9	19	10.7	30	5.5
VWO (Voortgezet Wetenschappelijk Onderwijs)	10	2.7	12	6.8	22	4
HBO (Hoger Beroepsonderwijs)	133	35.7	97	54.8	230	41.8
WO bachelor of master (Wetenschappelijk Onderwijs)	219	58.7	49	27.7	268	48.7
Living situation						
I live with my parent(s)/caretaker(s)	88	23.6	1	.6	89	16.2
I live in lodgings	83	22.3			83	15.1
I live alone	61	16.4	17	9.6	78	14.2
I live with my partner	134	35.9	63	35.6	197	35.8
I live with my children (without a partner)	1	.3	5	2.8	6	1.1
I live with my partner and children	6	1.6	91	51.4	97	17.6
Working years	287		177		464	
0-2	139	48.4	3	1.7	142	30.6
>2	148	51.6	174	98.3	322	69.4

Demographic data (male vs. female vs. total screenagers)

	Male sample				Female sample				Total sample			
	<i>n</i>	%	<i>M</i>	<i>SD</i>	<i>n</i>	%	<i>M</i>	<i>SD</i>	<i>N</i>	%	<i>M</i>	<i>SD</i>
Respondents	187				186				373			
Year of birth			1986.87	1.65			1987.44	2.02			1987.15	1.86

Socio-demographic data (male vs. female vs. total screenagers)

	Male sample		Female sample		Total sample	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Education level						
HAVO (Hoger Algemeen Voortgezet Onderwijs)	7	3.7	4	2.2	11	2.9
VWO (Voortgezet Wetenschappelijk Onderwijs)	6	3.2	4	2.2	10	2.7
HBO (Hoger Beroepsonderwijs)	71	38	62	33.3	133	35.7
WO bachelor of master (Wetenschappelijk Onderwijs)	103	55.1	116	62.4	219	58.7
Living situation						
I live with my parent(s)/caretaker(s)	48	25.7	40	21.5	88	23.6
I live in lodgings	43	23	40	21.5	83	22.3
I live alone	29	15.5	32	17.2	61	16.4
I live with my partner	65	34.8	69	37.1	134	35.9
I live with my children (without a partner)	1	.5			1	.3
I live with my partner and children	1	.5	5	2.7	6	1.6
Working years	143		144		287	
0-2	69	48.3	70	48.6	139	48.4
>2	74	51.7	74	51.4	148	51.6

APPENDIX J

Highly educated screenagers

N, M & SD per sample (student vs. employee vs. total)

	Student sample			Employee sample			Total sample		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Monetary terms of employment									
A higher salary than the average salary for your position	173	3.47	.91	200	3.62	.85	373	3.55	.88
Performance related bonuses	173	3.54	.95	200	3.9	.85	373	3.73	.93
A thirteenth month (annual one-time monthly salary)	173	3.63	.84	200	3.82	.91	373	3.73	.88
Sharing in the profit of your employer, if applicable	173	3.39	1.03	200	3.63	.91	373	3.52	.97
Arranging your pension yourself	173	3.28	.98	200	2.90	1.01	373	3.08	1.01
A representation allowance (e.g. clothes or a laptop bag)	173	2.97	1.09	200	2.85	1.13	373	2.91	1.11
A lunch allowance	173	2.46	1.01	200	2.21	1.07	373	2.33	1.05
Learning & Development									
Possibilities to develop yourself as a person during private time at the expense of the employer (e.g. playing in a company band, participating in company tournaments or obtaining your driving license)	173	2.88	1.16	200	2.82	1.15	373	2.90	1.15
A personal training planning	173	3.86	.88	200	4.16	.88	373	4.02	.89
A personal career path (career opportunities)	173	4.4	.72	200	4.56	.68	373	4.49	.71
A budget to spend on education, training and/or courses in the Netherlands or abroad	173	3.84	.9	200	3.95	.92	373	3.90	.91
A budget to spend on visiting conferences, seminars and/or symposia in the Netherlands or abroad	173	3.34	1.03	200	3.09	1.12	373	3.20	1.08
A subscription to professional literature	173	2.96	1.09	200	2.74	1.12	373	2.84	1.11
Flexibility & Mobility									
A time registration system by which the employer can track your working hours	173	2.59	1.12	200	2.25	1.07	373	2.4	1.11
Working abroad (temporarily)	173	3.13	1.19	200	3.29	1.16	373	3.21	1.18
Organising your own working hours	173	3.91	1.01	200	4.07	.89	373	4	.95
Indicating when you are taking your days off	173	4.36	.67	200	4.39	.74	373	4.38	.71
Long term unpaid leave (sabbatical leave)	173	3.19	1.05	200	3.37	1.06	373	3.28	1.06
Opportunity to get extra days off	173	3.75	.86	200	3.83	.92	373	3.79	.89
A choice in what happens with your overtime (e.g. extra holidays or paid in cash)	173	4.25	.75	200	4.20	.74	373	4.23	.74
The possibility to work from home	173	3.75	1.06	200	3.88	1.01	373	3.82	1.04
Job-rotation: working in a varying team or department	173	2.91	1.06	200	3.37	1.04	373	3.16	1.08
Working within varying specialisms	173	3.20	.96	200	3.48	.95	373	3.35	.96
Communication									
Events to meet and/or get to know your colleagues in a informal setting (e.g. a staff event or drink, a dinner at a colleagues place or a sport tournament)	173	3.66	.85	200	3.57	.97	373	3.61	.92
A staff trip (e.g. skying with the whole department)	173	2.81	1.09	200	2.81	1.09	373	2.81	1.09
Informal get togethers with other companies (e.g. company visits or company drinks)	173	3.13	.92	200	3.02	.97	373	3.07	.94
Distribution of new media (e.g. tablet, smart phone or laptop) including personal use	173	3.48	.98	200	3.46	1.05	373	3.47	1.02
Active use of social media within your work, with or without training	173	3.08	1.02	200	2.86	1.13	373	2.96	1.08
Possibility to be online always and everywhere	173	3.66	1.14	200	3.58	1.1	373	3.61	1.12
Company culture & Society									
A positive employer image	173	4.04	.82	200	3.92	.75	373	3.98	.78
An introduction programme at the start of the job to get familiar with the company, the employees and the way of working	173	4.13	.75	200	3.85	.89	373	3.98	.84

