AN INVESTIGATION INTO BUILDING A STRONG EMPLOYER BRAND FOR FAST GROWING INTERNET COMPANIES

The work related needs and motivation of Dutch talents aged between 21 and 35

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Declaration

I, Lindy Hage, hereby declare that this dissertation is the result of my own independent work and investigations, except where indicated in the text and references.

This dissertation is submitted in part fulfillment of the requirements for the Masters award of "MA Marketing" at Dublin Business School, Dublin.

I acknowledge that this dissertation has not been previously submitted, in any form, either at Dublin Business School or any other institution.

Lindy Hage

Signed:…………………………

Date:…………………………..
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Abstract

The purpose of this research is to investigate the criteria which are needed to built a strong employer brand for companies in the fast growing Internet industry in the Netherlands, so talented employees can be attracted. The research first examines the current literature made on employer branding.

The primary research is based on both qualitative and quantitative research. Qualitative data are collected through a focus group. The researcher did a focus group with ten Corporate Management Trainees of N.V. Nuon, Amsterdam to investigate the possible pull factors needed according to the target population. Quantitative data have been collected through a questionnaire and structured interviews. The questionnaire have been held among business master students aged between 21 and 35, studying at one of the Dutch Universities to evaluate their work related needs and behaviour during their orientation to an employer. The structured interviews have been conducted among professionals working in the employer branding area, held at a career event in Amsterdam. The structured interviews have been conducted to obtain information regarding the experiences of current employer brand experts, to evaluate this experiences with the results of the questionnaire to secure the recommendations.

Results of the research conclude that employer branding is effective to attract talents to companies and give the opportunity to turn the company into an employer of choice. Talents have clear preference in their work related needs and difference between the Generation X and Generation Y are found. Finally, recommendations are given which recommended the steps to built an employer brand related to the part of building an employer brand investigated in this research. The framing of the recommendations is based on the conclusions of the objectives.
Chapter 1. Introduction

The purpose of this study was to investigate what criteria talented people apply to a possible employer. Besides, a clear view is created of the criteria which have to be implemented in the employer brand of fast growing internet companies. The research combines both qualitative and quantitative methodological approaches and aims to give scholars and fast growing internet companies an understanding of building an effective employer brand so they can compete effectively in the current competitive job market for talents.

1.1 Problem background and definition

There are many different reasons why the awareness and importance of employer branding is increasing inside organisations and with scholars. First, the world’s population is changing to one with lower birth rates and higher life expectancy, which leads to an increasing amount of older people and a decreasing size of the talent pool of quality employees (Minchington, 2006). This decreasing global talent pool has become an international issue and companies are not sure about how to attract talent and turn them into loyal employees on the long term (Armstrong, 2007), as there will be fewer talents entering the workforce in whereas babyboomers (born between 1945-1960) start retiring (Minchington, 2006). Barrow and Mosley (2005), call the increasing difficulty of finding talents who fit the needs of their business, the ‘war for talent’. This name is choosen by three McKinsey consultants in the mid-1990s (Rosenthorn, 2009).

Furthermore, another change in the market is the rapidly increasing number of companies since the arrival of the Internet. According to Netcraft (2011), the number of websites doubled from 255 million sites at the start of 2011 to 582 million at the end of 2011. Even the size of the companies is growing faster as a bigger target audience can be reached in a faster way. A target audience can be defined as: “the current employees of a company, prospective employees of a company (applicants), competitors and intermediaries in the labour market” (Kucherov and Zavyalova, 2012:88).

This increase in the number and size of companies can be explained by as increasingly more people use the Internet, especially since the advent of Internet on mobile phones. Examples of fast growing Internet companies are: Instagram, Facebook, Twitter and LinkedIn.

The decreasing talent pool makes it harder for companies to find talented employees. According to Barrow and Mosley (2005), an employer brand can help to attract and retain those talents. Especially
for new companies with challenging growth projects but an unknown image, it is very difficult to find the right employees who meet the requirements and ambition of the company’s owners.

On the other hand, an advantage of the current market is that many employees have no desire to stay at the same employer for a long period; these individuals move a lot between employers, searching for the ‘best deal’ without having any emotional attachment to one specific employer (Tam et al., 2005). This way it is easier for upcoming Internet companies to attract talents from other companies.

However, an important question in this situation is how to reach this scarce talent and get them interested in a company. According to Cheese, Thomas and Craig (2007), employer branding can help organizations to solve this question.

It is important that companies focus on the image of their employer brand and new companies have to focus on building a strong employer brand. Especially for Internet companies, employer branding is an important subject as potential employees (talents) do not see the companies as real physical companies. Nowadays, most companies focus on developing their product and corporate brands; branding can be linked to Human Resource Management and is called: “Employer branding” (Backhaus and Tikoo, 2004). In the literature review in chapter two, Employer Branding will be further elaborated.

1.2 Research aim and objectives

The fundamental aim of this research exist of clarifying the criterium which are selected by talents to create an effective employer brand and be as a company more attractive compared to other competitors. To direct this study and create a starting point for the research, three research objectives are created:

I. To analyse the advantages of an employer brand for fast growing internet companies and how to built an employer brand.
   a. Understand why having an employer brand is effective for companies.
   b. Understand via which steps an employer brand should be built.

II. To investigate the work related needs and motivation during the orientation to an employer of talents aged between 21 and 35 and the difference between generation X and Y.
   a. Determining what are the work related needs of dutch talents aged between 21 and 35.
   b. Determining what motivates dutch talents during their orientation to an employer.
   c. Differentiate the main differences between generation X and generation Y.
III. To explore how the communication of the employer brand could best fit to the target audience.
   a. Determine what are the most effective communication tools according to talents.
   b. Determine which way of communication is attracting the talents most.

1.3 Research questions

According to Bryman (2008), a suitable question can not be ambiguous nor too long. Besides, it is important to elude technical terms and one should not use negativities in a research question. On the basis of these requirements the following research question is designed: “What are the most important criteria that can be used to build a strong employer brand in the fast growing Internet industry in the Netherlands and attract the most talented employees?”

To answer this research question, some smaller and more specific research questions need to be answered. According to Stake (1995), research questions “Address the major concerns and perplexities to be resolved”. Therefore, this study intend to answer the following questions:

I. What are the work related needs of the dutch talents from Generations X and Y and what motivates them when searching for a job?
II. How can these talents be reached and what is the most effective way of communicate to this target audience?

1.4 Research hypotheses

Hypotheses are testable propositions about the relationship between two or more variables. They translate the research problem into a prediction of the expected results of the study (Saunders et al., 2009).

Based on the research question and objectives of this study, the next two research hypotheses have been drafted:
Hypothesis (1): The fast growing Internet industry is not conscious about employer branding and the advantage it is giving to attract talents in this competitive labour market.
Hypothesis (2): The work related needs of talents are different between generation X and generation Y.
1.5 Reason of researcher’s interest in the topic: Suitability of researcher for research

Saunders et al. (2007) state, that the dissertation subject should be something the researcher is capable of undertaking, and one that excites one’s imagination. Beside that, the researcher needs to have the necessary skills and be truly interested in the topic. Furthermore, the researcher should have the opportunity for attaining the data that are needed. Gill and Johnson (2002) add that the topic needs to have a symmetry of potential outcomes, no matter what the result will be, it should have some comparable value. Finally, Creswell (2002) recommend that the topic of the research should connect with the career objectives of the researcher, so expertise for this career can be developed.

The subject of this dissertation ‘employer branding’ is most suited to the interest of the researcher. The researcher would like to work in Human Resource Marketing and Communication and employer branding, she especially prefers to work for new starting companies. The researcher have already gained some experience in this area.

The academic background and the work background are discussed below in order to better understand the suitability of the subject for the researcher.

1.5.1 Learning style of the researcher: Activist

When using the learning style questionnaire (LSQ) of Honey and Mumford (1986) it is concluded that, the researcher, is an activist. The researcher is generally open minded and impulsive. Besides, she can be enthusiastic about new projects and excited because of new challenges so she can effectively use her personality.

At the end of the dissertation a self reflection on the learning process of the researcher is written, in this reflection chapter the learning style will be further described.

1.5.2 Academic Background

The researcher has a background in Human Resource Management, as a student. She studied 4 years at Leiden University in the Netherlands. After obtaining her bachelor of Human Resources, she has lived in Dublin for a year to finish her masters degree in Marketing’, which has broadened her knowledge in the area she would like to work in, besides the knowledge she already had gained by working at several companies.
1.5.3 Work Background

The researcher has completed various internships in the Netherlands in the area of employer branding and recruiting of talents. At one of these internships, the researcher fulfilled a 7-months experience at Rabobank Nederland in Utrecht at the Corporate Management Traineeship department. She did research on improving the recruitment process by researching the way talents and current trainees are behaving when searching for a job. Besides, she did some organizational work for career events and other activities related to the support and advice of talents. After the internship at Rabobank Netherlands, a 20-hour contract was signed for half a year so some more experienced in this area was obtained.

A second internship was carried out at the Corporate Management Traineeship department of Nuon in Amsterdam, the Netherlands. During this traineeship the researcher has written her Bachelor dissertation on how to improve the quality of the Corporate Management Traineeship of the company. Quantitative research (questionnaire and data) and qualitative research (structured interviews) were done and finally the research was presented to all interested people working at Nuon.

1.6 Scope and limitations of the research

This research intends to explore the criteria chosen by talents when selecting an employer. A limitation of this study is that it is focused on fast-growing Internet companies only, whilst other types of companies could use the same research for their company but as this required additional research the study remains limited in scope.

Furthermore, the researcher has decided to send the online questionnaire to students of three universities in the Netherlands only, because of limited time and capital. For this reason, a small sample size is used; this decreased the validity of the conclusions of the research (Blaikie, 2010).

1.7 Contributions of the study

This research has led to a better understanding of the current job market and especially in attracting talents; about it investigates the relation between the needs and behaviour of talents and the building of an employer brand. As mentioned in section 1.1, there are some significant changes in the market related to the subject of this research. As Armstrong (2007) states, there is a decreasing amount of talent in the market, which leads to more competition between companies to attract talents. Besides, there is an increasing amount of Internet companies, (Netcraft, 2011). Furthermore, companies are growing faster. As a result of this growth in size, the number of employees has to increase to fulfill the
demands of current and future customers, while at the same time the quality and talent of the employees has to remain high.

As the current job market is changing rapidly, and little research is done in employer branding at this moment, the topic of this research is an up-to-date, challenging and provocative subject and has never been researched at Dublin Business School. The researcher will use all her knowledge of Human Resources Marketing to write this dissertation. If all goes well, the results of this dissertation will provide value for the researcher when applying for a future job.

1.8 Organisation of dissertation

Chapter two consists of a critical review of the existing literature on employer branding and related subjects. In addition, gaps within the literature are discussed.

Chapter three shows an overview of the selected research methodology. An Interpretivism research philosophy has been chosen together with a deductive research approach. The case study research strategy fits best for this research; quantitative online questionnaires and qualitative unstructured and focus group interviews are used. This means a multiple method is used for this cross-sectional study. Finally, the sampling design process gives a short overview of the research methodology and the limitations of the research are mapped.

The data analysis and findings are described in chapter four, split up in three different parts related to the types of primary data collection. The last two of those three parts are illustrating the findings of the questionnaire and structured interviews and are split up in the subjects of the objectives.

Chapter five presents a comprehensive summary of the conclusions of the objectives, followed framing of recommendations according to the conclusions. Finally, some further research in this area is suggested for other academics with interest in this subject.

1.9 Summary

This first chapter has presented the research background, and gave a view of the current changes in the job market. It defines the research aims, objectives, questions and hypotheses of the research. Besides, the reason of interest in the topic and suitability of the researcher is described. Followed by the scope and limitations of the research and the contribution of the study. Lastly, the organisation of the study is presented. The following chapter introduces a critical analysis of existing literature on employer branding and related subjects.
Chapter 2. Literature review

The foregoing chapter focused on the background of the research, the aim, questions, objectives and hypotheses of the study. Followed by the, suitability of the researcher and reason for interest. Besides, the scope and limitations, contributions of the study and the organization of this dissertation are presented.

This literature review chapter investigates literature from different sources: scientific literature from academia and industry reports. The main subjects of the literature review are: branding, employer branding, why and how to build an employer brand, needs and motivation of talents and communication of the employer brand. The four main topics are split up in different sub-topics.

2.1 Branding: What is a brand?

2.1.1 Definitions of a brand
A brand can be seen as a distinctive name and/or symbol, designed to differentiate goods or services from those of competitors and to identify them for the consumer. Several authors (Kapferer, 1995; Moorthi, 2001) believe that a brand is more comprehensive. A brand is also seen as a form of association that is called by names and/or symbols. Thereby it includes both associations with the product and the organization behind the product (Strebinger et al., 1998). Branding is the approach of both Arvidson (2006) and Danesi (2006) to increase the utility of a product by giving a product an psychological (emotional) and social value (Eshuis, 2008). Schneider (2003) defines a ‘brand’ as follows; “A name, term, sign, symbol, or design, or combination thereof which is intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of competitors.”

Branding is the process of storing and applying a brand and was first applied to tangible products to distinguish them from each other. But over the years, it is also applied to people, places and companies (Peters, 1999). Brands evoke associations with the purchase of a product: people do not buy only a product but also an identity. An example is the brand “Gucci”, where most people have the associations as ‘elegant’ and ‘artistic’. However, this remains dependent on the perception of the person, for some other buyer, the same brand can be ‘haughty’ find, as Arvidsson (2006) emphasizes in his research. Manufactures make suggestions, but they do not coerce or discipline. The symbols brands stand for, can always be interpreted in several ways.
2.1.2 The value of a brand

Brands can be worth a lot of money. The U.S. agency Interbrand has developed an annual Top 100 list with the World’s Most Valuable Brands. Number 1 is Coca Cola, which is valued at 69 billion US$. Tangible assets owned by the Coca Cola company like buildings, machinery and stores account for less then 10% of this total amount. The remaining 90% is the value of the expected profitability in the coming years (Farmer, 2003).

Because of the high value that a brand can have, many companies are consciously busy with the creation of their ‘brand’. The higher the value of the brand, the more attractive it is. For this reason, companies nowadays besides branding of the products, also focus on the corporate brand, to increase the attractiveness of the products.

Branding has been created because of the increase in awareness of an own type of management called; brand management. Because of the creation of a unique and favorable brand image among consumers, an organization increase the chance that their products are chosen above other equivalent products.

As branding increase the chances that a product will be chosen, branding is now applied to attract and retain employees. Due to the shortage of qualified staff in the labor market, employers are consciously busy with increasing of the attractiveness of their employer brand (brand employers). Employers hope that qualified potential employees have positive associations with the employer brand and therefore would like to work for their company.

However, the literature about ‘branding’ is mostly on the application on products and consumers. In this study, the translation is made to the employer and its employees to show how employer branding works. Above it is described what brands are and what kind of function they have; the following paragraph will continue describing the form of branding which employers use.

2.2 What is Employer branding?

2.2.1 Definitions of Employer Branding

According to Backhaus and Tikoo (2004) Employer Branding is defined as: "Employer branding represents a firm’s efforts to promote, both within and outside the firm, a clear view of what makes a company different and desirable as an employer".

Sullivan (2004) argues that employer branding is also connected to the stakeholders of the company, and he states that employer branding can be described as: “A targeted, long-term strategy to manage
the awareness and perceptions of employees, potential employees, and related stakeholders with regards to a particular firm”.

The Conference Board (2001) highlights the characteristic of the effectiveness of employer branding, as “Establishing the identity of a firm as an employer. It encompasses the firm’s value system, policies and behaviors toward the objectives of attracting, motivating and retaining the firm’s current and potential employees”.

To a large extent, all authors are in consensus regarding the main philosophy. However, the various authors emphasize different areas of the spectrum of employer branding.

2.2.2. Increasing importance of employer branding

Rosenthorn (2009) indicates that more companies are starting to see that people are the most important asset for a company. Nowadays, skills and knowledge of employees are most important; for this reason it is important to recruit talented employees for a company. Barrow and Mosley (2005) indicate that every employer has an employer brand. The attention to employer branding is starting to increase because of two developments. First, because of the current pressure of society, employers are encouraged to approach their employees in the same way as their valuable customers. Secondly, nowadays it is difficult for companies to recruit and retain qualified employees (Barrow and Mosley, 2005).

There are some social developments which cause an increase in awareness about employer branding as well. The Boston Consulting Group estimates a labor shortage of 60 million people in the world labor market by 2020. The increase of the aging population has a huge influence on this problem. Besides, Mc Kinsey is worried about the increasing labor shortage and described this as the ‘war for talent’. Organizations which focus on attracting, engaging and retaining of talents, have a stronger position in the ‘war for talent’. A strong position can be realized when the external corporate image and the internal employee identity are based on the same aspects (Martin et al., 2004).

