Cracking the Code

-How organisations can improve attraction and retention of Generation Z

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Abstract

Problem Following the increased competition for organisations to attract and retain young talent, organisations must better adapt to the needs and desires of the labour force. In order to better understand their target groups, Generational Theory has gained track within the field of Human Resources. Now, Generation Z enters the labour market and companies might face new challenges in attracting and retaining this young group of workers. However, the recent entry of Generation Z makes it a relatively unexplored topic, calling for extensive research regarding their needs and behaviour.

Purpose Previous research on Generation Z during the time of this study existed through quantitative reports provided by organisations, thus calling for academic research within this subject. As such, the purpose of this study is to investigate how Gen Z include their values in their decision making when looking to join an organisation and how this will impact attraction and retention strategies of organisations.

Method In order to meet the purpose, a qualitative study have been performed, allowing for an engagement with Gen Z not possible through a quantitative study. Focus groups were held to investigate the values of Gen Z and how these values impact their decision-making about joining an organisation. Semi-structured interviews were performed on Human Resource managers represented at two companies to investigate current attraction and retention strategies. The research followed an abductive approach, where the empirical findings were analysed and compared to Generational Theory, P-O fit theory, and existing research regarding Gen Z.

Conclusion The empirical findings show that values and needs of Generation Z are not fully met by organisations today and key strategical improvements are suggested as a result of the findings. Furthermore, the study shows some different results in the findings on Generation Z in comparison to previous quantitative reports, thus providing an extended view on Generation Z as well as highlighting the need for further qualitative research within the field.
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1. Introduction

1.1 Background
The increased competition for organisations to attract and retain young talent has forced a switch of power in the labour market, giving job seekers the upper hand. The demands on companies to find the right talent are higher than ever before, and as long as the skill gap endure, organisation must better adapt to the needs and desires of the labour force. As the global business environment has become increasingly uncertain and competitive, acquiring knowledgeable, high-performing and skilled young talent has become a critical factor for organisations’ competitive advantage (McCracken, Currie & Harrison, 2015; Horwitz, Heng & Quazi, 2003). The challenge of finding talented employees are further fuelled by the changing face of the labour market and demography. A combination of fallen birth-rates, low levels of unemployment, and a large group of workers moving into the retiring age, the so called ‘Baby Boomers’, has forced a talent gap in the labour market. As new groups of workers enter the labour market organisation must better adapt to the needs and desires of the labour force. (Freedman, 2002).

The role of Human Resource Management (HRM) has gained increased importance across industries, where Human Resource (HR) departments focus lies in understanding segments of the labour market in order to improve the effectiveness of their recruitment strategies (Monster, 2017). The fundamental assumption of the study of generations’ impact on organisations is the evidence suggesting differences in expectations and motivators across generational units (Cogin, 2012). Generational theory is at the foundation of understanding the mind-set of different generations and was first introduced by the sociologist Karl Mannheim (1952). He claimed that a generation shares an “inborn way of experiencing life and the world” (Mannheim, 1952, p.283), which is based on the shared events and experience in a society. Generational theory is a perspective that looks at the context of a generation, where a "common consciousness is developed through historical, social or economic shift that drives the need of “new skills, new patterns of social organisation and alterations in values and lifestyles” (Lyons & Kuron, 2013, p. 140). Generational theory has since been further developed by other researchers, where Strauss and Howe (1991), are among the more frequently cited.

There is a general consensus within the field that there is lack of empirical evidence regarding generational differences in work-place values, where most findings are based on the popular press
or stereotypical accounts of younger workers as a social group (Cogin, 2012; Winter & Jackson; Salt, 2006). This concerns not only the degree to which generations differ from each other, but also if their differences are due to generations at all or can be attributed to other factors (Parry & Urwin, 2011; Cogin, 2012). While Generational theory is useful for organisations and HRM, in-depth understanding of a generation is important in order to avoid stereotyping. Attracting and retaining young, high-performing workers has proven increasingly difficult for organisations (Cogin, 2012), and by looking at generations organisations hope to better increase their attraction and retention strategies. But understanding the mind-set of this attractive source of talent has proved to be a challenge. Generation Y (Gen Y) born 1980-1995, gained increased attention as a cohort characterised for its lack of loyalty and increase in demand on its employers, in terms of social responsibility and value congruence. However, the stereotype of the disloyal Gen Y has since been disputed in later research, where the frequent job-hopping is attributed to lack of career development possibilities. In fact, Gen Y displays the same level of loyalty towards organisations as previous generations, as long as there is a clear career trajectory (Deloitte, 2016a). As organisations are starting to get comfortable with Gen Y, they are now at the brink of a new challenge. 2017 was the first-year members of Generation Z (Gen Z) born 1995 and onwards, with a bachelor’s degree entered the labour market in Sweden. There is a clear gap of empirical research regarding this newest generation and how it will differ from its predecessor, but what can be concluded is that they have one thing in common: values are in the forefront of their decision-making (Deloitte, 2016a). As the war for talent continues on the global labour market, knowledge about this newest generation can be an important contribution for organisations attraction and retention strategies.