A culture focused on performance	173	3	.92	200	3.37	.82	373	3.20	.89
CO2 footprint reward: your CO2 emissions will be tracked and low emissions are rewarded	173	2.37	1.07	200	2.42	1.12	373	2.39	1.1
Micro pension: from any deposited amount in your pension a small amount will be deposited in a micro pension (for charity)	173	2.09	1.01	200	2.12	1.08	373	2.1	1.05
Possibility to participate in social projects or sustainability projects	173	2.75	1.03	200	2.81	1.14	373	2.78	1.09
An active diversity policy for equality within the organisation	173	3.03	1.04	200	2.82	1.09	373	2.92	1.07
A choice in public holidays (e.g. based on your social cultural background)	173	2.99	1.15	200	2.49	1.17	373	2.72	1.19
Food & Health									
A company restaurant where you can lunch	173	3.42	1.08	200	3.11	1.17	373	3.26	1.14
The possibility to eat at the office in the evening	173	3.06	1.06	200	2.91	1.08	373	2.98	1.07
The availability of divers hot drinks (various tastes and sorts)	173	3.64	.95	200	3.44	1.05	373	3.53	1.01
The availability of snacks	173	2.68	1.02	200	2.48	1.08	373	2.58	1.05
The availability of biological food	173	2.34	1.05	200	2.31	1.13	373	2.33	1.1
The availability of healthy food	173	3.76	1.08	200	3.43	1.22	373	3.58	1.17
A health-/ fit test	173	2.63	1.14	200	2.98	1.22	373	2.82	1.19
The possibility for company sport (e.g. a fitness room or yoga lessons)	173	2.77	1.26	200	3.28	1.27	373	3.04	1.29
Vitality programs (e.g. feel good, stop smoking or lose weight)	173	2.29	1.06	200	2.42	1.14	373	2.36	1.11
Stress reduction training	173	3.03	1.11	200	2.82	1.11	373	2.92	1.11
An independent psychologist or counselor	173	3.28	1.09	200	3.15	1.17	373	3.21	1.14
Facilities									
Health services in the office (e.g. dentist, optician, doctor with a pharmacy, physiotherapist)	173	2.08	1.06	200	2.39	1.21	373	2.24	1.15
Daily services in the office (e.g. laundry, shopping service or dog care)	173	1.94	1.07	200	2.14	1.16	373	2.04	1.12
Non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)	173	1.57	.8	200	1.76	.89	373	1.67	.86
Facilities near the office building (e.g. supermarket, sports facilities, dining possibilities etc.)	173	3.04	1.12	200	3.16	1.15	373	3.1	1.14
Providing childcare near the office or living space	173	3.17	1.18	200	2.73	1.23	373	2.93	1.23
Arranging you administrative matters (e.g. insurance, tax or mortgage)	173	2.58	1.07	200	2.56	1.12	373	2.57	1.09
A business credit card for work related expenses	173	3.07	1.09	200	2.76	1.16	373	2.91	1.14
Working space									
A relaxing room (e.g. a game room or lounge room)	173	2.82	1.11	200	2.63	1.25	373	2.72	1.19
Rooms that can be closed (e.g. to call or to meet)	173	4.01	.96	200	3.98	.98	373	3.99	.97
An own permanent working space (no flex space)	173	3.79	1.09	200	3.31	1.23	373	3.53	1.19
Personal secretarial services	173	3.01	.88	200	2.66	1.03	373	2.82	.98
Deciding your own interior of the office (e.g. wall colour or furniture)	173	2.91	1.1	200	2.53	1.13	373	2.7	1.13
Personal benefits									
Discount on personal expenses related to the employer (e.g. product, service or sponsored events)	173	3.32	.93	200	3.37	1.03	373	3.35	.99
Discount on personal expenses not related to the employer	173	2.29	.95	200	2.51	1.07	373	2.41	1.02
Housing (either during weekdays or permanent housing)	173	2.49	1.04	200	2.2	1	373	2.34	1.03
Happiness budget: a budget to spend on something that makes you happy (e.g. sport fees or concert tickets)	173	2.45	1.15	200	2.63	1.3	373	2.55	1.23
Flex budget: a budget that you can divide yearly in terms of employment which are personally important to you	173	3.02	1.06	200	3.29	1.09	373	3.16	1.08
Possibilities to lend multimedia (e.g. DVDs or computer games) with personal use)	173	2	1.07	200	1.99	1.07	373	1.99	1.07