Another change which effects the recruitment of talents, is the move from traditional psychological contracts to the possibility of managing one’s own career as an employee through continually increasing knowledge and the search for an ‘employer of choice’ (Holland et al., 2006).

According to Botha, Bussin and Swardt (2011) employer branding is getting more and more interesting. Finding talent is getting harder, as the size of the talent pool is decreasing, while it is hard for companies to decide in which way they should attract and retain those talents. Besides, the
economic downturn, the increasing use of online social networks and the possibility to exchange information in a quicker way, are dangerous assets for the maintenance of keeping a strong employer brand (Stel and Vries, 2010). Barrow and Mosley (2005) agree with this and point at the importance of a clear employer brand proposition for new companies, as that can assist in attracting and retaining good-quality (talented) people. If companies planning growth or are already growing, and are not well known as an attractive employer in the market, it is often a challenge to recruit the people with the same qualities and ambitions as the other employers.

An employer brand is a sum of the ‘corporate brand’ of the organisation, the ‘personal brands’ of the managers and the employees and finally the ‘job brands’ which are responsible for the communication of the content of work (Stel and Vries, 2010).

Furthermore, because of the change in lifestyle over the last years, people are more in a rush than before and need to be sent in a direction. Companies have to make sure that they are present in the so called ‘shortcuts’ of people. It is important that they are directly present with the right view and image, as this first impression will always be remembered (Minchington, 2006).

### 2.3 Why building an employer brand?

A strong employer brand ensures that a company has appeal for talent in the market (Botha, Bussin and Swardt, 2011), and that the company can deal with the strong competition and shortage of skills (Minchington, 2006). Barrow and Mosley (2005) add that in the current economic downturn it is important to focus on employer branding as it is even more important to target and attract the right candidates.

#### 2.3.1 Advantages of employer branding

In the literature regarding employer branding, many authors describe the advantages of having an employer brand:

1) Recruitment is quicker and less expensive (Minchington, 2006; Hewitt Associates, 2001; The Conference Board, 2001; The Economist, 2003). The recruitment of a new employee costs approximately 2.5 times the salary of the leaving employee (Universum Communication, 2005).

2) Employee engagement is increasing (Minchington, 2006; Hewitt Associates, 2001; The Conference Board, 2001; The Economist, 2003) This increase in employee engagement ensures an exchange in operating margins and net profit margins (Minchington, 2006).


4) Employer of choice in the labour market (Martin and Hendrick, 2006; Knox and Freeman, 2006);
Backhaus and Tikoo, 2004; Lievens, 2007). Being seen as an employer of choice creates a positive image in the job market (Martin and Hendrick, 2006; Knox and Freeman, 2006) and ensures that a company is easily recognized by the target market as an employer compared to competitors (Backhaus and Tikoo, 2004; Lievens, 2007).

The last advantage of becoming an employer of choice in the labour market, will be further investigated in this research and further interpreted in the following section.

2.3.2 Employer of choice

An employer brand shows an organization as an attractive and good place to work (Sullivan, 2004), this brand is about being an employer of choice for employees of choice (Fernon, 2008). When companies become an employer of choice the recruitment is much easier, as people want to join your company.

Rosenthorn (2009), warns that even companies which were an employer of choice before, are back in the battle of being one of the most attractive employers for talents because of the present Western Economic situation. Besides, employees do not commit to a company and long-lasting employment, individuals move continually to get the best deal, breaking the emotional attachment with just one employer (Tam et al., 2005).

Barrow and Mosley (2005) state that well known employers with a good financial position and external brand experience are seen as attractive employers and so potential employers to apply for. Minchington (2006) states that people are more attracted because of personal experiences, perceptions and referrals of reference groups. On the other hand, according to a survey by specialist recruiters Hays (2005), career opportunities, reputation of the company and personal development and training are the three major reasons for applying for a company.

As all authors above agree, the image of a company is important for potential employees and can make an employer an employer of choice. The reputation of a company is created by word of mouth and this way they reach a large target audience (Obston, 2005). According to Obstan (2005), perceptions of companies stick to them for a very long time and are hard to change.

There are two ways to obtain stories about an organisation which will lead to awareness of the brand/organization image, namely reactive and proactive stories. Reactive stories arise from daily actions like new products or customers. Giving information about the success of the company and expertise, or creating a change in the industry by a new law for example, is creating proactive stories (Obston, 2005).
On the other hand, DeMarco (2007), states that branding is mostly about the culture of an organization which attracts potential employees and turns an organization into an employer of choice. According to DeMarco a warm climate is encouraging and engaging employees and is most common in employer of choice organizations. A warm climate can be created through objectivity, involving employees in decisions, working in teams, note empathy and fairness.

Consumers all have some thoughts and ideas when hearing the name of a brand, these are brand associations (Aaker, 1991). When companies are able to present a good external brand experience, they are seen as possible good quality employer. Also, companies with a good financial position are seen as possible attractive employers.

Employees like to work for companies which are well known and well spoken of, mostly because they will create a good item on their CV’s and a positive image about their work delivery while working for those ‘employer of choice’ (Barrow and Mosley, 2005).

Brand associations of employers, start with the brand associations of the products of service of the company.

The image of an organization is described as the corporate image. Vos and Schoemaker (2001) define corporate image as the statue of the organization according to the audiences. Dutton and Duckerich (1991) and Brown (2006) describe image from the organisational literature and state that image is about how members of an organization think what the image of external stakeholders is. The definition of image depends on from what literature the term is approached (Hatch and Schultz, 1997).

The marketing literature about image is mainly focused on external aspects, while the organization literature is more focused on internal aspects. There is no universal definition of image, but image is a complex mix of knowledge, attitudes and behavior, where besides intelligence, sense is also of big importance. Groenendijk, Hazekamp and Mastenboek (1997) distinguish four image layers; the layer knowledge (cognitive), emotional low (affective), the visual layer and the view layer (Douglas, 2003).

Research shows that potential applicants compare the image that they have of a company with their needs, personality and values. The better the match, the more interesting a company is (Judge and Cable, 1997). According to Pratt (1998), there are two ways of meeting the values of the employee and organization, namely: individuals select an organisation because it matches with their own beliefs and values, or individual’s beliefs change during employment to meet the ones of their employer.

Minchington (2006) indicates that an employer value proposition has to be defined before an effective employer brand can be created and talents can be attracted.
2.3.3 Employer Value Proposition

A differentiated Employer Value Proposition (EVP) can be defined as: “The unique set of attributes and benefits that will motivate target candidates to join a company and current employees to stay” (Sartain and Schumann, 2006). The differentiated Employer Value Proposition makes a company unique as an employer and sets itself apart from other employers. An EVP is based on five elements: work environment and affiliation, work content (challenging work and work-life balance), benefits including development and career growth (indirect financial reward) and remuneration (direct financial reward). Employer Value Proposition is associated with employer attractiveness which can be defined as: “the forecasted benefits that potential employees are expecting for an organisation” (Minchington, 2006). Organisations need to implement these factors into their employer brand to possibly attract new employees in the current competitive job market. A limitation are the cross-cultural differences in employer attractiveness; the different cultures can lead to different impressions of the employer brand (Berthon, Ewing and Hah, 2005).

Barrow and Mosley (2005) state that an Employer Value Proposition is a package consisting of some specific benefits promised to different target groups and exists out of two types of benefits, functional and symbolic. The functional benefits of the company consists of salary, benefits, leave allowances, safe working environment. Besides, there are also symbolic benefits which are related to the prestige of the company and let applicants decide whether they want to work for a company. These benefits can be considered as normal or can be positioned as a special element of the organization and be processed in the employer value proposition.

Ambler and Barrow (1996), Donath (2001), Minchington (2006) and the Corporate Leadership Council (2007) describe three types of benefits: functional, economic and psychological. Emotional benefits relate to the total work experience, degree of appreciation and the results the organization makes in the market (Barrow and Mosley, 2005). Companies can create this package of benefits, adapted to different target groups by making separate sections on their website for each different department/segment. In this way the possibility and advantages of working for the company can be communicated separately to each segment. Thus, potential employees will be more attracted by the company because of the possibilities fitting their demands and expectations.
2.4 How building an employer brand?

Hodes (2006) states that an employer brand should be built from the inside out so all the brand promises are connected to the HR Strategy, activity and outputs. An effective employer brand is holistic, understood in the total company and is present in the employment marketplace (The Conference Board Report, 2011).

The Human Resources consultants Hewitt Associates claims that an employer brand can be built via five steps: (1) understand the organisation, (2) take care of the brand promise to employees and customers, (3) develop a method to evaluate the brand promise, (4) taking care of employees supporting and strengthen the brand promise and finally (5) accomplish and evaluate. Minchington (2006) points at the importance of living up the promises when people start working for the organisation, otherwise the image of the company will just deteriorate.

Mosley (2004) describes that there more is needed to improve an employer brand except for improving the recruitment proces and the internal communication of the brand. Employer branding concerns a mix of different elements which have to be harmonized (figure 1).

![Figure 1: Employer Brand Predictive Model Theoretical implications](image)

To obtain a successful employer brand, all elements must first be brought into line with the desired promise, before the brand promise to all employees is proclaimed. According to Barrow and Mosley
(2005) the following factors affect the employer brand experience: reputation management, recruitment and induction, internal communication, employee research and feedback, learning and development, compensation and benefits, working environment, social cohesion and work life balance, performance management, talent management, leadership style and the vision, values and purposes.

Botha et al. (2011), suggested the employer brand predictive model as an operational management model (figure 2), to attract talent. This model provides the companies of a more specific view to the building of an employer brand.

**Figure 2: Employer Brand Experience**

The six propositions which are presented in figure 1, represent the employer brand process. When completing the propositions, an effective employer brand can be built. This dissertation is focused on proposition 1: ‘1.5.1 target group needs’, proposition 2 ‘1.5.2 EVP differentiation’ and proposition 5 ‘1.5.5 Employer brand communication’.

The employer value proposition are discussed in section 2.3.3 and proposition 5 is discussed in paragraph 2.6 of this chapter. Proposition 2 will be examined in the following section about the needs and motivation of talents.
2.5 Needs and behaviour of talents

The behaviour of people can be linked to their motivation. Motivation can be defined as the processes that cause people to behave as they do (Solomon et al., 2006). Motivation occurs when a person has a need which he or she wants to fulfill. According to the Oxford dictionary, needs can be defined as ‘something which is required because it is essential or very important rather than just desirable’. There are two different types of needs, utilitarian and hedonic. Utilitarian needs are based on functional and practical aspects while hedonic needs are more based on emotionally satisfying and can also be seen as a ‘want’ (Linehan, 2008; Dhar and Wertenbroch 2000).

2.5.1 Motivation theory Maslow

There are many motivation theories, e.g; the acquired-needs theory of McClelland’s, Herzberg's two-factor theory and Alderfer's ERG theory. Probably the best known theory is the human motivation theory of Maslow (figure 3). These theories clarify that motivation of people is based on needs, and how people are searching for ways to fulfill their needs. The theory of Maslow (1970), is based on the priority of needs of people, ranked from low to high in a pyramid, starting with physiological, followed by; safety, love/belonging, esteem and self-actualization. If it is clear for a company to which level in the pyramid the company belong it becomes much easier to market to the potential employees (Russell, 2012). Marketeers can use the hierarchy of needs to find a niche (unsatisfied need), that is not fulfilled by competing companies (Linehan, 2008).

There are some critical issues with Maslow’s pyramid of needs. First, there is an overlap between the different levels. For example, love and esteem, and physical and safety needs overlap. Needs are influenced by culture, reality and possibilities. Furthermore, not all people have the same priority/rank of need levels (Maslow, 1970).

Taking into consideration that different generations possibly have different needs and motivations, is it important to analyse the current generations in the job market. Even inside these generations there are differences between people, in character, competence and integrity. These differences reflect the different background of people (Universum Communications, 2005).

In the following section the differences in motivations and needs between the two major generations are illustrated.
2.5.2 Generation X and generation Y

At present, a new generation is present in the labour market, called generation Y. Besides this generation Y, two other generations are present in the labour market and inside organisations, namely the babyboom generation (1945-1960) and generation X (1960-1977). It is for the first time that three generations are present in the labour market at the same time (Jolink, Korten and Verhiel, 2009). An article in Fortune Magazine (2007) describes that generation Y is really different from earlier generations. For this reason, motivations and needs of (future) employees have changed over the last few years. This change has consequences for the employer brand of a company, as a company has to communicate other unique selling points to attract talents. According to Jolink, Korten and Verhiel (2009) the two major generations (generation X and Y) can be described as follows;

Generation X
Generation X was born between 1960-1977; this generation is individualistic and believes in its own strength. The people from this generation establish priority according to their own goals instead of the ones of the organisation. Their career is not focused on the long term and status symbols, they find ingenuity and results the most important aspects.

Generation Y
Generation Y is also called the internet generation, and is born after 1977, their self-assurance and need for freedom in their work are the main characteristics of this generation. Despite of this freedom, there is a huge amount of sense of duty and need for structure. As long as it is for their own purposes, the people in this generation do not mind to work hard and make long hours. They prefer teamwork and expect the same dedication and commitment of their team members. They find the following work related aspects important flexibility, work/life balance, self-expansion, acknowledgement and a good salary. On the other hand, Minchington (2006) finds that this generation prefers career development opportunities.

Jolink, Korten and Verhiel (2009) describe some difference between these two generations in the needs and wants as far as employers are concerned. Generation X is mostly interested in status, salary and position when they enter the labour market, while generation Y sets priority in meaningful work. Rewards are not that important to them, generation Y prefers trust and the right to make important decisions, the people in this generation are continuously searching for challenges.
2.5.3 Reference groups

A secure brand advocacy is a very effective way to promote an employer brand; this means that the current employees are promoting the company to family, friends and other reference groups (Fernon, 2008). Reference groups can be defined as ‘a set of people with whom individuals compare themselves as a guide when developing their own attitudes, knowledge and behaviours’ (Linehan, 2008).

There are three forms of reference group influences, namely: Informational influence, Utilitarian influence and Value-expressive influence. Value-expressive influence can be defined as ‘the ‘indentification process’ in which people are willing to better express themselves to the society by making themselves similar to the group that they want to belong to’ (Kelman, 1961).

People are purchasing a product or brand that they admire or that is being admired by others. By buying this product, they want to influence the image that other people have of them and they would like to have the same characteristics as the other people who are purchasing this brand (Solomon et al., 2006). A criticism for this influence can be the importance of the brand image to influential persons and fits their target market. If a company attracts the wrong target market with their image this will lead to a vicious circle.

2.6 How to communicate an employer brand?

As mentioned in the previous sub-paragraphs, an employer brand has to fit the needs of the talents, the corporate and consumer brand. This is be further explained via external and internal branding.

2.6.1 External and internal branding

Freeman and Know (2006) found a relation between an attractive employer brand image and the attractiveness to apply for a job. Combined with internal and external marketing, an employer brand can be better developed.

External marketing focuses on attracting the target population and keep up and strengthen the product and corporate brands. Employer branding has to fit into these branding efforts (Sullivan, 1999) As all the components of the brand (logo, name, design, etc.) show the message of the company as an employer. For this reason, a strong relationship between the corporate brand and employer brand is required to be able to communicate a compatible brand image to customers and potential employees (Minchington, 2006).

Internal marketing on the other hand, takes care of the work environment inside the organization, and has to convey the values and goals of the organization (Sullivan, 1999). Bergstrom et al. (2002) refer
to three other areas were internal branding is applicable, namely: communicating the brand to the employees, showing the employees the importance of the internal brand and connecting all functions in the organisation to create an overall brand sense.

According to Minchington (2006) organisations seem to attach more value to external perceptions than to the opinions of their employees, though the opinions of the employees are important to retain them. The most effective way to establish a view of the company is to talk to current employees (Universum Communications, 2005).

The difference between external branding and employer branding is that external branding is just focused on the product, whereas corporate branding is related to the external audiences, whilst employer branding is related to the internal and external audiences.

Wyatt (2005) states that highly effective communicators have a strong employer brand, high levels of engagement and 20% lower turnover rates than other less communicative companies. In the following section it is further described how companies can become highly effective communicators.

2.6.2 Communication to target audience

According to Minchington (2006) it is important to get in touch with the target audience in an early stadium. The online and offline communication channels of companies should be connected at every moment and provide a rapid response from organisations. The Conference board study (JAARTAL) points out that the five most used and effective ways of communicating the employer brand are: outside print and broadcast media, internal print media, Internet campaigns, in-house meetings and intranet campaigns.