When looking at HRM strategies, Person-Organisation fit (P-O fit) is one of the main concepts associated with attracting and retaining job seekers (Chatman, 1989; Richardson, 1999; Mathews & Redman, 2001) and is argued to be substantial in a competitive labour market (Kristof, 1996; Bowen, Ledford & Nathan, 1991). Value congruence is a key driver for P-O fit and associated with work satisfaction and retention as it implies comfort and organisational commitment (Chatman, 1991; Bretz & Judge 1994). Hence organisations' value system has a major impact on job seekers’ decision about a company (Muse, Harris, Giles & Feild, 2008). Especially younger generations such as Gen Y and Gen Z (Casper & Buffardi, 2004). Thus, it has become more common to hire individuals that will fit in the organisation and not just for the job (Bowen, Ledford
& Nathan, 1991). However, factors that influence individuals’ attraction to companies has been extensively researched it is still discussed. Most previous research is grounded in the assumption that individuals either explicitly or implicitly evaluate attributes of the organisation or job position in a comparative method, making trade-offs between various job attributes (Rynes, Schwab & Heneman, 1983). Thus, individuals tend to be attracted to companies where they perceive high P-O fit (Chatman, 1989).

However, research has discussed the impact of low and high P-O fit. A low P-O-fit can implicate that either a person's values change or the organisation's value change, if no change, the person is likely to leave the organisation (Chatman, 1989). High PO-fit on the other hand can increase the likelihood of extra-role behaviours, which means putting in more effort as a result of feeling more competent due to value congruence with the organisation (Morse, 1975). But a too high fit might lead to higher levels of homogeneity and comfort, which can lead to decreased innovation (Janis & Mann, 1977).

1.2 Problem Discussion
A review of the literature reveals applicants have different needs, which will control what organisations they find attractive depending on perceived value congruence (Schneider, 1987). Research has discovered and covered that organisations' value systems have a major impact on job seekers’ decision about a company (Muse et al., 2008; Judge, Bretz & Schmitt, 1992). In order to meet these demands, HR departments' focus lies in understanding segments of the labour market in order to improve the effectiveness of their recruitment strategies. Such segments in need of further investigation could be based on gender, industry or cultural background (Monster, 2017). Although there is criticism toward Generational theory and the question of the homogeneity within a generation, it is still commonly used within the field of HRM and is considered useful for organisations (McCracken, Currie & Harrison, 2015).

Research shows that the majority of Gen Y consider leaving their organisation within a couple of years, arguably due to the lack of value congruence, which is showed to be the most important factor in their decision-making process (Muse et al., 2008; Casper & Buffardi, 2004; Deloitte, 2016a). Therefore, it is important for organisations to understand what values are important for the group of applicants they want to attract, and how to effectively adapt their strategies in order to improve attraction and retention. As we are on the verge of a new generation entering the labour
market, an increasing number of organisations are interested in understanding the underlying factors affecting Gen Z, since it can provide a competitive advantage in attracting and retaining young talent (Accenture, 2017; Universum Global, 2017b; Nielsen, 2017; Bravura, 2017).

1.3 Purpose
By focusing attraction and retention strategies to improve acquisition of young talent, organisations will gain advantage in the knowledge-based competitive market. To date, there is no apprehensive high quality academic research regarding the work values of Generation Z, arguably due to their recent entry into the workforce. The majority of existing research is covered by statistical reports performed by organisations, implying a significant interest among employers to increase their knowledge of Generation Z. There is a clear need to further investigate the work-values of this new generation, which is why the purpose of this paper is to investigate how Gen Z include their values in their decision making when looking to join an organisation and how this will impact attraction and retention strategies of organisations. By looking at organisations’ existing recruitment and attraction strategies, we will investigate the potential applicability of current strategies toward Gen Z.