Choice in representational items (e.g. selection of a laptop bag)	173	2.80	1.19	200	2.54	1.18	373	2.66	1.19
Traffic & Transport									
A car including personal use by paying a fixed amount per month	173	3.61	1.11	200	3.54	1.2	373	3.57	1.16
An environmentally friendly car including personal use by paying a fixed amount per month	173	3.03	1.22	200	2.85	1.33	373	2.93	1.28
An electric car including personal use by paying a fixed amount per month	173	2.61	1.19	200	2.45	1.24	373	2.53	1.22
A scooter including personal use by paying a fixed amount per month									
A travel allowance	173	1.73	1	200	1.95	1.11	373	1.85	1.06
A bicycle	173	4.21	.79	200	4.29	.9	373	4.25	.85
Sufficient parking spaces at work	173	2.68	1.24	200	2.72	1.27	373	2.7	1.25

APPENDIX K

Highly educated screenagers

Significant differences in mean (student vs. employee)

	<i>T</i>	<i>df</i>
Student sample higher		
Monetary terms of employment		
Arranging your pension yourself	3.71	371*
A lunch allowance	2.33	371**
Learning & Development		
A budget to spend on visiting conferences, seminars and/or symposia in the Netherlands or abroad	2.2	371**
A subscription to professional literature	1.96	371***
Flexibility & Mobility		
A time registration system by which the employer can track your working hours	-3.04	371**
Company culture & Society		
An introduction programme at the start of the job to get familiar with the company, the employees and the way of working	3.36	371*
An active diversity policy for equality within the organisation	1.99	371**
A choice in public holidays (e.g. based on your social cultural background)	4.13	371*
Food & Health		
A company restaurant where you can lunch	2.61	371**
The availability of divers hot drinks (various tastes and sorts)	1.93	371***
The availability of snacks	1.81	371***
The availability of healthy food	2.79	370.85**
Stress reduction training	1.81	371***
Facilities		
Providing childcare near the office or living space	3.57	371*
A business credit card for work related expenses	2.61	368.64**
Working space		
An own permanent working space (no flex space)	4.03	370.79*
Personal secretarial services	3.35	366*
Personal benefits		
Housing (either during weekdays or permanent housing)	2.75	371**
Choice in representational items (e.g. selection of a laptop bag)	2.18	371**
Traffic & Transport		
Sufficient parking spaces at work	2.31	358.06**
Employee sample higher		
Monetary terms of employment		
Performance related bonuses	-3.83	341.8*
A thirteenth month (annual one-time monthly salary)	-2.14	371**
Sharing in the profit of your employer, if applicable	-2.36	371**
Learning & Development		
A personal training planning	-3.27	371*
A personal career path (career opportunities)	-2.2	371**
Flexibility & Mobility		
Job-rotation: working in a varying team or department	-4.29	371*
Working within varying specialisms	-2.85	371**
Company culture & Society		
A culture focused on performance	-4.04	371*
Food & Health		
A health-/ fit test	-2.81	371**
The possibility for company sport (e.g. a fitness room or yoga lessons)	-3.9	371*
Facilities		
Health services in the office (e.g. dentist, optician, doctor with a pharmacy, physiotherapist)	-2.65	370.94**
Daily services in the office (e.g. laundry, shopping service or dog care)	-1.715	371***
Non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)	-2.19	371**
Personal Benefits		
Discount on personal expenses not related to the employer	-2.12	370.84**
Flex budget: a budget that you can divide yearly in terms of employment which are	-2.35	371**

personally important to you		
Traffic & Transport		
A scooter including personal use by paying a fixed amount per month	-2.02	371**

* $p \leq .001$, ** $p \leq .05$, *** $p \leq .1$

APPENDIX L

Highly educated male and female screenagers

N, M and SD per sample (male vs. female vs. total screenagers)