Minchington (2006) claims that students still prefer to receive a brochure, while the Universum Communications report (2005) shows the corporate website is the most important medium for obtaining company information. The Intelligence group (2009) presented a report that the following media are the most used by students: 1) Reference groups, 2) Vacancy sites and 3) Company websites., The Make a Move (2009) report shows that 1) Internet, 2) Career events and 3) Reference groups are the most used by this target group New media to communicate the employer brand are the social media, which will be further discussed in the following part.

2.6.3 Social networking

This section of the literature review concentrates on the significance of having a social media strategy. Social networks have a positive influence on innovation, but the way and implementation of this social media strategy is essential before success can be achieved (Newell et al., 2000). A Harvey Nash survey (2012) shows that social networks are essential in holding the level of the employer brand.
Gardon et al. (1997), defined social networks as a set of people or organizations connected with each other using electronic devices. The relationships between people in these networks can be professional or personal and it enables great opportunities for companies.

These days the way of communicating is changing because of the developments in technology together with the increase of the number of generation Y employees, also called the ‘net-generation’. The name of this generation reflects the change of communication to an communication via an on-line communication network. The new technologies enable an increase in the awareness of the employer brand and contribute on-line experience, so potential employees can feel what means to work for an organisation. Another advantage of social networking and new technologies is the far reach of the communication, global audiences as well as exact audiences (Fernon, 2008). People who like your Facebook page have to be seen as professionals who are potential employees (Business Wire, 2011).

Social networks in Business
According to an paper on business2community (2012), a lot of companies do not know how useful social media can be. Linkedin, a professional social networking site with more than 161 million users, is the best social networking site to get new leads. Facebook, with 900 million active users, is the largest social networking site at this moment. For this reason, it is of great importance for companies to be present on these media by creating a business page or starting a discussion in or join professional groups. Twitter can be used to share the latest news, stories, opinions and ideas. Google+ and YouTube are effective networks as well, but are more focused on providing information and entertain people.

2.6.4 Employer advertising approaches
Because of the increasing accent on employer branding at companies and the increase in competition between them, it is necessary to be unique in one’s approach to the market (Universum Communications, 2005). According to Minchington (2006) and Berthon (1999) there are three employer advertising approaches: 1) Transnational, 2) Mission to Mars and 3) ‘Local’. These three ways to reach and attract the attention of potential employees via advertising attract different kinds of employees. The Transnational way can be seen as an arrogant approach, the organisation is the biggest and most secure workplace and everybody loves the organisation, ‘no need to look any further’. On the other hand, the ‘Mission to Mars’ approach tries to attract potential employees trough communicating that working for this new organisation is exciting and innovative. Lastly, the ‘local’ approach is used when there is just one type of employee wanted, ‘do you look like one of our current employees?’.
2.7 Gaps in Literature

As can be read above, different authors do not agree on the main priorities that potential employees expect of their potential employers. For this reason, this research will examine the priorities set by talents so those priorities can be woven into the employer brand (in this paper: of fast growing internet companies). It should be noted that, the intellingence group report (2009) and the Make a Move report (2009) do not agree on how talents orientate themselves.

A gap in the literature is that there is little research on employer branding, albeit it is on the increase recently. More important is that there is absolutely no research reported on building an employer brand for fast growing internet companies though this is an increasingly large and important sector.

2.8 Summary

In this chapter, existing literature on employer branding and related topics were discussed. The literature presents a conceptual clarification of employer branding, the different motivation theories which clarify the possible needs of the target audience, the importance of a good image and the possible and most effective ways to communicate the employer brand. Though the use of employer branding is increasing in popularity amongst scholars, companies and their marketers, there still is only a limited number of publications that approach it from a marketing perspective. The following chapter describes the research methodology used in this research.
3. Research Methodology

“Method is important... By dropping golden beads near a snake, a crow once managed to have a passer-by kill the snake for the beads” Henry Wadsworth Longfellow (Poet, 1807-1882)

The foregoing chapter considered the literature on employer branding and related subjects. This chapter focused on the conceptual clarification of branding and employer branding, how and why building an employer brand, the needs and motivation of talents and the most effective ways and channels of communication.

This chapter presents a review of research methodology which is going to be used in this research. The key activities and their impact on the research will be highlighted. The research philosophies, approaches, strategy, choices, time horizons, data collection, sampling design processes, limitations and ethical issues will be described.

Saunders et al. (2009) define research as something that people undertake to find out things in as systematic way, thereby increasing their knowledge. They must collect and interpret data in a planned manner. “Research may be defined in terms of a review of existence knowledge in a particular area together with the creation of a new slant on this knowledge” (Riley et al., 2000).

Methodology is defined as a way of how research should be undertaken. Fisher (2004), formulates the aim of a research methodology as the tools to help the researcher in answering the research question through collecting relevant information. There are different ways in which a researcher can execute research, and determine the quality of the research, relying on the identified method and the suitability of the chosen methods of research (Saunders et al., 2009).

As stated by Saunders et al. (2009), the “Research Onion” framework ensures reliable, valid and credible research and will cover all areas of the research methods to be discussed. They relate the research process to the different layers of an onion. All the layers of the onion are essential for the success of the research. The six different layers of the research onion are:

- Research Philosophy;
- Research Approach;
- Research Strategy;
- Research Choices;
- Time Horizon;
- Data Collection and Data Analysis.
3.1 Research Philosophy: Interpretivism

The first layer of the Research Onion is the research philosophy. Research philosophy relates to the development of knowledge and the nature of that knowledge. Research philosophies show the way in which the researcher is seeing the world, by choosing research strategy and methods as part of that strategy. None of the philosophies is better than another, but a chosen philosophy affects the point of view of the researcher and therefore choosing a philosophy needs to be done carefully. Four main research philosophies are identified, namely:

- Positivism;
- Realism;
- Interpretivism;
- Pragmatism.

**Interpretivism**

Interpretivism recommends that it is required for the researcher to understand the contrast between humans in their role as social actors (Saunders et al., 2009).

This will be the philosophy of this research and its basis is that research regarding the social world requires a different logic of research procedures. According to this philosophy, a strategy is required that realizes the differences between people. There are several factors which influence the data on
individuals, i.e.; different living standards, differences in social and cultural environment, personality and family groups (Saunders, 2003).

The researcher has adopted the interpretivism philosophy based on the fact that the researcher seek to understand the differences that exist between humans and the world from their point of view. As Saunders et al. (2007) explain, interpretivism is used for research among people and not objects, and is suitable in the case of business and management research, particularly in fields as organisational behaviour, marketing and human resource management. As the above three fields are the fields related to this research, interpretivism is a philosophy that is suitable. Besides, the work related needs and behaviour of talents can be influenced by their social and cultural environment, personality and living standards.

3.2 Research Approach; deductive and inductive

The next layer of the Research Onion is the research approach. According to Saunders et al. (2007), research projects will always involve the use of theory. This theory is not necessary in the design of the research, but is usually present in the results and conclusions. In the notion of Saunders et al. (2007), the design of the research depends on the extent to which the theory is clear at the beginning of the research. There are two different approaches: inductive and deductive. In this research both approaches have been used, the deductive approach and the inductive approach. According to Saunders et al. (2007), it is perfectly possible to combine both approaches within the same research and it is even providing some advantages.

Deductive approach
The deductive approach is an approach where a theory is developed and a research strategy is designed to test the hypothesis. The deductive approach enables the use of large quantitative data to test the hypothesis and is therefore used in this research (Saunders et al., 2009). The result of this process tells the reader something about the theory that was studied (Bryman, 2008). To test the research hypothesis, quantitative data are collected and data analysis are done of the data collected through the survey method using a questionnaire and structured interviews. Via the deductive approach more specific answers can be found to answer the research question.
**Inductive approach**

The inductive approach is mostly used in qualitative research and makes it able to explore a social phenomenon to obtain empirical patterns that operate as the start of a theory (Bryman, 2008). When using the inductive approach data are collected and a theory is formed using the results of the data analysis. This approach suited to this research as the inductive approach makes it able to study a small sample instead of the large numbers studied with the deductive approach. Besides, different methods to collect the data are common, and in this way a broader and more different view is received (Saunders et al., 2009). The broader and different views were collected via a focus group interview with Corporate Management Trainees of the company N.V. Nuon.

**3.3 Research Strategy; Case study**

Saunders et al. (2007) emphasise that the choice of a research strategy is made according to the research question and objectives, the range of knowledge, the time period and available resources and also the philosophical substantiation of the researcher. Various research strategy methods are available and none of them is superior;

- Experiment;
- Survey;
- Case study;
- Action research;
- Grounded theory;
- Ethnography;
- Archival research.

*Case study*

The research strategy which is most suitable in this research is the case study method and is by Robson (2007) defined as: ‘a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence’. The are several reasons for using this method. First, the possibility to gain a full understanding of the context of the research and the processes therein (Morris and Wood, 1991). Secondly, the case study method is a common strategy in business and management studies research, and is used to answer ‘why, what and how’ questions. Furthermore, various data collection techniques can be used, also in combination(s).
There are different examples of data collection techniques in the case study method, the ones used in this research are; structured interviews, focus group interview and a questionnaire.

Triangulation was needed in this method, which refers to the use of different data collection techniques in one research. It provides the researcher a right understanding of what the data results mean (Saunders et al., 2009). In this research, quantitative data were collected using a questionnaire and structured interviews as a valuable way of triangulating the qualitative data were collected via a focus group.

### 3.4 Research Choice; multiple methods

The terms ‘qualitative’ and ‘quantitative’ are commonly used to make the difference between data collection techniques and data analysis procedures (Saunders et al., 2007). According to Bryman and Bell (2007), qualitative research is a research method that mostly uses words rather than quantification in the collection and analysis of data. On the other hand, with quantitative research numerical data are collected and a numerical view of the relationships between theory and research be obtained.

![Figure 5: Research choices (Saunders et al, 2009)](image)

**Multiple methods**

When using multiple methods, more than one data collection technique is used to answer the research question. Curran and Blackburn (2001) describe that this method is increasing in business and management research; this way, a single research will use quantitative and qualitative techniques and procedures in combination with primary as well as secondary data.

In this research, the mixed method research is used, where quantitative and qualitative data collection techniques and analysis procedures were used, either at the same time (parallel) or one after the other (sequential) but not combining them (Saunders et al., 2007).

In this research, the quantitative data were collected via the questionnaire and structured interviews, and have been quantitatively analyzed. The needs and motivations of the master business students and the experiences of the professionals are displayed in numbers. Besides, the qualitative data collected via the focus group have been qualitatively as quantitatively analysed. Both collection
techniques will be analyzed in their own way, where possible relations between the needs of the talents and the experiences of the professionals is made.

3.5 Research Time horizon; cross-sectional study

According to Saunders et al. (2007), the decision between taking the research as a “snapshot”, when research is done at a particular time (cross-sectional) or taking the research as more “snapshots” sequentially, when the research is done at different events over a given period (longitudinal).

Cross-sectional study

A Cross-sectional study is “the study of a particular phenomenon (or phenomena) at a particular time” (Saunders, 2007:155). This type of study is most common in academic research, as it is mostly time constrained and is often used with the survey strategy (Robson, 2002).

In this research, the questionnaire has clarified the relation between the demand of students and the offer of the employer. However, some qualitative methods are used in the cross-sectional study as well, as structured interviews can be held in a short time period. In this research, interviews will be held with different professionals working in the employer branding area.

3.6 Data collection

Data can be collected by primary and secondary data collection. Primary data is information achieved via the researcher because of the interest for the specific motive of the study, whilst secondary data is information coming from existing sources (Saunders et al., 2009).

3.6.1 Primary data collection

Primary research is used to collect the required data to has answered the research question. Primary data can be collected from the following sources: individuals, focus groups, panels and respondents or even from the Internet when the questionnaire is send via this medium (Sekaran and Bougie, 2010).

To have collect the specific data and answer the objectives of this research, opinions of the target population (talents) were required. Three forms of primary research have been used, i.e.: focus group interviews (qualitative primary research), a questionnaire (quantitative primary research) and structured interviews (quantitative primary research).

3.6.1.1 Quantitative primary data collection; Questionnaire

For the purpose of this dissertation, questionnaires were part of the survey strategy and have been sent to the target population to have obtained their views and get an insight in their job related needs
and motivation and the way of orientating and communicating by this target population. The questionnaire has the following objectives;

II. To investigate the work related needs and motivation of dutch talents aged between 21 and 35 and the difference between generation X and Y.
III. To explore how the communication of the employer brand could best fit to the target audience.

According to Saunders et al. (2009), questionnaires are the most commonly used data collection technique within a survey strategy. Sekaran and Bougie (2010) define a questionnaire as follows: ‘a preformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives’. Saunders et al. (2009) point out that the design of a questionnaire will influence the response rate and reliability and validity of the collected data. These factors can be maximized through;

- Careful design of individual questions;
- Clear and pleasing layout of the questionnaire;
- Lucid explanation of the purpose of the questionnaire;
- Pilot testing;
- Carefully planned and executed administration.

Advantages of a questionnaire
The questionnaire technique is efficient when comparisons between respondents have to be made, as all respondents are asked to respond to the same questions. As comparisons between Generation X and Y are made was this an effective technique for the research. Besides, it is easy to collect responses from a huge sample in a short period of time (Saunders et al., 2009). Because of the fact that this is a cross-sectional study, this is an advantages as well. Sekaran and Bougie (2010) add to this the advantage that questionnaires are efficient when the researcher is already aware of the requirements and the way of measuring the variables of interest. As the focus group gave some insights in the possible needs of the master business students, this advantages is matching the research as well.

Self-administered questionnaire
There are two ways of providing questionnaires, namely: self-administered and interviewer-administered. In the first way, the researcher has no face-to-face contact with the respondents while there is face-to-face contact when using the interviewer-administered type.
As stated by Saunders et al. (2009) the choice of questionnaire type also depends on the available resources and:

- available time to complete the data collection;
- financial implications of data collection and entry;
- availability of interviewers and field workers to assist;
- ease of automating data entry.

As this research is a cross-sectional study, it should be remembered that there is just a short time period for the research. The financial possibilities are not large either as the budget of the research is coming a student’s research budget. The research is done by the researcher herself, so there is just one interviewer available to do the field work.

As the questionnaire technique enables quick research, without a lot of financial consequences and no need for a lot of researchers, the ‘self-administered questionnaire’ is a good questionnaire type for this research. Besides, the data are automatically analysed via the questionnaire tool and presented using Microsoft Excell.

According to Saunders et al., (2009) and the analysis above, the questionnaire for this research is called a ‘self-administered questionnaire’ which is completed by the respondents themselves. Providing the questionnaire on-line is called ‘internet-mediated questionnaires’. Internet-mediated questionnaires are a relevant way for this research, as the talents were able to work and respond via the Internet (Saunders et al., 2009).

Advantages and disadvantages of self-administered questionnaire

The advantages of online questionnaires are that a wide geographical area can be reached, which was important for this research as the students had to be reached through the total Netherlands. Besides, respondents can choose the moment of answering in a comfort and in a private space. However, the non-verbal communication can not been seen, and moments of doubt can not be clarified (Sekaran and Bougie, 2010). However, there is more control as respondents usually read and respond to their own mail at their own computer (Witmer et al., 1999).
As earlier mentioned, the low response rate is one of the disadvantages of mail questionnaires. For this reason, the questionnaire will be sent via a direct weblink. According to Saunders et al. (2007) the best period for sending the first follow-up is one week and three weeks for the second follow-up. The questionnaire will be sent on a Monday afternoon as students are usually busy during the week.

Questions design
Foddy (1994:17) discusses that ‘questions in a questionnaire should be understood by the respondent in the way intended by the researcher, and the answers given by the respondent must be understood by the researcher in the way intended by the respondent’. Bourque and Clark (1994) assume that there are three possibilities for researchers: adopt questions used in other questionnaires, adapt questions used in other questionnaires, develop their own questions. As the first two methods are mostly used when the research is used to compare findings with other studies, these are not relevant for this research. Besides, there has little research been done on the subject of employer branding, so there are not a lot of questionnaire questions to quote from other studies.

As Saunders et al. (2009) state, most questionnaires include a mix between open and closed questions. Open questions are open-ended questions (Dillman, 2007) allowing respondents to give answers in their own way (Fink, 2003). Closed questions, are closed-ended questions (Dillman, 2007) and provide a number of alternative answers from which the respondent is instructed to choose. There are various types of closed questions: list, category, ranking, rating, quantity and matrix.

In the questionnaire of this research, all questions were closed questions as in this way the respondents could choose between a set of different options given by the researcher. This way, the demands and values could be better compared to open-ended questions, where there is the possibility to receive all different kind of answers (Sekaran and Bougie, 2010). In the questionnaire, the following types of questions are used: list questions, category questions, ranking questions, quantity questions, and finally matrix questions. Furthermore, filter questions are used which pick out the respondents for whom the subsequent questions are irrelevant, so these questions are automatically skipped by them.

After formulating the questionnaire, a pilot test was done, so it could be tested whether the questions were understood in the right way and there will be no problem in using the data. The pilot test for this research is done by three master business students, acquaintances of the researcher. The participants of the pilot test, checked the questionnaire for mistakes in grammar and understandability of the English language as the respondents are native speakers in Dutch, and not all of them are fluent in English; finally, the face validity is checked to be sure that the questions make sense.
According to Hewson et al. (2003) internet-mediated questionnaires are usually send by e-mail or via a website. The questionnaire of this research have been advertised on Facebook and respondents has been invited by the link of ‘thesistools’. The link is mailed via private messages to master business students on Facebook. Furthermore, the link was placed on Facebook pages of master courses.

3.6.1.2 Quantitative primary data collection; Structured interviews

The interviews which were held for this research, has given more specific information about the view of professionals working in the employer branding area on the subject of employer branding.

As quoted by Kahn and Cannell (1957), interviews are purposeful discussions between two or more people. According to Saunders et al. (2009), interviews can be formalized and structured with standardised questions, or they can be informal and unstructured and can be categorised as:

- structured interviews;
- semi-structured interviews;
- unstructured or in-depth interviews.

Structured interviews

The collection of the primary data in this research have, next to the questionnaire, been obtained via structured interviews. Questionnaires based on a predetermined and ‘standardised’ or identical sets of questions are named (Saunders et al., 2009) ‘structured interviews’. The researcher have read the question out loud and recorded the responses of the participants. When using this type of interviews, it is very important that the researcher asks all questions with the same tone of voice with every respondent, so the response of the questions will not be influenced.

In figure 7, the different types of interviews are further devided. As said before, in this research the structured interview technique have been used. As can seen in the figure, there is only one type of standardised interview: the ‘interviewer-administered questionnaire’.

Figure 7: Forms of interview (Saunders et al, 2009)
According to Kumar (2008) the construction of the interview starts with the development of a questionnaire check list. Afterwards, it is important to locate the important areas of research to formulate the standardized and structured questions. These questions should be tested on small samples. All questions in the structured interviews of this research were closed questions.

During the interviews, the researcher should be trained and practice the interview before starting the field work, so the researcher becomes a professional and has the required skills and knowledge. Besides, the researcher should be able to receive relevant and complete answers to questions of the respondents. For this reason, the research have practiced the interview twice.

Conducting the structured interviews

As indicated by Saunders (2009), there are some points which should be held in mind after the sample has been selected and the questionnaire is prepared. These guidelines were not relevant for the structured interview of this research, as the respondents were not be contacted before the interview, but approached at a career event.

Kumar (2008) notes that the success of an interview depends to a great extent on how the questionnaire is administered. Kumar has drawn up some guiding rules for asking the questions. According to Kumar, the interview should be held in an informal atmosphere, and he points out the importance of asking all questions, even when the respondent already answered a question after an earlier asked question. Besides, he agrees with Saunders et al. (2009) that all questions should be asked in the same tone of voice.

The interviews in this research do not satisfy all the guiding rules of Kumar. The interviews were not conducted in an informal atmosphere, as they were conducted at a career event which took place in a large congress centre. For this reason, there was not a lot of privacy for the respondents, but as much privacy as possible was given. On the other hand, the manner of asking the questions was adapted to the guidelines of Kumar (2008) and Saunders et al. (2009).

3.6.1.3 Qualitative primary data collection; focus group

Besides the standardised interviews discussed in the previous chapter, for this research also non-standardised interviews has been used. Non-standardised interviews are unstructured interviews, which are informal interviews and were used to explore a general area of interest to the researcher.
Focus group

Non-standardised interviews can also be held in a group context; in this case, the interviewer asks questions to a group of participants. This is also called a ‘focus group’ approach, and can be described as a group interview where the topic is clearly and precisely defined, and there is a focus on enabling and recording interactive discussion between participants (Carson et al., 2001).

The number of participants of focus groups involve (Saunders et al., 2009) between four and eight, and sometimes up to twelve participants. When the subject matter is complex, it is better to use a small number of participants who are usually chosen via non-probability sampling. The reason for this is that the researcher expects to learn something of the participants, and the researcher sees these individuals as ‘information rich’ (Krueger and Casey, 2000).

Saunders et al. (2009) indicate that group interviews can be used to identify key themes that can be applied within a survey questionnaire. The purpose of the focus group in this research is to gain insight into the needs of current talents. These needs has been integrated into the questionnaire in the question regarding the pullfactors, which has been rated by the respondents.

The focus group was interviewed in an informal session with refreshements, held at lunchtime to create a more informal atmosphere. The focus group lasted for 1.5 hour and was held in a informal meeting room, so a less ‘academic’ environment was created. The conversation during the focus group was recorded using a tape recorder.

Advantages and disadvantages of focus group

A disadvantage of focus groups can be the differences in status, the lack of trust or the fact that some participants are dominating the group. For this research, a group of ten participants was invied; they are all from the same job level within the same company. On the other hand, a group discussion can lead to group interactions which can cause a highly productive discussion, as the participants respond to the question of the researcher, but evaluate the points made by the group.
3.6.2 Secondary data collection

According to Sekaran and Bougie (2010) secondary data are based on information collected by someone other than the researcher, approached via the Internet or published information. Saunders et al. (2009) add to this that secondary data can be either quantitative or qualitative data, or both. He suggests that secondary data sources should be exhausted prior to primary research conducted, in order to help the researcher to develop a good understanding and insight into previous studies and emerging trends relevant to the area of research.

There are various sources of secondary data, i.e. books, economic indicators, databases, the media and annual reports. However, there are three sub-groups of secondary data: documentary data, survey-based data and data composed from multiple sources as can be seen in the figure 9.

For the purpose of this research, the following secondary data has been used and were obtained via materials from the Dublin Business School library, electronic databases via the Dublin Business School intranet, and via the Internet:

- Multiple-source; area based: books, journals.
- Multiple-source; time series based: industry statistics and reports, books and journals.
- Survey-based: ad hoc surveys: organisations' surveys, academics' surveys.
3.7 Population and sample

The sampling process includes five major steps, namely: define the population, determine the sample frame, determine the sample design, determine the appropriate sample size, and execute the sampling process (Sekaran and Bougie, 2010). The sample design for this research were created according to the descriptions of these authors.

3.7.1 Defining the population

Saunders et al. (2009) define population as ‘the full set of cases from which a sample is taken’. The target population of a research answers; the elements, geographical boundaries and the time of the research.

Questionnaire

According to Hah, Ewing and Berthon (2005), students were the candidates of choice for this research, as they are just a few months away from entering the labour market, and are therefore intensely focused on employer advertisements and recruitment campaigns. The researcher has determined the target population using the following steps;

- **Elements**: Business Master students (female and male) aged between 21 and 35 studying at several Dutch University
- **Sampling units**: Facebook page of master studies, personal message to business master students via Facebook
- **Extent**: the Netherlands
- **Time**: December 2012

Structured interviews

The target population for the structured interviews have been set using the same procedure;

- **Elements**: Professionals (female and male) working in employer branding in the Netherlands.
- **Sampling unit**: ‘De Nederlandse carrière dagen’ (translation: Dutch career days)
- **Extent**: Amsterdam, the Netherlands.
- **Time**: November 2012.
Focus group
The same procedure have been used to draft the target population for the focus group;
- Elements: Corporate Management Trainees working at N.V. Nuon which started the traineeship between October 2010 and October 2012.
- Sampling Unit: N.V. Nuon.
- Extent: Amsterdam, the Netherlands.
- Time: November 2012.

3.7.2 Determining the sample frame
The sampling frame represents the elements of the population.

Questionnaire
In the case of the questionnaire, the element have been a list of all Universities in the Netherlands offering master programmes in Business. As snowball sampling is used; there is no sample frame for specific students.

Structured interviews
Regarding the structured interviews, the sampling frame exists out of professionals visiting the career event; there was no specific list of characteristics of this population before the field work.

Focus group
According to Saunders (2009), when using cluster sampling, which was the case for this data collection, the sampling frame have been the complete list of clusters rather than a complete list of individual cases within the population (Saunders et al., 2009).
The sample frame for the focus group interview have comprised the total list of Corporate Management Trainee who started their study between October 2010 and October 2012.

3.7.3 Determining the sampling design
According to Saunders et al. (2009), there are two types of sampling design: probability and non-probability sampling (figure 10). In this research both sampling designs were used, as both quantitative data collection non-probability sampling has been used and also as probability sampling for the qualitative data collection was used. Figure 10: Sampling techniques (Saunders et al, 2009)
Non-probability sampling is used when the probability of each case being selected from the total population is unknown, and it is impossible to answer research questions or to address objectives that require one to make statistical inferences about the characteristics of the populations (Saunders et al., 2009). On the other hand, Saunders et al. (2009) indicate that probability sampling is to be used when the chance, or probability, of each case being selected from the population is known.

**Questionnaire**

Snowball sampling have been used for the questionnaire and according to Saunders et al. (2009) works as follows;

- Make contact with one or two cases in the population.
- Ask theses cases to identify further cases.
- Ask these new cases to identify further new cases.
- Stop when either no new cases are given or the sample is as large as is manageable.

In this research the Snowball effect have been choosen, as not all master business students could be reached via the researcher. For this reason, the researcher has undertaken the steps as recommended by Saunders et al. (2009).

- The researcher has made contact with four business master students from the four main Universities mentioned earlier.
- The researcher sent these four students the link to the questionnaire and asked them to send it to other students and post the link on their study facebook page.
- The researcher asked these four students to ask the other students to send it to further new cases.
- The researcher originally planned to have at least 90 respondents, and stopped the questionnaire when 98 respondents were reached.

**Structured interviews**

Convenience sampling haven been used for the structured interviews and involves randomly selecting those cases that are the easiest to obtain for the sample of the research (Saunders et al., 2009). At the career event, all exhibitors were asked whether they were professionals in the area of employer branding, and if 'yes', whether they would like to participate in the research.

**Focus Group**

Cluster sampling have been used for the focus group and is used when the population is divided into discrete groups prior to sampling (Henry, 1990). The Corporate Management Trainees of N.V. Nuon, Amsterdam, were divided into groups according to the year they started their traineeship.
researcher preferred to have ten participants in the focus group, she decided to invite a male and female from every trainee classes.

### 3.7.4 Determining the sample size

**Questionnaire**
The sample size for the questionnaire was set at at least 90 students to obtain relevant information. The questionnaire have been spread via the so called; ‘snowball effect’, so an exact sample size could not be given before the research.

**Structured interviews**
For the structured interviews, the sample size consisted of 20 professionals working in employer branding. It might be that the official sample size is bigger as there might be professionals who after question two will finish the interview as they are not working in the area of employer branding.

**Focus group**
The sample size of the focus group interview is composed of 10 Corporate Management Trainees. As it is not a really complex subject, a larger sample size can be taken (Saunders et al., 2009). The researcher has choosen for 10 participants as for this reason the group can be split up between a equal number of male and female. Besides, this way two people of each of the last trainee groups has participated.

### 3.7.5 Executing the sampling process
The researcher has investigate the most efficient way to built up an employer brand for a fast growing internet company. To examine the hypotheses, data has been collected from Master Business students in the Netherlands (target population 1), professionals working in employer branding (target population 2) and Corporate Management Trainees (target population 3). The sample have be drawn from respectively, the list of Dutch Universities offering business master programmes, but enlarged trough the snowball effect (sampling frame 1), visitors of the career event (sampling frame 2) and list of Corporate Management Trainees who started their internship between October 2010 and October 2012 (sampling frame 3). The questionnaire have been spread to at least 90 students of different Universities in the Netherlands (sample size 1), 20 professionals working in employer branding (sample size 2) and ten Corporate Management Trainees (sample size 3). To increase the response rate and decrease bias, it have been tried to enhance commitment; privacy will be of great importance and follow-up mails has been sent.
3.8 Ethical issues

Ethics are important in research: the behaviour of the researcher connects to the rights of the respondents in the research. There were some key ethical issues during the research;

*Privacy of participants:* the privacy of the respondents of the questionnaire has been managed by the anonymity of the questionnaire. During the structured interviews the identity of the respondents could not have been anonymous, as the interviewer have met the participants, so it was possible that respondents had refused to cooperated in the research. However, as the questionnaire will be spread via snowball effect, potential respondents could has seen this as a violation of their privacy and could has refused to participate in this research, which could has lead to the next ethical issues (Saunders et al., 2007).

*Voluntary nature of participation and the right to withdraw partly or completely:* the respondents of the questionnaire and interviews were not obliged to answer the questionnaire or to accept an interview. They did not receive a reward for their participation, so participation was voluntary based. That is why, it is important to communicate the relevance for the researcher and ensure confidentially and anonymity to them.

*Maintenance of the confidentiality of data provided by individuals:* when respondents has answered the questionnaire, the reliability and seriousness of answering can not been measured as the researcher was not present at the moment the questionnaire was filled out. The confidentiality during the interviews could have been better monitored, as the researcher was present during answering.

*Behaviour and objectivity of the researcher:* the researcher could already had an opinion on the subject before started the research. The questions in the interviews and questionnaires could have been made in the direction of confirmation of the hypotheses. To increase the objectivity, the results of the research has been fed back to the participants.

3.9 Limitations to the research

There were some limitations to this research according to the limit in time available for the period. This time period have made it possible to anwers the research question, but not enough time to test the results of the research. When more time was available, the results of the brand awareness and the ranking of the employer of choice could had been checked. Individuals define themselves to social groups that are important to them (Tajfel, 1972), respondents of questionnaire can give answers which they thought had to give to satisfy the expectations of the other individuals in this social group.
4. Data analysis

The previous chapter presented the chosen research methodology. Chapter 4 will explain the findings of the primary research within the target population and will be discussed in chapter 5. The results of the primary research are split up in three sections according to the type of research. First, the qualitative data of the focus group are analysed, as these results are used for the quantitative data collection. Secondly, the quantitative data of the questionnaire are analysed, followed by an analysis of the quantitative data of the structured interviews. These three paragraphs are split up in different sub-paragraphs according to the topics of the literature review in chapter 2.

4.1 Qualitative research; focus group

A focus group interview have been used in this research in order to extract qualitative information regarding the needs of talents. It was felt by the researcher that this would be an effective way to probe the needs of talents when they are looking for an employer. Ten Corporate Management Trainees have participated in the focus group to provide the researcher with a list of view of the needs of current talents inside organizations. The participants all had the possibility to talk about the different factors which will attract them to apply for an employer. But first, the following quotes were discussed with the participants to get an insight in their view on their careers and needs:

- Q1: The employer brand image mediates the relationship between employer brand associations and employer attractions (Backhaus and Tikoo, 2004).
- Q2: The new generation high potentials are less impressed by the status which a Traineeship brings them; they are searching for freedom and personal development (Stel and Vries, 2010).

Afterwards, the following question is asked to the participants: ‘Which seven factors attract you in an employer and should be incorporated in the employer brand to attract you as a talent?’

4.1.1 Quote 1 of focus group

In this section the following quote will be analysed. Q1: The employer brand image mediates the relationship between employer brand associations and employer attractions (Backhaus and Tikoo, 2004).

The respondents agree with this quote, as they think the image of an organization attracts them, and they indicate that this is one of the most important factors when searching for an employer.

Participant: ‘I feel more attracted by an employer when I have positive brand associations with this brand, as I feel more committed to the product/service the company offers’. Participant: ‘Especially
when I have brand associations with the brand since I am young, I am more attracted by the employer brand as well. Participant; ‘Before applying to a job at Nuon, I lived close to one of their windmills; when hearing the name Nuon, I still associated this memory with the brand’. Participant; ‘I agree on this quote, the brands you feel connected to, are the companies which first come to mind when starting searching for a job’.

4.1.2 Quote 2 of focus group

In this part the second quote discussed by the participants is analysed. Q2: *The new generation high potentials are less impressed by the status which a Traineeship brings to them; they are searching for freedom and personal development.*

Not all participants agreed on this quote, but more than three quarters of the participants did.

Participant; ‘I do not agree with this quote as I was really searching for a traineeship, because of the good reference on my resume when changing company in the future’. Participant; ‘Yes, I was searching for a job where I could develop myself quickly in a short period and learn as much as possible, a traineeship provides this’. Participant; ‘When starting the search for an employer, I was searching for a company with a good image and training opportunities to develop myself’. Participant; ‘Freedom is something which is important for me during my job, but is not something I am searching for in an employer, before applying, you cannot know whether there will be freedom inside the job you are going to do’.