	Male sample			Female sample			Screenager sample		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Monetary terms of employment									
A higher salary than the average salary for your position	187	4.19	.72	186	3.47	.91	373	3.55	.88
Performance related bonuses	187	3.67	1.05	186	3.64	.94	373	3.73	.93
A thirteenth month (annual one-time monthly salary)	187	3.21	1.08	186	3.8	.89	373	3.73	.88
Sharing in the profit of your employer, if applicable	187	3.38	.94	186	3.44	.92	373	3.52	.97
Arranging your pension yourself	187	3.53	.91	186	3.04	.99	373	3.08	1.01
A representation allowance (e.g. clothes or a laptop bag)	187	2.96	1.06	186	2.9	1.12	373	2.91	1.11
A lunch allowance	187	3.13	.94	186	2.43	1.02	373	2.33	1.05
Learning & Development									
Possibilities to develop yourself as a person during private time at the expense of the employer (e.g. playing in a company band, participating in company tournaments or obtaining your driving license)	187	3.51	.99	186	2.91	1.18	373	2.9	1.15
A personal training planning	187	2.92	1.10	186	4.08	.86	373	4.02	.89
A personal career path (career opportunities)	187	3.64	1.11	186	4.52	.71	373	4.49	.71
A budget to spend on education, training and/or courses in the Netherlands or abroad	187	3.98	.81	186	3.94	.89	373	3.9	.91
A budget to spend on visiting conferences, seminars and/or symposia in the Netherlands or abroad	187	3.90	.83	186	3.31	1.11	373	3.2	1.08
A subscription to professional literature	187	3.39	.89	186	2.88	1.11	373	2.84	1.11
Flexibility & Mobility									
A time registration system by which the employer can track your working hours	187	2.29	1.11	186	2.48	1.12	373	2.4	1.11
Working abroad (temporarily)	187	2.01	1.07	186	3.18	1.24	373	3.21	1.18
Organising your own working hours	187	2.65	1.07	186	4.13	.93	373	4	.95
Indicating when you are taking your days off	187	2.69	1.07	186	4.47	.66	373	4.38	.71
Long term unpaid leave (sabbatical leave)	187	2.67	1.16	186	3.48	1.03	373	3.28	1.06
Opportunity to get extra days off	187	3.17	1.11	186	3.92	.86	373	3.79	.89
A choice in what happens with your overtime (e.g. extra holidays or paid in cash)	187	3.02	1.04	186	4.26	.76	373	4.23	.74
The possibility to work from home	187	3.44	.96	186	3.97	1	373	3.82	1.04
Job-rotation: working in a varying team or department	187	2.60	1.00	186	3.11	1.08	373	3.16	1.08
Working within varying specialisms	187	2.15	1.05	186	3.33	.99	373	3.35	.96
Communication									
Events to meet and/or get to know your colleagues in a informal setting (e.g. a staff event or drink, a dinner at a colleagues place or a sport tournament)	187	3.38	1.21	186	3.69	.92	373	3.61	.92
A staff trip (e.g. skying with the whole department)	187	2.71	1.17	186	2.66	1.1	373	2.81	1.09
Informal get togethers with other companies (e.g. company visits or company drinks)	187	2.91	1.32	186	3.02	.95	373	3.07	.94
Distribution of new media (e.g. tablet, smart phone or laptop) including personal use	187	2.29	1.08	186	3.43	1.04	373	3.47	1.02
Active use of social media within your work, with or without training	187	2.78	1.04	186	3.01	1.07	373	2.96	1.08
Possibility to be online always and	187	3.10	1.11	186	3.59	1.12	373	3.61	1.12