4.1.3 Needs of the Corporate Management Trainees

As Saunders et al. (2009) describe, it is possible to quantify qualitative data, when the researcher wishes to count the frequency of something and can be displayed using a table or diagram. The answers to the question: *Which seven factors attract you in an employer and should be incorporated in the employer brand to attract you as a talent?* are quantified, and give a clearer overview of the most important factors than when qualifying them.

The participants started by writing down factors on cards, after the total group examined and discussed the cards one by one to make sure the same meanings of the factors are given. After discussing the factors, groups are classified with the same meaning of factors, but were named differently by the participants. The factors are listed in table 1 in order decreasing importance:

The factors which are named more then two times are applied within the questionnaire, as they can be seen as possible pull factors for talents. As can be seen in table 1, nearly all factors are named more then two times. The factors nice colleagues and bonus culture seemd less important and will not be implemented in the questionnaire.
At the end of the research, the five most important pullfactors will be described to the company, to integrate them in the employer brand. As can be seen in table 1, the five most important pull factors are: career opportunities, image of the organization, training opportunities, content of work and salary.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career opportunities</td>
<td>9</td>
</tr>
<tr>
<td>Organization culture</td>
<td>4</td>
</tr>
<tr>
<td>Content of work</td>
<td>6</td>
</tr>
<tr>
<td>Salary</td>
<td>6</td>
</tr>
<tr>
<td>Work climate</td>
<td>3</td>
</tr>
<tr>
<td>Sector</td>
<td>5</td>
</tr>
<tr>
<td>Working conditions</td>
<td>3</td>
</tr>
<tr>
<td>Values</td>
<td>2</td>
</tr>
<tr>
<td>International possibilities</td>
<td>5</td>
</tr>
<tr>
<td>Image of organization</td>
<td>7</td>
</tr>
<tr>
<td>Challenging work</td>
<td>4</td>
</tr>
<tr>
<td>References</td>
<td>4</td>
</tr>
<tr>
<td>Location</td>
<td>4</td>
</tr>
<tr>
<td>Training opportunities</td>
<td>6</td>
</tr>
<tr>
<td>Nice colleagues</td>
<td>1</td>
</tr>
<tr>
<td>Bonus culture</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 1: Which seven factors are attracting you in an employer and should be incorporate in employer brand to attract you as talent?

4.2 Quantitative research; Questionnaire

The researcher has distributed several questionnaires (appendix 2) to master business student, studying at all University in the Netherlands. The questionnaire is distributed via Facebook and e-mail, along with a short introduction about the aim of the total research and the purpose of the questionnaire. Besides, the research asked the participants to forward the questionnaire to other students and friends who also study to obtain a business master’s degree at a University in the Netherlands. In the end, 98 respondents have answered the questionnaire. The researcher selected 96 responses as 2 responses were half-finished. The data are analysed using MS Excel software, as the date of the questionnaire was coded via the webtool called “Thesis tool”.

4.2.1 Categorising the themes

The researcher has identified two leading themes that consider the scope of the study. The theme ‘respondents overview’ is added to give a view of the respondents who participated in the questionnaire. These themes are related to the research questions and based on the reviewed literature. Table 2 show this themes:
Leading Themes | Research question | Key words
--- | --- | ---
Respondents overview | | Gender, year of birth, University, Study, interest in sector.
Needs and motivations | I. What are the work related needs of the talents from generation X and Y and what is motivating them when searching for a job? | Reference groups, emotional attachment, pullfactors, Maslow
Communication | II. How can these talents be reached and what is the most effective way of communicate to this target audience? | Medium of orientation, employer advertising approach, reactive and proactive stories, social networking
Employer branding | | Importance of image of organisation, extent of employer branding

4.2.2 Respondents overview

The first part of the questionnaire focused on the socio-demographic data. These data present the year of birth, gender, university and type of master study of the students. In this way, type of respondents who answered the questionnaire becomes clear. Besides, these socio-demographic variables were used to investigate the difference in needs, wants and behaviour between the two generations (generation X and generation Y) inside organizations.

Gender

The largest percentage of respondents were (51%) female. However, the amount of male participating in the questionnaire was quite similar with 49%. The nearly equal division of gender gives reliability to the findings.

When looking at the difference in gender between generation X and generation Y, it can be seen that the ratio between females and males within generation Y are the same compared to that of the total respondents. Within generation X an even number of males and females respondents participated in the research.

<table>
<thead>
<tr>
<th>Generation X</th>
<th>Generation Y</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.2</td>
<td>42</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.2</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10.4</td>
</tr>
</tbody>
</table>

Table 2: Categorising the themes

Table 3: Gender
Year of birth

The year of birth of the respondents is given in Table 4. Except for 1977, the participants are of all year of births for Generation CCC. The large representation of the business master students born in 1988 is 24% of the total sample. The next highest representation of business master students are 1989, closely followed by the respondents born in 1987 which accounts for 13.5% of the total sample.

When comparing the respondents from Generation X and Y, it can be seen that just 10.4% of the respondents comes from Generation X, while 89.6% of the respondents is from Generation Y.

<table>
<thead>
<tr>
<th>Year</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977</td>
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</tr>
<tr>
<td>1978</td>
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<td>3.1</td>
</tr>
<tr>
<td>1979</td>
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<td>4</td>
<td>4.2</td>
</tr>
<tr>
<td>1981</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>1982</td>
<td>4</td>
<td>4.2</td>
</tr>
<tr>
<td>1983</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td>1984</td>
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<td>1985</td>
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<td>6.3</td>
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<td>1986</td>
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<td>8.3</td>
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<td>13</td>
<td>13.5</td>
</tr>
<tr>
<td>1988</td>
<td>23</td>
<td>24.0</td>
</tr>
<tr>
<td>1989</td>
<td>16</td>
<td>16.7</td>
</tr>
<tr>
<td>1990</td>
<td>6</td>
<td>6.3</td>
</tr>
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<td>1991</td>
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<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>
University

Ten Universities in the Netherlands provide business master studies and are for this reason included in the population of students who answered the questionnaire. Respondents of all ten Universities in the Netherlands are reached in this research via snowball sampling. The three Universities with all 16.7% of respondents are Erasmus University Rotterdam, University of Tilburg and VU Amsterdam. Followed by Utrecht University counting for 13.5% of the respondents and University of Amsterdam with 11.5% of the total sample. The representation of students from all Universities is causing for reliability of the research.

<table>
<thead>
<tr>
<th>University</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erasmus Universiteit Rotterdam</td>
<td>16</td>
<td>16.7</td>
</tr>
<tr>
<td>University of Amsterdam</td>
<td>11</td>
<td>11.5</td>
</tr>
<tr>
<td>Tilburg University</td>
<td>16</td>
<td>16.7</td>
</tr>
<tr>
<td>Utrecht University</td>
<td>13</td>
<td>13.5</td>
</tr>
<tr>
<td>Leiden University</td>
<td>12</td>
<td>12.5</td>
</tr>
<tr>
<td>VU</td>
<td>16</td>
<td>16.7</td>
</tr>
<tr>
<td>University of Twente</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td>Groningen University</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>Maastricht University</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>Radboud University Nijmegen</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 5: At which University are you studying?
Study

The most common studies followed by the respondents of the survey are (20.8%) Marketing Management, (15.6%) International Management, (10.4%) Human Resource Management and (9.4%) Economics.

<table>
<thead>
<tr>
<th>Study</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>9</td>
<td>9.4</td>
</tr>
<tr>
<td>Business Administration</td>
<td>5</td>
<td>5.2</td>
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<tr>
<td>Econometrics</td>
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<td>6.3</td>
</tr>
<tr>
<td>Fiscal Economics</td>
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<td>3.1</td>
</tr>
<tr>
<td>Accounting</td>
<td>4</td>
<td>4.2</td>
</tr>
<tr>
<td>Business Information Management</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Economics and Business</td>
<td>7</td>
<td>7.3</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>10</td>
<td>10.4</td>
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<tr>
<td>International Management</td>
<td>15</td>
<td>15.6</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>20</td>
<td>20.8</td>
</tr>
<tr>
<td>Strategic Management</td>
<td>6</td>
<td>6.3</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>Law and Economics</td>
<td>6</td>
<td>6.3</td>
</tr>
<tr>
<td>Business law</td>
<td>1</td>
<td>1.0</td>
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<tr>
<td>International Business Law</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 6: Which Master study are you following?
Interest in Fast Growing Internet Company

The purpose of this question was to review the degree of interest in the fast growing internet sector for talents entering the job market in the near future. A large number of respondents is interested in this area which ensures the relevancy of data. As shown in the results, 82.3% of the respondents is interested in working for a fast growing internet company in the future.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>79</td>
<td>82.3</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>17.7</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 7: Are you interested in working for a Fast Growing Internet Company in the future?

Figure 14: Which Master study are you following?

Figure 15: Are you interested in working for a Fast Growing Internet Company in the future?
4.2.3 Research question I: What are the work related needs of the talents from Generation X and Y and what is motivating them when searching for a job?

The objective of this part of the research was to investigate the work related needs of talents. There are eight questions in this section. The first question focus on the most important reference groups of the respondents. The next questions focus on how to attract talents via emotional attachment and the image of an organization. Besides, the important pull factors to apply and not-apply to an employer are presented. Furthermore, the motivation theory of Maslow is tested and finally the differences between generation X and Y are researched.

Most important reference groups

There are several types of reference groups which are of different value for each individual. The types of reference groups selected in the questionnaire were: parents, family, friends, colleagues or others students. At last, the option ‘other’ is given. The most selected reference group is ‘friends’, 42.7% of the respondents choose for this option. ‘Other students’ is the second most important reference group according to the respondents and is accounting for 36.5% of the total sample.

Far less important reference groups are family with 9.4%, parents with 8.4%, colleagues with 2.0% and finally ‘others’ with 1.0%. The respondent who choose for the ‘other’ option said the opinion of his girlfriend is important for his choice.

<table>
<thead>
<tr>
<th></th>
<th>Gen X</th>
<th></th>
<th>Gen Y</th>
<th></th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>Parents</td>
<td>0</td>
<td>0.0</td>
<td>8</td>
<td>9.3</td>
<td>8</td>
</tr>
<tr>
<td>Family</td>
<td>0</td>
<td>0.0</td>
<td>9</td>
<td>10.5</td>
<td>9</td>
</tr>
<tr>
<td>Friends</td>
<td>5</td>
<td>50.0</td>
<td>36</td>
<td>41.9</td>
<td>41</td>
</tr>
<tr>
<td>Colleagues</td>
<td>1</td>
<td>10.0</td>
<td>1</td>
<td>1.2</td>
<td>2</td>
</tr>
<tr>
<td>Other students</td>
<td>4</td>
<td>40.0</td>
<td>31</td>
<td>36.0</td>
<td>35</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
<td>86</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

Table 8: Which reference group is the most important for you during the orientation for an employer?
Emotional attachment

When the students were asked if they ever had or have an emotional attachment with a product or service of a company, with 84.4%, more than four fifth of the respondents answered this question with ‘yes’.

<table>
<thead>
<tr>
<th></th>
<th>Respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>81</td>
<td>84.4</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>15.6</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 9: Did you ever had an emotional attachment with a product/service of a company?

The next question is just answered by this 84.4%, which are 81 respondents, as it is not possible to answer these questions when the respondent never have experienced the feeling of emotional attachment.
attachment. While 84.4% of the respondents said they have ever experienced an emotional attachment with a product of service, just 93.8% of these 84.8% said in the next question that an emotional attachment to a product of service increased their interest to work for this employer, while 6.2% said their interest is not changing via the attachment to the product or service.

<table>
<thead>
<tr>
<th></th>
<th>Respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>76</td>
<td>93.8</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>6.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 10: Are you more interested in an employer when you are having an emotional attachment or positive image about the product/service of the company?

Figure 18: Are you more interested in an employer when you are having an emotional attachment or positive image about the product/service of the company?

As just 93.8%, which are 76 respondents, of the before selected 84.4% have answered the question with ‘yes’, just these respondents participated in the question regarding the degree of importance of an emotional attachment or positive image about the service or product of the company. The question could be answered with a mark between 1 and 10, where 1 was ‘not important’ and 10 ‘very important’. Moreover, the most common answer is 9 given by nearly half of the respondents, followed by 8 answered by one out of three respondents. The average degree of importance given by these respondents is; 8.2.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>8.2</td>
</tr>
<tr>
<td>Medium</td>
<td>8</td>
</tr>
<tr>
<td>Mode</td>
<td>9</td>
</tr>
<tr>
<td>Range</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 11.1: How important is it for you to have an emotional attachment or positive image about the product/service of the company?
Pull factors

Pull factors reflect the needs of talents and are for this reason relevant for this research. In the questionnaire is asked to the master business students how important the given factors are for them when searching for an employer. All the factors could be graded between 1 and 5, where 1 is ‘not important’ and 5 is ‘very important’.

The career opportunities and image of the organization are both with a mean mark of 4.3, the most important factors when orientating for an employer. With a mean mark of 4.2, challenging work is the second most important factor for the talents. The challenging work factor is closely followed by training opportunities. The content of work and references are both with a mean mark of 3.8 still very important pull factors for the respondents. Another remarkable fact is that none of the pull factors are rated under 3.1.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>10.5</td>
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<td>8</td>
<td>30</td>
<td>39.5</td>
</tr>
<tr>
<td>9</td>
<td>34</td>
<td>44.7</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 11.2: How important is it for you to have an emotional attachment or positive image about the product/service of the company?

<table>
<thead>
<tr>
<th>Mean</th>
<th>Medium</th>
<th>Mode</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career opportunities</td>
<td>4.3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Organization culture</td>
<td>3.3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Content of work</td>
<td>3.8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Salary</td>
<td>3.2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Work climate</td>
<td>3.3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sector</td>
<td>3.2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Working conditions</td>
<td>3.6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Values</td>
<td>3.9</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>International possibilities</td>
<td>3.8</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Image of organization</td>
<td>4.3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Challenging work</td>
<td>4.2</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>References</td>
<td>3.8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Location</td>
<td>3.1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Training opportunities</td>
<td>4.1</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 12.1: How important are the following pull factors for you when orientating for an employer? (Total Respondents)
When looking at the differences in the grading of the pull factors between generation X and generation Y, it can be seen that both generations give preference to different factors. They both ranked career opportunities, content of work and challenging work in the top 5 of most important factors. However, generation Y graded the factors: career opportunities and challenging work with a significantly higher mean grade, with respectively a 4.3 and 4.3 compared to a 3.7 and 3.6 of generation X. But on the other hand, there are huge differences between some of the rankings. Generation X prefers work climate, salary and working conditions far above generation Y, while generation Y on the other side prefers values, international possibilities, image of the organization and references far above generation Y.