everywhere									
Company culture & Society									
A positive employer image	187	2.10	1.05	186	3.97	.76	373	3.98	.78
An introduction programme at the start of the job to get familiar with the company, the employees and the way of working	187	1.96	1.03	186	4.06	.84	373	3.98	.84
A culture focused on performance	187	1.64	.80	186	3	.84	373	3.20	.89
CO2 footprint reward: your CO2 emissions will be tracked and low emissions are rewarded	187	3.04	1.13	186	2.5	1.08	373	2.39	1.1
Micro pension: from any deposited amount in your pension a small amount will be deposited in a micro pension (for charity)	187	2.61	1.13	186	2.2	1.01	373	2.1	1.05
Possibility to participate in social projects or sustainability projects	187	2.47	1.03	186	2.91	1.09	373	2.78	1.09
An active diversity policy for equality within the organisation	187	2.93	1.13	186	3.15	1.02	373	2.92	1.07
A choice in public holidays (e.g. based on your social cultural background)	187	2.89	1.17	186	2.77	1.22	373	2.72	1.19
Food & Health									
A company restaurant where you can lunch	187	3.98	.94	186	3.34	1.17	373	3.26	1.14
The possibility to eat at the office in the evening	187	2.53	1.22	186	2.93	1.1	373	2.98	1.07
The availability of divers hot drinks (various tastes and sorts)	187	2.91	.99	186	3.63	1.05	373	3.53	1.01
The availability of snacks	187	2.70	1.15	186	2.55	1.1	373	2.58	1.05
The availability of biological food	187	3.39	1.00	186	2.51	1.12	373	2.33	1.1
The availability of healthy food	187	2.45	1.03	186	3.78	1.09	373	3.58	1.17
A health-/ fit test	187	2.43	1.04	186	2.92	1.21	373	2.82	1.19
The possibility for company sport (e.g. a fitness room or yoga lessons)	187	2.47	1.21	186	3.18	1.24	373	3.04	1.29
Vitality programs (e.g. feel good, stop smoking or lose weight)	187	3.16	1.07	186	2.42	1.14	373	2.36	1.11
Stress reduction training	187	1.98	1.04	186	3.06	1.16	373	2.92	1.11
An independent psychologist or counselor	187	2.71	1.17	186	3.32	1.16	373	3.21	1.14
Facilities									
Health services in the office (e.g. dentist, optician, doctor with a pharmacy, physiotherapist)	187	3.71	1.06	186	2.38	1.23	373	2.24	1.15
Daily services in the office (e.g. laundry, shopping service or dog care)	187	2.77	1.30	186	2.12	1.2	373	2.04	1.12
Non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)	187	2.47	1.29	186	1.7	.91	373	1.67	.86
Facilities near the office building (e.g. supermarket, sports facilities, dining possibilities etc.)	187	1.77	1.02	186	3.17	1.14	373	3.1	1.14
Providing childcare near the office or living space	187	4.15	.91	186	3.26	1.24	373	2.93	1.23
Arranging you administrative matters (e.g. insurance, tax or mortgage)	187	2.64	1.25	186	2.67	1.15	373	2.57	1.09
A business credit card for work related expenses	187	4.05	.98	186	2.89	1.14	373	2.91	1.14
Working space									
A relaxing room (e.g. a game room or lounge room)	187	2.89	1.17	186	2.54	1.19	373	2.72	1.19
Rooms that can be closed (e.g. to call or to meet)	187	3.98	.94	186	3.99	1.01	373	3.99	.97
An own permanent working space (no flex space)	187	2.53	1.22	186	2.4	1.15	373	3.53	1.19
Personal secretarial services	187	2.91	.99	186	2.74	.96	373	2.82	.98
Deciding your own interior of the office (e.g. wall colour or furniture)	187	2.70	1.15	186	2.7	1.11	373	2.7	1.13
Personal benefits									
Discount on personal expenses related to the employer (e.g. product, service or sponsored events)	187	3.39	1.00	186	3.31	0.97	373	3.35	.99
Discount on personal expenses not related to the employer	187	2.45	1.03	186	2.36	1.01	373	2.41	1.02
Housing (either during weekdays or	187	2.43	1.04	186	2.24	1.01	373	2.34	1.03

permanent housing)									
Happiness budget: a budget to spend on something that makes you happy (e.g. sport fees or concert tickets)	187	2.47	1.21	186	2.62	1.25	373	2.55	1.23
Flex budget: a budget that you can divide yearly in terms of employment which are personally important to you	187	3.16	1.07	186	3.17	1.09	373	3.16	1.08
Possibilities to lend multimedia (e.g. DVDs or computer games) with personal use)	187	1.98	1.04	186	2.01	1.1	373	1.99	1.07
Choice in representational items (e.g. selection of a laptop bag)	187	2.71	1.16	186	2.61	1.22	373	2.66	1.19
Traffic & Transport									
A car including personal use by paying a fixed amount per month	187	3.71	1.06	186	3.44	1.24	373	3.57	1.16
An environmentally friendly car including personal use by paying a fixed amount per month	187	2.77	1.30	186	3.09	1.24	373	2.93	1.28
An electric car including personal use by paying a fixed amount per month	187	2.47	1.29	186	2.59	1.13	373	2.53	1.22
A scooter including personal use by paying a fixed amount per month	187	1.77	1.02	186	1.92	1.1	373	1.85	1.06
A travel allowance	187	4.15	.91	186	4.35	.77	373	4.25	.85
A bicycle	187	2.64	1.25	186	2.77	1.25	373	2.7	1.25
Sufficient parking spaces at work	187	4.05	.98	186	4.13	0.95	373	4.09	.96

APPENDIX M

Highly educated males and females

Significant differences in mean score (males vs. females)