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career opportunities</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>40</td>
<td>44</td>
<td>96</td>
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<td>Organization culture</td>
<td>0</td>
<td>5</td>
<td>58</td>
<td>29</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>Content of work</td>
<td>1</td>
<td>2</td>
<td>25</td>
<td>54</td>
<td>14</td>
<td>96</td>
</tr>
<tr>
<td>Salary</td>
<td>0</td>
<td>20</td>
<td>47</td>
<td>23</td>
<td>6</td>
<td>96</td>
</tr>
<tr>
<td>Work climate</td>
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<td>10</td>
<td>41</td>
<td>33</td>
<td>7</td>
<td>96</td>
</tr>
<tr>
<td>Sector</td>
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<td>12</td>
<td>53</td>
<td>24</td>
<td>3</td>
<td>96</td>
</tr>
<tr>
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<td>Values</td>
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<td>96</td>
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<td>International possibilities</td>
<td>5</td>
<td>15</td>
<td>7</td>
<td>32</td>
<td>37</td>
<td>96</td>
</tr>
<tr>
<td>Image of organization</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>23</td>
<td>53</td>
<td>96</td>
</tr>
<tr>
<td>Challenging work</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>37</td>
<td>44</td>
<td>96</td>
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<tr>
<td>References</td>
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<td>6</td>
<td>28</td>
<td>38</td>
<td>24</td>
<td>96</td>
</tr>
<tr>
<td>Location</td>
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<td>6</td>
<td>28</td>
<td>38</td>
<td>24</td>
<td>96</td>
</tr>
<tr>
<td>Training opportunities</td>
<td>1</td>
<td>3</td>
<td>16</td>
<td>45</td>
<td>31</td>
<td>96</td>
</tr>
</tbody>
</table>

Table 12.2: How important are the following pull factors for you when orientating for an employer? (Total Respondents)

<table>
<thead>
<tr>
<th>Mean</th>
<th>Medium</th>
<th>Mode</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gen X</td>
<td>Gen Y</td>
<td>Gen X</td>
</tr>
<tr>
<td>Career opportunities</td>
<td>3.7</td>
<td>4.3</td>
<td>3.5</td>
</tr>
<tr>
<td>Organization culture</td>
<td>3.3</td>
<td>3.4</td>
<td>3</td>
</tr>
<tr>
<td>Content of work</td>
<td>3.9</td>
<td>3.8</td>
<td>4</td>
</tr>
<tr>
<td>Salary</td>
<td>3.5</td>
<td>3.2</td>
<td>3.5</td>
</tr>
<tr>
<td>Work climate</td>
<td>3.7</td>
<td>3.2</td>
<td>3.5</td>
</tr>
<tr>
<td>Sector</td>
<td>3.3</td>
<td>3.1</td>
<td>3</td>
</tr>
<tr>
<td>Working conditions</td>
<td>4</td>
<td>3.6</td>
<td>4</td>
</tr>
<tr>
<td>Values</td>
<td>3.4</td>
<td>4.0</td>
<td>3</td>
</tr>
<tr>
<td>International possibilities</td>
<td>3.2</td>
<td>3.9</td>
<td>3</td>
</tr>
<tr>
<td>Image of organization</td>
<td>3.4</td>
<td>4.3</td>
<td>3</td>
</tr>
<tr>
<td>Challenging work</td>
<td>3.6</td>
<td>4.3</td>
<td>3</td>
</tr>
<tr>
<td>References</td>
<td>3.3</td>
<td>3.9</td>
<td>3</td>
</tr>
<tr>
<td>Location</td>
<td>3.1</td>
<td>3.0</td>
<td>3</td>
</tr>
<tr>
<td>Training opportunities</td>
<td>3.3</td>
<td>4.2</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 12.3: How important are the following pull factors for you when orientating for an employer? (Gen X, Gen Y)
Maslow

As mentioned in the literature review, the theory of Maslow (1970) is based on the priority of needs of people, ranked from low to high in a pyramid, starting with; physiological, followed by; safety, love/belonging, esteem and self-actualization.

In the questionnaire is asked to the respondents to rank the levels of the Maslow pyramid according to their priority of needs, where 1 is given to the need with the most priority and 5 to the need with the least priority. So, the level with the lowest mean grade is the highest in priority in the career of the respondents.

As table 13.1 shows, physiological needs are with a mean grade of 2.2 the first in the list of priority. Esteem is with a mean grade of 2.8 second in the list of priority, closely followed by safety needs with a mean grade of 3.0. The need for self-actualization is low, with a mean grade of 3.5 but the need with the least priority is according to the respondents the need for love/belonging.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Medium</th>
<th>Mode</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological</td>
<td>2.2</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Safety</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Love/belonging</td>
<td>3.7</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Esteem</td>
<td>2.8</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Self-actualization</td>
<td>3.5</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 13.1: How would you rank the levels of Maslow’s motivation theory in your job?

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Medium</th>
<th>Mode</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological</td>
<td>Gen X 1.5, Gen Y 2.2</td>
<td>Gen X 1, Gen Y 2</td>
<td>Gen X 1, Gen Y 1</td>
<td>Gen X 2, Gen Y 4</td>
</tr>
<tr>
<td>Safety</td>
<td>Gen X 2.6, Gen Y 3.1</td>
<td>Gen X 2, Gen Y 4</td>
<td>Gen X 2, Gen Y 4</td>
<td>Gen X 2, Gen Y 4</td>
</tr>
<tr>
<td>Love/belonging</td>
<td>Gen X 3.1, Gen Y 3.7</td>
<td>Gen X 4, Gen Y 4</td>
<td>Gen X 5, Gen Y 5</td>
<td>Gen X 2, Gen Y 4</td>
</tr>
<tr>
<td>Esteem</td>
<td>Gen X 2.6, Gen Y 2.5</td>
<td>Gen X 3, Gen Y 3</td>
<td>Gen X 3, Gen Y 2</td>
<td>Gen X 3, Gen Y 4</td>
</tr>
<tr>
<td>Self-actualization</td>
<td>Gen X 4, Gen Y 3.4</td>
<td>Gen X 4.5, Gen Y 4</td>
<td>Gen X 5, Gen Y 5</td>
<td>Gen X 3, Gen Y 4</td>
</tr>
</tbody>
</table>

Table 13.2: How would you rank the levels of Maslow’s motivation theory? (Gen X, Gen Y)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological</td>
<td>47</td>
<td>9</td>
<td>25</td>
<td>7</td>
<td>8 Total 96</td>
</tr>
<tr>
<td>Safety</td>
<td>8</td>
<td>33</td>
<td>9</td>
<td>39</td>
<td>7 Total 96</td>
</tr>
<tr>
<td>Love/belonging</td>
<td>6</td>
<td>9</td>
<td>31</td>
<td>10</td>
<td>40 Total 96</td>
</tr>
<tr>
<td>Esteem</td>
<td>18</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>6 Total 96</td>
</tr>
<tr>
<td>Self-actualization</td>
<td>14</td>
<td>17</td>
<td>10</td>
<td>21</td>
<td>34 Total 96</td>
</tr>
</tbody>
</table>

Table 13.3: How would you rank the levels of Maslow’s motivation theory?
After this question is asked to the respondents which level(s) of the Maslow pyramid they would like to see during their job. It can be seen that safety is the most frequent factor, followed by physiological and self-actualization needs. Just a little more as half of the respondents is searching for esteem in their job, while a bit more as one third is searching for love/belonging.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological</td>
<td>67</td>
<td>69.8</td>
</tr>
<tr>
<td>Safety</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td>Love/belonging</td>
<td>36</td>
<td>37.5</td>
</tr>
<tr>
<td>Esteem</td>
<td>50</td>
<td>52.1</td>
</tr>
<tr>
<td>Self-actualization</td>
<td>67</td>
<td>69.7</td>
</tr>
</tbody>
</table>

Table 14: Which levels of the Maslow's pyramid are you searching for in an employer?

![Q12: Which levels of the Maslow's pyramid are you searching for in an employer?](image)

**Characterizes generation X and generation Y**

The purpose of this question is to analyse if the respondents of generation X and Y are choosing the opposite which is matching with the characterizes of their own generation, without knowing which statement is related to which generation. The left statements are linked to

As can be seen in table 15.1 with the results of the total respondents are all the statements linked to generation Y, preferred compared to the statements of generation X. A logical reason for this can be the fact that there are less participants of generation X are participating in the research.
To investigate if the presumed reason is the real reason for this observation, the difference between generation X and Y are illustrated in table 15.2. Indeed, the majority of generation X constantly choose for the statement related to Generation X, just at statement IV, 80% of the generation X respondents choose for the generation Y statement. Moreover, the majority of Generation Y always choose for the statements of generation Y. However, still one or more than one third of the generation Y respondents choose for the generation X statements at the III (30%), V (30%) and VI (32%) statements.

<table>
<thead>
<tr>
<th></th>
<th>Gen X</th>
<th>Gen Y</th>
<th>Gen X</th>
<th>Gen Y</th>
<th>Gen X</th>
<th>Gen Y</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position based on experience</td>
<td>6</td>
<td>14</td>
<td>60</td>
<td>16.3</td>
<td>4</td>
<td>72</td>
<td>40</td>
<td>83.7</td>
</tr>
<tr>
<td>Hierarchical relations</td>
<td>7</td>
<td>9</td>
<td>70</td>
<td>10.5</td>
<td>3</td>
<td>77</td>
<td>30</td>
<td>89.5</td>
</tr>
<tr>
<td>Status, money and relations</td>
<td>6</td>
<td>33</td>
<td>60</td>
<td>38.4</td>
<td>4</td>
<td>53</td>
<td>40</td>
<td>61.6</td>
</tr>
<tr>
<td>Reflection based on your failures</td>
<td>2</td>
<td>11</td>
<td>20</td>
<td>12.8</td>
<td>8</td>
<td>75</td>
<td>80</td>
<td>87.2</td>
</tr>
<tr>
<td>Livelihood</td>
<td>7</td>
<td>30</td>
<td>70</td>
<td>34.9</td>
<td>3</td>
<td>56</td>
<td>30</td>
<td>65.1</td>
</tr>
<tr>
<td>Consultation with management</td>
<td>8</td>
<td>32</td>
<td>80</td>
<td>37.2</td>
<td>2</td>
<td>54</td>
<td>20</td>
<td>62.8</td>
</tr>
</tbody>
</table>

Table 15.2: Below are 8 opposites given, with which statement of every horizontal line do you agree? (Gen X, Gen Y)
4.2.4 Research question II: How can these talents be reached and what is the most effective way of communication to this target audience?

“Communication is everyone’s panacea for everything” Tom Peters

As explained in the literature, there are different manner and approaches to communicate the employer brand and to reach the target audience. The objective of this part is to give an insight in the most effective way to communicate to and reach the talents.

In this section six questions are given, starting with a question regarding the employer advertising approach, followed by some questions regarding the behavior of the talents in social media. But first, the way or orientation during the orientation for an employer is illustrated.

Medium of orientation

With 71.9%, the most respondents has selected social media as one of the ways of orientation when searching for a job. Recruitment website are according to 63.5% of the respondents the second largest medium to find a job. Besides, 53.1% of the students says to take with the opinion of reference groups when searching for a job, while just 40.6% is using their professional network to find a job. On the other hand, career events and recruitment agency’s are both a less popular medium in the orientation process of the respondents. Only 27.1% is visiting a career event to search for a job and 24% is approaching a recruitment agency during this process.

<table>
<thead>
<tr>
<th></th>
<th>Gen X</th>
<th></th>
<th>Gen Y</th>
<th></th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>Recruitment website</td>
<td>6</td>
<td>60.0</td>
<td>55</td>
<td>64.0</td>
<td>61</td>
</tr>
<tr>
<td>Recruitment agency</td>
<td>2</td>
<td>20.0</td>
<td>21</td>
<td>24.4</td>
<td>23</td>
</tr>
<tr>
<td>Company website</td>
<td>6</td>
<td>60.0</td>
<td>34</td>
<td>39.5</td>
<td>40</td>
</tr>
<tr>
<td>Career event</td>
<td>1</td>
<td>10.0</td>
<td>25</td>
<td>29.1</td>
<td>26</td>
</tr>
<tr>
<td>Reference groups</td>
<td>4</td>
<td>40.0</td>
<td>47</td>
<td>54.7</td>
<td>51</td>
</tr>
<tr>
<td>Social Media</td>
<td>4</td>
<td>40.0</td>
<td>65</td>
<td>75.6</td>
<td>69</td>
</tr>
<tr>
<td>Network</td>
<td>1</td>
<td>10.0</td>
<td>38</td>
<td>44.2</td>
<td>39</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 16: In which way are you orientating when searching for a job?
Social media

In the questionnaire are three questions asked related to social media. It is asked whether the students have or do not have any social media account, in which social media accounts they are present and if and which social media tool(s) they are using during their orientation. As shown in the results, all respondents have a social media account as 100% answered ‘yes’ to this question.

<table>
<thead>
<tr>
<th></th>
<th>Gen X</th>
<th></th>
<th>Gen Y</th>
<th></th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Yes</td>
<td>10</td>
<td>100</td>
<td>86</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
<td>86</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

Table 17: Do you have any social media account?
With 80.2% have nearly all respondents a Facebook account and is therewith the most popular of the
given choices. LinkedIn closely follows Facebook, which is with 62.5% of the respondents still amply
used by more than half of the respondents. Besides, nearly half of the respondents own a Twitter
account. Another remarkable fact is that one third of the respondents is present on YouTube. Google+
is the least popular with just 11.5% of the respondents. Finally, there was a possibility given to
suggest another social media tool with the option ‘other’ but none of the respondents used this option.
When looking at the differences between the generations, can be seen that LinkedIn is clearly more
attractive in generation X as in generation Y. Besides, none of the generation X respondents is
present in Google+.

<table>
<thead>
<tr>
<th></th>
<th>Gen X</th>
<th></th>
<th>Gen Y</th>
<th></th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>Facebook</td>
<td>6</td>
<td>60</td>
<td>71</td>
<td>82.6</td>
<td>77</td>
</tr>
<tr>
<td>Linkedin</td>
<td>10</td>
<td>100</td>
<td>50</td>
<td>58.1</td>
<td>60</td>
</tr>
<tr>
<td>Twitter</td>
<td>3</td>
<td>30</td>
<td>43</td>
<td>50.0</td>
<td>46</td>
</tr>
<tr>
<td>Google +</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>12.8</td>
<td>11</td>
</tr>
<tr>
<td>Youtube</td>
<td>3</td>
<td>30</td>
<td>27</td>
<td>31.4</td>
<td>30</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 18: Which social media networks are you present in?

On the other hand, when looking at the results of the question related to the use of social media when
orientating for a job, there are some striking facts. Firstly, LinkedIn is with 62.5% of the respondents
the most commonly used social media tool to search for an employer, while in the previous question a
higher proportion of the respondents are present on Facebook. Secondly, while all of the respondents
with a LinkedIn account this account also used during the orientation for a job, with 43.8%, only
slightly more than half of the respondents owning a Facebook account is using this during the
orientation for a job. Of all respondents with a Twitter account, just one quarter is not using this account, as 36.5% has said to use this account during their orientation. Most notable is the decrease in use of YouTube, as one third is present on YouTube, just 1% is using this for the search to a job. Lastly, 6% of the respondents has indicated to not use social media at all during this period.

As can be seen in table 19, generation X is just using Linkedin and Facebook when orientating for an employer. While for all of the social media account at least one of the respondents from generation Y is using this account to orientate for an employer.

<table>
<thead>
<tr>
<th></th>
<th>Gen X</th>
<th></th>
<th>Gen Y</th>
<th></th>
<th>Total Respondents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Facebook</td>
<td>3</td>
<td>30</td>
<td>39</td>
<td>45.3</td>
<td>42</td>
<td>43.8</td>
</tr>
<tr>
<td>Linkedin</td>
<td>10</td>
<td>100</td>
<td>50</td>
<td>58.1</td>
<td>60</td>
<td>62.5</td>
</tr>
<tr>
<td>Twitter</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td>40.7</td>
<td>35</td>
<td>36.5</td>
</tr>
<tr>
<td>Google +</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3.5</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>Youtube</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1.2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0.0</td>
<td>6</td>
<td>6.3</td>
</tr>
</tbody>
</table>

Table 19: Which social media networks do you use during your orientation for an employer?

Employer Advertising Approach

According to the literature, are there three types of employer advertising approaches, namely; the transnational, mission to mars and the local. In the questionnaire is asked to the talents, which employer advertising approach attracts them most. According to the results of this question can be concluded that the ‘mission to mars’ approach is the most attractive approach for the talents participating in the questionnaire, as with 48.9% nearly half of the respondents choose for this option. The ‘transnational’ approach closely follows the ‘mission to mars’ approach with the vote of 39.6% of the respondents. The ‘local’ approach is with the remaining
11.5% of the respondents not really attracting compared to the other approaches. When looking at the differences between generation X and Y is seen something remarkable. While 50% of generation X choose for ‘the local’ approach, choose just 7.0% of generation Y for this approach. Both generations ranked with 30% and 40.7% the ‘transnational’ approach as second most attracted approach. Furthermore, generation Y prefers with 52.3% of the respondents the ‘mission to mars’ approach, while with 20% of the generation X respondents finds this the least attractive approach.

<table>
<thead>
<tr>
<th></th>
<th>Gen X Frequency</th>
<th>Gen Y Frequency</th>
<th>Total Respondents Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transnational</td>
<td>3</td>
<td>35</td>
<td>38</td>
</tr>
<tr>
<td>Mission to Mars</td>
<td>2</td>
<td>45</td>
<td>47</td>
</tr>
<tr>
<td>The Local</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
</tbody>
</table>

Table 20: Which Employer advertising approach is attracting you most?

Figure 24: Which Employer advertising approach is attracting you most?

Reactive and proactive stories

As mentioned in the literature, there are reactive and proactive stories which companies can create worth of mouth communication between people and influence the reputation of the company. In the questionnaire is asked to the respondents which type of story is increasing their awareness and improve the image about a company more; reactive or proactive stories. These two types of stories are described in the following way;

1) Launch nice news products or services or customers (Reactive story)
2) Presents inside information about their success or creating some impact in industry by changing a law e.g. (Proactive story)
As can be seen in the results is nearly three quarter (73.9%) of the respondents more attracted by reactive stories instead of proactive stories which are choosen by approximately one quarter of the respondents (26.1%). A striking phenomenon between the generations as 77.9% of generation Y choose for reactive stories, while less then half (40%) of the generation X choose for this option.

<table>
<thead>
<tr>
<th></th>
<th>Gen X</th>
<th>Gen Y</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>Launch new products, services or customers</td>
<td>4</td>
<td>40</td>
<td>67.0</td>
</tr>
<tr>
<td>Presents inside information about their success or creating some impact in industry by changing a law e.g.</td>
<td>6</td>
<td>60</td>
<td>19.0</td>
</tr>
</tbody>
</table>

Table 21: What is increasing your awareness and improve your image about a company more, a company which ..

4.2.5 Employer branding

To conclude the questionnaire, two grading questions are asked to the respondents. The first question is related to the importance of the image of a company when orientating for an employer. The second question is asking for an overall grade of the extent an employer brand helps to attract potential employees.

Importance of image of company

According to the results in table 22.1, the respondents gave a mean grade of 7.9, with a mode of 9.0, given by more then one third of the total respondents. None of the respondents gave a 1 or 2 which means that the range is 7.0.

<table>
<thead>
<tr>
<th>Importance of image of company</th>
<th>Mean</th>
<th>Medium</th>
<th>Mode</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.9</td>
<td>8</td>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 22.1: How important is it for you if the company you are applying for is present in the list of best employers of your country?
Extent of employer brand

Employer branding represents a firm’s efforts to promote, both within and outside the firm, a clear view of what makes it different and desirable as an employer. The results to this question are illustrated in table 23.1 The respondents gave a mean grade of 7.9 with a 8 as mode that is answered by nearly half of the respondents. The range of this question is 5 as the answers of the respondents are between 5 and 10.

<table>
<thead>
<tr>
<th>Mean</th>
<th>7.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium</td>
<td>8</td>
</tr>
<tr>
<td>Mode</td>
<td>8</td>
</tr>
<tr>
<td>Range</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 23.1: Employer branding represents a firm’s efforts to promote, both within and outside the firm, a clear view of what makes it different and desirable as an employer?

Table 22.2: How important is it for you if the company you are applying for is present in the list of best employers of your country?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td>7</td>
<td>19</td>
<td>19.8</td>
</tr>
<tr>
<td>8</td>
<td>26</td>
<td>27.1</td>
</tr>
<tr>
<td>9</td>
<td>36</td>
<td>37.5</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>4.2</td>
</tr>
</tbody>
</table>

| Total | 96 | 100 |

Table 23.2: To which extent do you think employer branding helps attracting potential employees?
4.3 Quantitative research; structured interviews

Several structured interviews are held with professionals working in the area of employer branding and present at the career event in Amsterdam, the Netherlands. At the end of the day 25 professionals did participate in the interview but the researcher just used 20 interviews for the results as the other 5 professionals were not working in the employer branding area and for this reason just answered the first question. The data is analysed via MS Excel software and the questions are pre-coded.

4.3.1 Participant overview

The first section of the interviews is based on the background of the participants. Are they working in the area of employer branding?, for how many years are they working in this area? and finally it is investigated if they are working for an Internet company.

Working in employer branding

The official number of participants was 25 as before the 20 participants which were want before the interviews were reached there were 5 professionals which were not working in this area and for this reason were not suitable for this research. This means automatically that 100% of the 20 participants are working in the area of employer branding.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 24: Are you working in the area of employer branding?

Time working in employer branding

This question is investigated as in this way a clear background of the expertise in employer branding of the participants is shown. As can seen in table… the majority (55%) is longer as three years working in employer branding, followed by 35% between 1 and 3 years and finally, just 10% is working for less than one year in this area.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>1 - 3 years</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>More than 3 years</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 25: How many years are you working in employer branding?
4.3.2 Needs of talents

The purpose of this section is to analyse which pull factors are most implemented in the employer brand according to the participants. The pull factors which are obtained via the focus group and implemented in the questionnaire, are now used for this question. The participants could all select five pull factors which they are advising to implement in an employer brand.

As can be seen in table… are the five most important pull factors to them; career opportunities (100%), image of the organisation (75%), working conditions (60%), challenging work (65%) and training opportunities (50%).
### Table 27: Which pull factors should be implemented in the employer brand?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career opportunities</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Organization culture</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Content of work</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Salary</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Work climate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sector</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Working conditions</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Values</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>International possibilities</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Image of organization</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>Challenging work</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>References</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Location</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Training opportunities</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

The question is analysed by giving 3 points to the factors chosen by 1, 2 points for number 2 and 1 point for number 3. The channel with the most points is the most used channel. The most used

### 4.3.2 Communication of employer brand

The aim of this section of the interviews is to examine in which the employer brand can effectively be communicated to the target audience. The following subjects are analysed: top 3 communication channels, social media networks, social media tools used during orientation and finally social media tool which is most effective to communicate the employer brand.

#### Top 3 communication channels

The question is analysed by giving 3 points to the factors chosen by 1, 2 points for number 2 and 1 point for number 3. The channel with the most points is the most used channel. The most used
communication channels to communicate the employer brand are according to relevance; recruitment websites, company website and social media.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment website</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Recruitment agency</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Company website</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Career event</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Reference group</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Social media</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Network</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 28: What are according to you the three most important communication channels?

Figure 28: What are according to you the three most important communication channels?

Most effective social media for employer branding

The most effective social media tool for employer branding according to the professionals is ‘LinkedIn’, which is chosen by 90% of the participants. Facebook and Twitter are both chosen by one participant and are both with 5%, counting for the remaining 10%. Google+, Youtube and the option ‘others’ are by none of the participants selected.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Twitter</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Google+</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Youtube</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 29: What is the most effective social media tool for employer branding?
4.3.3 Employer branding

In this section some statements about employer branding are asked, the first two question can be answered from strongly disagree till strongly agree with a range of 5. The last question can be answered with a grade between 1 and 10.

Employer branding can reduce cost

The following statement is given to the participants: ‘do you believe that reducing the investments in employer branding will result in higher recruitment costs-per-hire?’ Nearly all of the respondents are ‘neutral’ or do agree on this statement. Nearly half of the respondents, 45%, do ‘strongly agree’ with this statement, followed by 35% which ‘agree’ with the statement.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>45</td>
</tr>
</tbody>
</table>

Table 30: Do you believe that reducing the investments in employer branding will result in higher recruitment costs-per-hire?

Figure 30: Do you believe that reducing the investments in employer branding will result in higher recruitment costs-per-hire?
Reduce time

The second statement which is given to the respondents: ‘do you believe that an effective employer brand can reduce the time which is required to recruit a new employee?’

Is both with 40% of the participants answered with ‘agree’ and ‘strongly agree’. 15% has answered with ‘neutral’ and just one of the respondents (5%) has answered with ‘disagree’.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>8</td>
<td>40</td>
</tr>
</tbody>
</table>

Table 3: Do you believe that an effective employer brand can reduce the time which is required to recruit a new employee?

Employer brand effective to attract talents

The last question of the interview is the same as the questionnaire; ‘To which extent do you think employer branding helps attracting potential employees? All the participants gave a grade above average and is graded with a mean grade of 8.0 and a median of 8 as well. The range is 3 as the respondents just gave grades between 6 and 9.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 32.1: To which extent do you think employer branding helps attracting potential employees?

Table 32.2: To which extent do you think employer branding helps attracting potential employees?
5. Conclusion and recommendations

The purpose of this chapter is drawing conclusions based on the total dissertation and frame some recommendations. The first section of this chapter is focused on the conclusion of the objectives of the research. Afterwards, this conclusions are related to the literature from the literature review in the second section. In the third section, recommendations are drawn, followed by some suggestions for further research.

5.1 Conclusion

Saunders et al (2009) indicated that the conclusion chapter should not just be based on the findings but should conclude the total dissertation. The main purpose of the conclusion is to answer the research question: "What are the leading criteria to build a strong employer brand in the fast growing Internet industry in the Netherlands and attract the most talented employees?" In this conclusion the research objectives set in chapter 1.2 will be answered.

5.1.1 Conclusion objective I

The first objective which will be answered is: To analyze the advantages of an employer brand for fast growing Internet companies and how to built an employer brand.

This objective has mainly been achieved through the literature review. The literature review highlighted the fact that there are many advantages of an employer brand; recruitment is quicker and less expensive, employee engagement is increasing, retention of talent and becoming an employer of choice in the labor market. The possibility to become an employer of choice is the most relevant for this research as the image of a company is one of the pull factors which are important for talents, this will be further described in objective II. There is no specific literature about employer branding related to the fast growing Internet industry, which means there is a gap in the literature. This gap confirmed the first hypothesis: (1) The fast growing Internet industry is not conscious about employer branding and the advantage it is giving to attract talents in this competitive labour market.

The literature review demonstrated that there are several manners to attract talents to the organization via an employer brand but it is not clear what the needs of the talents are and to which needs this talents set priority. This lead to achieve the second research objective.

5.1.2 Conclusion objective II

The second objective that will be concluded is: To investigate the work related needs and motivation during the orientation to an employer of dutch talents aged between 21 and 35 and the difference
between generation X and Y. The findings of the questionnaire in the data analysis section shows that the talents are more attract when they have an emotional attachment with the company. Besides, the five most important work related needs of talents are: career opportunities, image of organisation, challenging work, training opportunities and content of work. The talents are motivated by the physiological and esteem level of Maslow’s pyramid, which is a remarkable fact as this is not the normal ranking in the literature of Maslow. Some differences between generation X and Y are noted in the findings as talents from generation X prefer: work climate, salary and working conditions, which can be linked to the safety and love/belonging levels of Maslow. While generation Y prefers: values, international possibilities, image of the organisation and references, which can be linked to the self-actualization level of Maslow and to external branding. The conclusion of these findings it confirming the second hypothesis of this research: (2) The work related needs of talents are different between generation X and generation Y. However, the professionals point that career opportunities, image of the organisation, working conditions, challenging work and training opportunities are the most popular and effective pull factors to implement in the employer brand to attract talents to the company.

5.1.3 Conclusion objective III

The following objective that will be answered is: to explore how the communication of the employer brand could best fit to the target audience. The most effective communication tools to communicate the employer brand to the target audience are determined via the quantitative primary research. The professionals indicate that recruitment websites, company websites and social media tools are the most effective ways to communicate an employer brand. Talents are starting their search to an employer via recruitment website, reference groups and most important via social media. The social media tools which talents are mostly using during their orientation are LinkedIn and Facebook. While the professionals indicate that in their experience LinkedIn is the most effective social media tool and Facebook is just mentioned once.

As mentioned in the literature, Minchington (2006) and Berthon (1999) suggested three employer advertising approaches, according to the findings the ‘mission to mars’ approach is the most attractive approach. Which means that talents are attracted by new, exciting and innovative organizations. It has to be mentioned that when looking at the differences in generations, generation X prefers ‘the local’ approach which is used by organizations who are searching for one specific type of employees. Moreover, talents are more attracted by proactive stories instead of reactive stories.

As demonstrated, the three objectives have been reached through this research, leading to the completion of the research question. It can be concluded, that employer branding gives the possibility
to turn an employer into an employer of choice and reach a competitive advantage compared to other employers to attract talents. The link between employer branding and the attracting of talents has been established and recommendations on the subject are set in the following subchapter.

5.2 Recommendations

This section aims to point out the recommendations for this new area. After concluding this dissertation there are some recommendations to fast growing Internet companies when building an employer brand.

Firstly, the following pull factors, recommended by the talents and professionals, have to be implemented in the employer brand so the target audience can be attracted:

- Career opportunities
- Image of the organisation
- Challenging work
- Training opportunities
- Content of work
- Working conditions

These factors have to be worded in a ‘Mission to Mars’ employer advertising approach. Companies should;

- emphasize the fact that they are a fast growing companies;
- that for this reason, excitement and innovation are key words for this organisation;

These pull factors should be implemented in the ‘Mission to Mars’ employer advertising approach and, in ranking of importance, be communicated via:

- Social media;
- Recruitment websites;
- Company website;
- Reference groups.

The social media tools which should be focused on by the companies according to the communication of the employer brand are:

- LinkedIn
- Facebook
When the employer brand is better known by the target audience, the company should keep developing the awareness of the employer brand by reactive stories through:

- communicating the launch of new products or services;
- communicating new successes like; bringing in a large amount of new customers.

5.3 Suggestions for further research

The purpose of this research was to study the needs and behaviour of Dutch talents aged between 21 and 35 studying a business master. As this research is suitable to be further applied in different target populations, is this one of the recommendations for further research. This research is focused on the age group between 21 and 35 years old, as this group are talents in the current market. Generation X and generation Y are representing this age group. The new generation is getting close to enter the market so a next research could be based on investigating the differences between generation Y and this new generation.

Moreover, as is clear from the literature, employer branding is causing for three main benefits: attracting, retaining and engaging of talents. This research is focused on the attracting of talents for new fast growing Internet companies. Further research is recommended in the retaining and engaging of talents, as these factors become very important after attracting by winning the so called ‘war for talent’ and becoming your employees.

5.4 Summary

This last chapter concluded the total dissertation by answering the research objectives and hypotheses, set at the start of the research. Besides, recommendations are given which provide practical implementations for fast growing Internet companies. Moreover, suggestions for further research are recommended to further develop and broaden the subject of this research.
6. Reflection of learning and Skill Development

“The only skill that will be important in the 21st century is the skill of learning new skills. Everything else will become obsolete over time.” Peter Drucker

This chapter evaluates the learning process during the MA in Marketing programme, reviewing the skills which the researcher developed during the past year.

The chapter is split up into five parts. The first part is about the background of learning, followed by the second part explaining the learning style of the researcher which is adopted during the dissertation. The third part accent the reflection of the MA Marketing programme, followed by the identifying of the skills, knowledge and experience which the researcher has improved during the writing of her dissertation. The final part is describing the benefits from this development for future employments and personal development.

6.1 What is learning?

According to Kolb (1984) is learning a process in which knowledge is created by the transformation of experience. He described knowledge as an irreversible change in possible actions. He indicates that a lot of authors in the twentieth century developed learning models, examples are; John Dewey, Kurt Lewin and Jean Piaget. On the end they all developed the same kind of models with the same two polarities, whereby they finally all come to a cyclic learning model with almost matching phases, which are now frequently cited as ‘Kolb’s learning styles’.

James and Gardner (1995), argues that learning is “the complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store and recall what they are attempting to learn”.

Honey and Mumford (1992) describe the term learning style as attitudes and behaviour that determine what a person’s way of learning is. They are asking themselves why under the same circumstances, one person is learning and the other person is not. The aim is to show that the reason for this difference lies in the different reactions of individuals, which can be explained by the different needs in the way that learning is offered. They describe this needs as learning styles.
The learning cycle of Kolb (1984), below present the way in which people can learn. According to this cycle people learn by experiencing things, then thinking about this experience and drawing conclusions and finally putting their theory into practice to see what happens.

According to Kolb (1984), people do all learn in a different way. Learning can be interpreted as a process that finally leads to behavioural change. In this process different phases can be distinguished, such as gathering information, testing new ideas of thinking about what befall to people. He did research into the different ways of learning of individuals, showing four different types, which dependent on each other could be defined. These four learning phases can be described in terms of the skills that belong to these stages.

### 6.2 Learning style of the researcher; activist and pragmatist

Honey and Mumford (1986) developed a Learning Style Questionnaire (LSQ) to gain respondents an understanding of learning styles so they can apply the different learning styles in their daily learning activities. Besides, it shows the respondents which learning style fits the most to them but the results of the survey do not warrant the best way of learning, but it will try to give a view of the strengths and weaknesses of the respondent so they can use the right method for learning a task or subject.
The researcher has answered the learning style questionnaire of Honey and Mumford (1986), which showed the result seen in figure 33, all the answers of the questionnaire can be read in appendix 2. According to the test the researcher has two types of learning styles; Activist and Pragmatist.

**Activist:**
Activist like to be involved in new experiences and are enthusiastic about new ideas. This type of learners enjoy undertaking things and prefer to come in action first and consider the implications afterwards. They do not like to prepare for the learning experience or review their learning afterwards (Mumford, 1997).

**Pragmatist:**
Pragmatists are enthusiastic to try things out. They like concepts that can be applied to their job. They tend to be impatient with lengthy discussions and are practical and down to earth (Mumford, 1997).