	<i>T</i>	<i>df</i>
Males higher		
Monetary terms of employment		
A higher salary than the average salary for your position	1.74	371*
Performance related bonuses	1.99	371**
Communication		
A staff trip (e.g. skydiving with the whole department)	2.69	371**
Company culture & Society		
A culture focused on performance	4.35	370.28*
Working space		
A relaxing room (e.g. a game room or lounge room)	2.87	371**
Personal secretarial services	1.71	371***
Personal Benefits		
Housing (either during weekdays or permanent housing)	1.75	371***
Traffic & Transport		
A car including personal use by paying a fixed amount per month	2.27	361.74**
Females higher		
Monetary terms of employment		
A lunch allowance	-1.9	371***
Learning & Development		
A budget to spend on visiting conferences, seminars and/or symposia in the Netherlands or abroad	-1.84	371***
Flexibility & Mobility		
Organising your own working hours	-2.75	371**
Indicating when you are taking your days off	-2.45	371**
Long term unpaid leave (sabbatical leave)	-3.7	371*
Opportunity to get extra days off	-2.86	371**
The possibility to work from home	-2.82	371**
Communication		
Events to meet and/or get to know your colleagues in a informal setting (e.g. a staff event or drink, a dinner at a colleagues place or a sport tournament)	-1.73	371***
Company culture & Society		
An introduction programme at the start of the job to get familiar with the company, the employees and the way of working	-1.86	371***
CO2 footprint reward: your CO2 emissions will be tracked and low emissions are rewarded	-1.86	371***
Micro pension: from any deposited amount in your pension a small amount will be deposited in a micro pension (for charity)	-1.794	371***
Possibility to participate in social projects or sustainability projects	-2.34	371**
An active diversity policy for equality within the organisation	-4.21	371*
Food & Health		
The availability of divers hot drinks (various tastes and sorts)	-1.83	371***
The availability of biological food	-3.17	371**
The availability of healthy food	-3.35	367.48*
A health-/ fit test	-1.69	371***
The possibility for company sport (e.g. a fitness room or yoga lessons)	-2.02	371**
Stress reduction training	-2.48	371**
An independent psychologist or counselor	-1.84	371***
Facilities		
Health services in the office (e.g. dentist, optician, doctor with a pharmacy, physiotherapist)	-2.37	360.93**
Providing childcare near the office or living space	-5.28	371*
Arranging you administrative matters (e.g. insurance, tax or mortgage)	-1.83	371***
Traffic & Transport		
An environmentally friendly car including personal use by paying a fixed amount per month	-2.44	371**
A travel allowance	-2.35	371**

* $p \leq .001$, ** $p \leq .05$, *** $p \leq .1$

APPENDIX N

Highly educated screenagers and non-screenagers

N, M and SD sample (screenagers vs. non-screenager vs. total)

	Screenagers sample			Non-screenager sample			N	Total sample	
	n	M	SD	n	M	SD		M	SD
Monetary terms of employment									
A higher salary than the average salary for your position	373	3.55	.88	177	3.56	.9	550	3.56	.89
Performance related bonuses	373	3.73	.93	177	3.67	1	550	3.71	.95
A thirteenth month (annual one-time monthly salary)	373	3.73	.88	177	3.80	.98	550	3.76	.91
Sharing in the profit of your employer, if applicable	373	3.52	.97	177	3.81	1	550	3.61	.99
Arranging your pension yourself	373	3.08	1.01	177	3.09	1.11	550	3.08	1.04
A representation allowance (e.g. clothes or a laptop bag)	373	2.91	1.11	177	2.68	1.18	550	2.83	1.14
A lunch allowance	373	2.33	1.05	177	1.86	1.03	550	2.18	1.06
Learning & Development									
Possibilities to develop yourself as a person during private time at the expense of the employer (e.g. playing in a company band, participating in company tournaments or obtaining your driving license)	373	2.9	1.15	177	2.53	1.27	550	2.78	1.2
A personal training planning	373	4.02	.89	177	3.94	.88	550	3.99	.89
A personal career path (career opportunities)	373	4.49	.71	177	4.14	.91	550	4.38	.8
A budget to spend on education, training and/or courses in the Netherlands or abroad	373	3.9	.91	177	3.68	1.01	550	3.83	.95
A budget to spend on visiting conferences, seminars and/or symposia in the Netherlands or abroad	373	3.2	1.08	177	2.85	1.12	550	3.09	1.1
A subscription to professional literature	373	2.84	1.11	177	2.71	1.08	550	2.8	1.1
Flexibility & Mobility									
A time registration system by which the employer can track your working hours	373	2.4	1.11	177	1.96	1.07	550	2.26	1.11
Working abroad (temporarily)	373	3.21	1.18	177	2.5	1.25	550	2.99	1.25
Organising your own working hours	373	4	.95	177	4.15	.73	550	4.05	.89
Indicating when you are taking your days off	373	4.38	.71	177	4.34	.71	550	4.37	.71
Long term unpaid leave (sabbatical leave)	373	3.28	1.06	177	3.06	1.13	550	3.21	1.09
Opportunity to get extra days off	373	3.79	.89	177	3.94	.92	550	3.84	.9
A choice in what happens with your overtime (e.g. extra holidays or paid in cash)	373	4.23	.74	177	3.98	.93	550	4.15	.82
The possibility to work from home	373	3.82	1.04	177	4.21	.83	550	3.95	.99
Job-rotation: working in a varying team or department	373	3.16	1.08	177	3.02	.98	550	3.11	1.05
Working within varying specialisms	373	3.35	.96	177	3.18	.99	550	3.3	.98
Communication									
Events to meet and/or get to know your colleagues in a informal setting (e.g. a staff event or drink, a dinner at a colleagues place or a sport tournament)	373	3.61	.92	177	3.32	1.07	550	3.52	.98
A staff trip (e.g. skying with the whole department)	373	2.81	1.09	177	2.44	1.17	550	2.69	1.13
Informal get togethers with other companies (e.g. company visits or company drinks)	373	3.07	.94	177	3.07	1.12	550	3.07	1
Distribution of new media (e.g. tablet, smart phone or laptop) including personal use	373	3.47	1.02	177	3.69	1.11	550	3.54	1.05
Active use of social media within your work, with or without training	373	2.96	1.08	177	3.06	1.14	550	2.99	1.1
Possibility to be online always and everywhere	373	3.61	1.12	177	3.61	1.11	550	3.61	1.11

Company culture & Society									
A positive employer image	373	3.98	.78	177	4.16	.75	550	4.04	.78
An introduction programme at the start of the job to get familiar with the company, the employees and the way of working	373	3.98	.84	177	3.8	.95	550	3.92	.88
A culture focused on performance	373	3.20	.89	177	3.64	.81	550	3.34	.89
CO2 footprint reward: your CO2 emissions will be tracked and low emissions are rewarded	373	2.39	1.1	177	2.38	1.21	550	2.39	1.14
Micro pension: from any deposited amount in your pension a small amount will be deposited in a micro pension (for charity)	373	2.1	1.05	177	1.93	1	550	2.05	1.03
Possibility to participate in social projects or sustainability projects	373	2.78	1.09	177	2.69	1.14	550	2.75	1.1
An active diversity policy for equality within the organisation	373	2.92	1.07	177	2.94	1.18	550	2.93	1.11
A choice in public holidays (e.g. based on your social cultural background)	373	2.72	1.19	177	2.39	1.15	550	2.61	1.19
Food & Health									
A company restaurant where you can lunch	373	3.26	1.14	177	2.3	1.21	550	2.95	1.25
The possibility to eat at the office in the evening	373	2.98	1.07	177	2.08	1.08	550	2.69	1.15
The availability of divers hot drinks (various tastes and sorts)	373	3.53	1.01	177	3.03	1.24	550	3.37	1.11
The availability of snacks	373	2.58	1.05	177	1.83	.94	550	2.34	1.07
The availability of biological food	373	2.33	1.1	177	1.91	1.18	550	2.19	1.14
The availability of healthy food	373	3.58	1.17	177	2.53	1.44	550	3.24	1.35
A health-/ fit test	373	2.82	1.19	177	2.75	1.34	550	2.79	1.24
The possibility for company sport (e.g. a fitness room or yoga lessons)	373	3.04	1.29	177	2.84	1.32	550	2.98	1.3
Vitality programs (e.g. feel good, stop smoking or lose weight)	373	2.36	1.11	177	2.37	1.2	550	2.36	1.14
Stress reduction training	373	2.92	1.11	177	2.65	1.2	550	2.83	1.15
An independent psychologist or counselor	373	3.21	1.14	177	2.9	1.24	550	3.11	1.18
Facilities									
Health services in the office (e.g. dentist, optician, doctor with a pharmacy, physiotherapist)	373	2.24	1.15	177	1.87	1.04	550	2.12	1.13
Daily services in the office (e.g. laundry, shopping service or dog care)	373	2.04	1.12	177	1.74	1.05	550	1.95	1.11
Non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)	373	1.67	.86	177	1.5	.89	550	1.61	.87
Facilities near the office building (e.g. supermarket, sports facilities, dining possibilities etc.)	373	3.1	1.14	177	2.63	1.35	550	2.95	1.23
Providing childcare near the office or living space	373	2.93	1.23	177	2.39	1.43	550	2.76	1.32
Arranging you administrative matters (e.g. insurance, tax or mortgage)	373	2.57	1.09	177	2	1.22	550	2.39	1.16
A business credit card for work related expenses	373	2.91	1.14	177	2.72	1.38	550	2.85	1.22
Working space									
A relaxing room (e.g. a game room or lounge room)	373	2.72	1.19	177	2.25	1.23	550	2.57	1.22
Rooms that can be closed (e.g. to call or to meet)	373	3.99	.97	177	3.67	1.23	550	3.89	1.07
An own permanent working space (no flex space)	373	3.53	1.19	177	3.34	1.24	550	3.47	1.21
Personal secretarial services	373	2.82	.98	177	2.99	1.24	550	2.88	1.07
Deciding your own interior of the office (e.g. wall colour or furniture)	373	2.7	1.13	177	2.16	1.16	550	2.53	1.17
Personal benefits									
Discount on personal expenses related to the employer (e.g. product, service or sponsored events)	373	3.35	.99	177	3.28	1.19	550	3.33	1.06
Discount on personal expenses not related to the employer	373	2.41	1.02	177	2.36	1.08	550	2.39	1.04
Housing (either during weekdays or permanent housing)	373	2.34	1.03	177	1.83	1.04	550	2.17	1.06
Happiness budget: a budget to spend on something that makes you happy	373	2.55	1.23	177	2.20	1.27	550	2.46	1.25