<table>
<thead>
<tr>
<th>The best way to learn for activist, they;</th>
<th>Activist learn less when:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ have to be involved in new experiences;</td>
<td>▪ listening to lectures or long explanations;</td>
</tr>
<tr>
<td>▪ need problems and opportunities;</td>
<td>▪ reading, writing or thinking on their own;</td>
</tr>
<tr>
<td>▪ work in groups with team tasks;</td>
<td>▪ absorbing and understanding data;</td>
</tr>
<tr>
<td>▪ need to be thrown in the deep with</td>
<td>▪ following precise instruction to the letter.</td>
</tr>
<tr>
<td>difficult tasks;</td>
<td></td>
</tr>
<tr>
<td>▪ prefer chairing meetings, leading</td>
<td></td>
</tr>
<tr>
<td>discussions.</td>
<td></td>
</tr>
</tbody>
</table>

**Tabel 33: The best way to learn for activist**

<table>
<thead>
<tr>
<th>Pragmatist learn best when they;</th>
<th>Pragmatist learn less when;</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ have a link between the topic and their job</td>
<td>▪ there is no obvious benefit that they can recognize;</td>
</tr>
<tr>
<td>▪ have the chance to try out techniques;</td>
<td>▪ there is no guideline on how to do things;</td>
</tr>
<tr>
<td>▪ are show techniques with obvious advantages;</td>
<td>▪ there is no apparent benefit to the learning</td>
</tr>
<tr>
<td>▪ are shown a model they can copy.</td>
<td>▪ the event or learning is all theory.</td>
</tr>
</tbody>
</table>

**Tabel 34: Best way to learn for pragmatist**
Besides, this Learning Style Questionnaire of Honey and Mumford (1986), the research has undertaken a professional talentanalyse at ‘Talent first’, a company specialized in talent analyses of talents. This talent analyse confirmed on the same learning style of the researcher as Honey and Mumford (1986). For this reason, it can be said that according to the literature the learning style of the researcher is more practical and on the short-term.

Using this learning styles the researcher noticed that she is learning by new chances and challenges and without routinework. Besides, she is performing better when she is working in groups where she likes to take the lead in the conversation. Furthermore, she prefers evaluation based on results instead of the process itselfes. Lastly, she is in need of freedom in rules, strict supervision and details.

6.3 Reflection MA Marketing

The completion of the MA Marketing was without any doubt the most challenging thing the researcher have ever experienced. After finishing the BA in Human Resource Management last year in Leiden, the Netherlands, the researcher was not sure about her next step. She had offered a job in the area of Traineeships and Employer Branding but did not feel ready to start her career already on the age of 21. Besides, she was not longer attracted by the area of Human Resources and longed for a more commercial en creative twist in her knowledge and experience. After considering the possibilities, the researcher decide to continue studying at the Dublin Business School, to improve her level of English at the same time. To prepare for this English master, she moved to London for two months to complete her IELTS certificate.

Now that the researcher is finishing her MA programme by writing this dissertation, she can say that this last year was a year full of wonderful experiences, knowledge and personal development. Especially this last stage of the programme has demand a lot of personal commitment and perseverance of the researcher, but on the end it is definitely worth every second of time.

The MA Marketing programme has enable me to develop many skills and knowledge which otherwise would have been hard to obtain during the researchers career. The researcher will apply and continue developing this skills in her future career and daily life. Besides, the researcher has developed some knowledge regarding the marketing area which she did not have before when studying Human Resource Management. She would like to combine the knowledge of both areas to apply for a job in the area of employer branding.
6.4 Development of skills

This section identifies the different skills the researcher developed and what she has learnt while working on the dissertation and finishing the MA Marketing programma.

6.4.1 Research skills

The research has already developed her research skills while writing her Bachelor dissertation last year. However, the researcher still experienced significant improvement on this skill since the start of the MA programme. The modules during the programme force the student to review academic literature. The research was not used to underpin every opinion by the view of other authors and other relevant academic literature. This way of writing an academic assignment is asking for different analytical skills, as the student needs to summarize the founded information collected via databases and need to criticize and compare opinions of other authors with eachother to finally compose relevant literature for the subject.

6.4.2 Written and communication skills

As mentioned before completed the researcher her IELTS certificate before starting the MA programma, so she had already been improved her English before starting the programme. Nevertheless, her level of English has increased rapidly when she started studying at Dublin Business School as the total MA marketing class was consisting of non-dutch speaking students. This has helped the student al lot to develop her communication skills. Besides, when working in group projects she could not speak in another language as English like the other students did and became for this reason natural to her.

Furthermore, as she also wanted to improve her written skills, she read a fair amount of academic books, journals and articles to increase her level of English and at the same time meet the expectatations of writing an assignment on a Master level.

6.4.3 Team working skills

During this master year three of the eight modules were group based projects. As in the Netherlands Bachelor programmes are extremely focused on group tasks as it is usual in the Netherlands to work in groups within companies as well. Still developed the researcher her team working skills as she was in this year working with group members of different countries, which means different cultures and different approaches. Besides, the researcher is normally used to take the lead within team work. But as she was now working with mostly French students which were talking in French when brainstorming about ideas, she had to leave the possession of this role to other students.
6.4.4 Time management skills

Time management is one of the key skills required to accomplish the dissertation. The researcher has a very perfectionist personality and is therefore spending a lot of time in the beginning of an assignment and especially for the dissertation. Besides, the researcher is working best under time pressure and could for this reason not be focused enough at the beginning of the dissertation period. Another point which is requiring good time management of the researcher is her full-time job next to the writing of her dissertation.

When progressing with the dissertation, the researcher realized she could better use structured interviews instead of unstructured interviews and decide to use a focus group interview as well. As she changed two types of primary research she had to change her research methodology where she lost a lot of time. Time management is one of the weaknesses of the researcher as the deadline is the greatest inspiration for the researcher.

6.5 Future application of learning

As expected and desired before starting the master, the researcher discovered and developed a lot during the writing of her dissertation and are constructive now. The researcher did not intend to develop her skills and knowledge just for academic use but also for future professional purposes and daily life. Firstly, the expending of her existing human resource knowledge with the marketing knowledge gained during this year, can help the researcher to successfully accomplish a job in the employer branding area she intends to work in. Secondly, the team working skills can help the researcher to take some distance of the leading role in her future career as it was already one of the learning goals of the researcher during her bachelor degree. Furthermore, time management can help the researcher when finding a balance between the amount of work in her future career. As the researcher feels quickly committed and responsible for tasks she can totally go up into her work that she will not be able to keep a healthy balance between her work and personal life.

6.6 Conclusion

After finishing this dissertation the researcher can feel she extensively developed herself personally and acquired new skills. The researcher feels after finishing this master degree, stronger and more secure when entering the labour market and starting her career. Besides, the researcher feels that she can better handle difficulties and approach assignment and tasks in a more academic and theoretical way. However, the researcher will keep continue her developments and increase her knowledge until the day she dies.
Bibliography


Corporate leadership council, (2007). Leveraging Total Rewards to Attract and Retain In-Store employees.


Appendix 1 – Questionnaire quantitative research
The work related needs and motivation of current talents aged between 21 and 35

Dear Master students,

To complete my Master in Marketing at Dublin Business School I would like to invite you to participate in my research, which will approximately take 10 minutes of your time. This research is conducted under the direction of Dublin Business School.

Via this research I would like to investigate the criteria talents sets to their future employer and create a clear view of the criteria which has to be implemented in the employer brand of fast growing Internet companies. The results of the following questionnaire will give an impression of the needs and motivation of current talents.

For more information about the research, you can contact at any time Lindy Hage (lindyhage@live.nl), your complaint or question will stay confidential.

I hope to have informed you sufficiently and thank you in advance to participate in my research.

Yours sincerely,

Lindy Hage
MA Marketing Dublin Business School
Which Master study are you following?

- Colorado State University
- University of Michigan
- University of Groningen
- University of Twente
- Leiden University
- Utrecht University
- KU Leuven
- University of Antwerp
- Erasmus University Rotterdam
- University of Amsterdam
- Netherlands University Rotterdam

At which University are you studying?

- Please choose --

Year of Birth

Gender

- Male
- Female
Which reference group is the most important for you during the orientation for an employer?

- Friends
- Family
- Parents

Are you interested in working for a fast growing Internet company in the future?

- Yes
- No

- Needs and motivation

- Other, namely:
How important is it for you to have an emotional attachment or positive image about the product/service of the company?

8.

Are you more interested in an employer when you are having an emotional attachment or positive image about the product/service of the company?

9.

Did you ever had an emotional attachment with a product/service of a company?

7.

Other, namely: colleagues, students, other
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<th>2</th>
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<tbody>
<tr>
<td>Career opportunities</td>
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<tr>
<td>Work climate</td>
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<td>Salary</td>
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<td>Work conditions</td>
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<td>Sector</td>
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<tr>
<td>Values</td>
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<tr>
<td>International possibilities</td>
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<td>Image of organization</td>
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<tr>
<td>Challenging work</td>
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<tr>
<td>References</td>
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How important are the following pullfactors for you when orientating for an employer?

1 = not important, 10 = very important
Maslow's hierarchy of needs (often represented as a pyramid with five levels of needs) is a motivational theory in psychology that argues that while people aim to meet basic needs, they seek to
Choose one of the statements from every horizontal line. Below are 5 opposites given, with which statement of every horizontal line do you agree?

Which levels of the Maslow’s pyramid are you searching for in an employer? (select all relevant)

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How would you rank the levels of Maslow’s motivation theory in order to meet success/failure needs in the form of a hierarchy.
In which way are you orientating when searching for a job? (Select all relevant answers)

<table>
<thead>
<tr>
<th>Other names?</th>
<th>Network</th>
<th>Social Media</th>
<th>Reference groups</th>
<th>Career events</th>
<th>Company website</th>
<th>Recruitment agency</th>
<th>Recruitment website</th>
</tr>
</thead>
</table>

Communication

- Consultation with direct colleagues
- Consultation with direct management
- Self-development
- Success
- Reflection based on your meaningful work
- Authentic relations
- Competences
- Position based on experience
- Status, money and relationships
- Hierarchical relations
Which social media networks do you use during your orientation for an employer?

17.

Which social media networks are you present in?

16.

Do you have any social media accounts?
How important is it for you if the company you are applying for is present in the list of best employers of your country?

20.

What is increasing your awareness and improve your image about a company more, a company which:

19.

- Launch new products or services or customers
- Preserves inside information
- Has some impact in creating their success or their image
- Industry by changing a law e.g.

18.

- Employees - if you at the profile (or aspire to do so) join up
- Commission to Mars, what we do is exciting - join us and be ahead of the trend
- Why you look for another employer - why look any further
- We are a big, we are stable, we are multinational and we are respected and admired
- None
Must have.

Send survey

21.

2.

To which extent do you think employer branding helps attracting potential employees?

View of what makes it different and desirable as an employer.

Employer branding represents a firm's efforts to promote both within and outside the firm, a clear

1 = not important, 10 = very important

10
Structured interviews for quantitative research

November 2012
Dear Mr/Mrs,

First of all, I would like to thank you for your time and hopefully your participating in my research. This is of great value to me.

To complete my Master of Arts in Marketing at Dublin Business School, I would like to invite you to participate in my structured interviews, which will take approximately 15 minutes of your time. This research is conducted under the direction of Dublin Business School, Dublin.

Via this research I would like to investigate how an effective employer brand can be built for fast growing Internet companies to attract and retain talents in the current marketplace. The results of the following interviews will give an impression of the current experiences among professionals about this research area.

The interviews will be recorded on tape and notes will be made during the interview. Hereby I declare that all the information given will just be used for the dissertation.

For more information about the research, you can contact at any time Lindy Hage (lindyhage@live.nl), your complaint or question will stay confidential.

I hope to have informed you sufficiently and thank you in advance to participate in my research.

Yours sincerely,

Lindy Hage
MA Marketing Dublin Business School
<table>
<thead>
<tr>
<th>Q1: ‘are you working in the area of employer branding?’</th>
</tr>
</thead>
</table>
| o Yes  
| o No  |

<table>
<thead>
<tr>
<th>Q2: ‘How many years are you working in employer branding?’</th>
</tr>
</thead>
</table>
| o Less than 1 year  
| o 1 – 3 years  
| o More than 3 years |

<table>
<thead>
<tr>
<th>Q3: ‘Are you working for a company in the Internet sector?’</th>
</tr>
</thead>
</table>
| o Yes  
| o No  |

<table>
<thead>
<tr>
<th>Q4: ‘Which pull factors should be implemented in the employer brand?’ (give max. 5 answers)</th>
</tr>
</thead>
</table>
| o Career opportunities  
| o Organizational culture  
| o Content of work  
| o Salary  
| o Work climate  
| o Sector  
| o Working conditions  
| o Values  
| o International possibilities  
| o Image of organization  
| o Challenging work  
| o References  
| o Location  
| o Training opportunities |

<table>
<thead>
<tr>
<th>Q5: ‘What are according to you the three most important communication channels?’</th>
</tr>
</thead>
</table>
| o Recruitment website  
| o Recruitment agency  
| o Company website  
| o Career event  
| o Reference groups  
| o Social media  
| o Network  
| o Other, namely: |

<table>
<thead>
<tr>
<th>Q6: ‘What is the most effective social media tool for employer branding?’</th>
</tr>
</thead>
</table>
Facebook
LinkedIn
Twitter
Google+
YouTube
Other, namely:

Q7: ‘Do you believe that reducing the investments in employer branding will result in higher recruitment costs-per-hire?’

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q8: ‘Do you believe that an effective employer brand can reduce the time which is required to recruit a new employee?’

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q9: ‘To which extent do you think employer branding helps attracting potential employees?’

1 2 3 4 5 6 7 8 9 10
### Appendix III  Learning Style Questionnaire – Honey and Mumford

<table>
<thead>
<tr>
<th>Agree</th>
<th>I often take reasonable risks if I feel it is justified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>I tend to solve problems using a step by step approach and avoid any fanciful ideas</td>
</tr>
<tr>
<td>Agree</td>
<td>I have a reputation of having a no-nonsense direct style</td>
</tr>
<tr>
<td>Agree</td>
<td>I often find that actions based on feelings are as sound as those on careful thoughts and analysis</td>
</tr>
<tr>
<td>Agree</td>
<td>The key factor in judging a proposed idea or solution is whether or not it works in practice</td>
</tr>
<tr>
<td>Agree</td>
<td>When I hear about a new idea or approach I like to start working out how to apply it in practice</td>
</tr>
<tr>
<td>Agree</td>
<td>I like to follow a self disciplined approach, establish clear processes and logical thinking patterns</td>
</tr>
<tr>
<td>Disagree</td>
<td>I take pride in doing a methodical job</td>
</tr>
<tr>
<td>Disagree</td>
<td>I get on best with logical, analytical people and less with spontaneous irrational people</td>
</tr>
<tr>
<td>Disagree</td>
<td>I take care over the interpretation of data and avoid jumping to conclusions</td>
</tr>
<tr>
<td>Disagree</td>
<td>I like to reach a decision after considering my alternatives</td>
</tr>
<tr>
<td>Agree</td>
<td>I am attracted more to new unusual ideas than to practical ones</td>
</tr>
<tr>
<td>Agree</td>
<td>I dislike situations that cannot fit into a coherent pattern</td>
</tr>
<tr>
<td>Agree</td>
<td>I like to relate my actions to general principles</td>
</tr>
<tr>
<td>Agree</td>
<td>In meetings I have a reputation for going straight to the point, no matter what others feel</td>
</tr>
<tr>
<td>Disagree</td>
<td>I prefer to have as many sources of information as possible, the more the better</td>
</tr>
<tr>
<td>Disagree</td>
<td>Flippant people who cannot take things seriously usually irritate me</td>
</tr>
<tr>
<td>Agree</td>
<td>I prefer to respond to events spontaneously, rather than plan things out in advance</td>
</tr>
<tr>
<td>Disagree</td>
<td>I dislike having to present my conclusions under time pressure or rigid deadlines, when I could have spent more time thinking about the problem</td>
</tr>
</tbody>
</table>
I usually judge other people's ideas on their practical merits

I often get irritated by people who want to rush headlong into things

The present is much more important than thinking about the past or future

I think that decisions based on the analysis of the information are sounder than those based on intuition

In meetings I enjoy contributing ideas to the group

On balance I tend to talk more than I should and I need to develop my listening skills

In meetings I get very impatient with people who lose sight of the objective

I enjoy communicating my ideas and opinions to others

People in meetings should be realistic, keep to the point and avoid in indulging in fanciful ideas

I like to consider many alternatives before making up my mind

Considering the way my colleagues react in meetings I believe I am more objective and unemotional

In meetings I am more likely to keep in the background than to take the lead and do most of the talking

I prefer to do the listening than talking

Most times I believe the end justifies the mean

Reaching the group's objectives should take precedence over individual feelings and objections

I do whatever seems necessary to get the job done

I quickly get bored with methodical, detailed work

I am keen on exploring the basic principles and theories underpinning events

I like meetings to be run on methodical lines, sticking to the agreed agenda

I steer clear of subjective or ambiguous topics