(e.g. sport fees or concert tickets)									
Flex budget: a budget that you can divide yearly in terms of employment which are personally important to you	373	3.16	1.08	177	3.23	1.25	550	3.18	1.13
Possibilities to lend multimedia (e.g. DVDs or computer games) with personal use)	373	1.99	1.07	177	1.75	1.05	550	1.92	1.07
Choice in representational items (e.g. selection of a laptop bag)	373	2.66	1.19	177	2.32	1.24	550	2.55	1.22
Traffic & Transport									
A car including personal use by paying a fixed amount per month	373	3.57	1.16	177	3.67	1.28	550	3.6	1.2
An environmentally friendly car including personal use by paying a fixed amount per month	373	2.93	1.28	177	2.94	1.37	550	2.93	1.31
An electric car including personal use by paying a fixed amount per month	373	2.53	1.22	177	2.35	1.25	550	2.47	1.23
A scooter including personal use by paying a fixed amount per month	373	1.85	1.06	177	1.62	1.04	550	1.77	1.06
A travel allowance	373	4.25	.85	177	3.98	1.22	550	4.17	.99
A bicycle	373	2.7	1.25	177	2.4	1.31	550	2.61	1.28
Sufficient parking spaces at work	373	4.09	.96	177	4.22	.92	550	4.13	.95

APPENDIX O

Highly educated screenagers and non-screenagers

Significant differences in mean (screenagers vs. non-screenagers)

	<i>T</i>	<i>df</i>
Screenagers higher		
Monetary terms of employment		
A representation allowance (e.g. clothes or a laptop bag)	2.2	548**
A lunch allowance	4.87	548*
Learning & Development		
Possibilities to develop yourself as a person during private time at the expense of the employer (e.g. playing in a company band, participating in company tournaments or obtaining your driving license)	3.37	317.95*
A personal career path (career opportunities)	4	279.27*
A budget to spend on education, training and/or courses in the Netherlands or abroad	2.37	316.88**
A budget to spend on visiting conferences, seminars and/or symposia in the Netherlands or abroad	3.52	548*
Flexibility & Mobility		
A time registration system by which the employer can track your working hours	4.46	548*
Working abroad (temporarily)	6.36	328.61*
Long term unpaid leave (sabbatical leave)	2.31	548**
A choice in what happens with your overtime (e.g. extra holidays or paid in cash)	3.36	548**
Working within varying specialisms	2.01	548**
Communication		
Events to meet and/or get to know your colleagues in a informal setting (e.g. a staff event or drink, a dinner at a colleagues place or a sport tournament)	3.15	302.12**
A staff trip (e.g. skydiving with the whole department)	3.7	548*
Company culture & Society		
An introduction programme at the start of the job to get familiar with the company, the employees and the way of working	2.18	309.41**
Micro pension: from any deposited amount in your pension a small amount will be deposited in a micro pension (for charity)	1.86	548***
A choice in public holidays (e.g. based on your social cultural background)	3.09	548**
Food & Health		
A company restaurant where you can lunch	9.02	548*
The possibility to eat at the office in the evening	9.09	548*
The availability of diverse hot drinks (various tastes and sorts)	4.68	290.78*
The availability of snacks	8.04	383.71*
The availability of biological food	4.07	548*
The availability of healthy food	9.16	289.81*
The possibility for company sport (e.g. a fitness room or yoga lessons)	1.75	548***
Stress reduction training	2.5	324.04**
An independent psychologist or counselor	2.91	548***
Facilities		
Health services in the office (e.g. dentist, optician, doctor with a pharmacy, physiotherapist)	3.77	377.01*
Daily services in the office (e.g. laundry, shopping service or dog care)	3.02	548**
Non-daily services in the office (e.g. hairdresser, legal assistance, cobbler or dating agency)	2.19	548**
Facilities near the office building (e.g. supermarket, sports facilities, dining possibilities etc.)	4.01	298.85*
Providing childcare near the office or living space	4.35	303.18*
Arranging your administrative matters (e.g. insurance, tax or mortgage)	5.49	548*
Working space		
A relaxing room (e.g. a game room or lounge room)	4.28	548*
Rooms that can be closed (e.g. to call or to meet)	3.01	284.02**
An own permanent working space (no flex space)	1.72	548***
Deciding your own interior of the office (e.g. wall colour or furniture)	5.23	548*
Personal benefits		
Housing (either during weekdays or permanent housing)	5.37	548*
Happiness budget: a budget to spend on something that makes you happy (e.g. sport fees or concert tickets)	2.28	548**
Possibilities to lend multimedia (e.g. DVDs or computer games) with personal use	2.51	548**
Choice in representational items (e.g. selection of a laptop bag)	3.11	548**
Traffic & Transport		
A scooter including personal use by paying a fixed amount per month	2.34	548**

A travel allowance	2.65	260.08**
A bicycle	2.6	548**
Non-screenagers higher		
Flexibility & Mobility		
Organising your own working hours	-2.08	440.5**
Opportunity to get extra days off	-1.89	548***
The possibility to work from home	-4.76	421.69*
Communicatie		
Distribution of new media (e.g. tablet, smart phone or laptop) including personal use	-2.37	548**
Company culture & Society		
A positive employer image	-2.67	548**
A culture focused on performance	-5.7	548*

* $p \leq .001$. ** $p \leq .05$. *** $p \leq .1$