Research Questions:

- How does Generation Z include work values in their decision making process when joining an organisation?
- How do organisations work today when implementing attraction and retention strategies aimed at Generation Z?
- How would organisations have to change their attraction and retention strategies with Generation Z entering the labour market?

1.4 Delimitations
The study will focus on members of Gen Z in Sweden that are currently studying for a degree in business. The sub-group was selected based on being a relevant group of job applicants for organisations within several types of industries. As previously mentioned, looking at a sub-group of a generation will also allow for a more accurate picture of that groups value-attraction-retention relationship. Furthermore, the strategies will aim to be implemented towards ‘white collar’
occupations, which refers to knowledge intensive, non-routine and unstructured work tasks (Business Directory, 2018), hence excluding the perception of blue collar occupation, which are defined as manual labour intensive labour (Investopedia, 2018). When studying P-O fit, we will only look at work values as a factor of fit, leaving out demographic factors, which would have included sharing the same gender or socioeconomic status.

1.5 Definitions

#metoo - In the empirical findings the subject of #metoo is discussed, which refers to a hashtag originating in the USA to raise the issue of sexual harassment towards women. It became a social media campaign that spread across the globe during the autumn of 2017 and is during the writing of this paper still ongoing (NE, 2018).

Attitudes - Attitudes are perceptions about objects and it influence decision-making. Attitudes consist of three major components: Affective; feelings, Cognitive; beliefs and opinions and Conative; actions. Thus these components influence an individual’s choice (Greenwald, 1989).

Attributes - An attribute is a feature known as a characteristic. It can be different work aspects (Lyons, Higgins & Duxbury, 2010). Attributes is part of work values in the way that work values are individuals’ evaluations of different work attributes (Lyons, Higgins & Duxbury, 2010).

Extrinsic values - Extrinsic values are focused on material or instrumental factors. It could for example be salary or job security (Elizur, 1984; Schwartz, 1999; Ros, Schwartz, & Surkiss, 1999; George & Jones, 1997).

Formative years - Formative years is a term in psychology that refers to life stages where the physical and psychological development occurs. It can refer to the early life stages of a child, from as early as 3 years old, however in generational theory it typically refers to the early teenage years up to young adulthood. During the formative years young individuals will have their cognitive schema shaped by the social and historical context (Lyons, Duxbury & Higgins, 2007).

Hard skills - Refers to teachable competencies of employees, such as language proficiency, literacy, numeracy or other specific job-related skills, such as operating a machine, programming or accounting skills. They are typically defined as being quantifiable and measurable (Heery & Noon, 2017a).
**Intrinsic values** - Intrinsic values are focused on inherent self-satisfaction factors. It could for example be variety at work, or the amount of challenges at work (Elizur, 1984; Schwartz, 1999; Ros, Schwartz, & Surkiss, 1999; George & Jones, 1997).

**Soft skills** - Refers to character traits and interpersonal skills of employees, such as customer handling, communication skills, problem-solving skills or ability to work in teams. As soft skills are typically more intangible than hard skills and more difficult to teach, employers usually search for employees already in possession of the required soft skills for the position. (Heery & Noon, 2017b).

**2. Theoretical Framework**

**2.1 Generational Theory**

Generational theory is founded in the notion that major influences in the environment result in differences between generational cohorts. These influences impact the development of personality, beliefs and expectations which to a certain degree will remain stable and homogeneous within a generation through their adult life (Macky, Gardner & Forsyth, 2008). These influences are major shifts in the sociocultural environment, sometimes mentioned as *mega-cultural events* (Weber, 2017), which either impacts one generation specifically, or several generations but some of them experience it outside of their critical formative years (Twenge, 2000; Noble & Schewe, 2003).

Generational theory was brought to the attention by the sociologist Karl Mannheim, who wanted to explore generations in order to better understand social and intellectual movements. Mannheim claimed that a generation shares an “inborn way of experiencing life and the world” (Mannheim, 1952, p.283), which is based on the shared events and experience in a society. It is a perspective that looks at the context of a generation, where a common consciousness is developed through historical, social or economic shift that drives the need of “new skills”, new patterns of social organisation and alterations in values and lifestyles (Lyons & Kuron, 2013, p. 140).

Mannheim (1952), argues that for a generation to be created there are two important factors. First, they are not only required to share a *common location* in the historical dimension of the social process (sharing the same time-period of birth) they also must be *conscious* of that historical position, able to partake in certain common experiences, enabling an “identity of responses, a certain affinity in the way in which all move with and are formed by their common experiences” (Mannheim, 1952, p. 306). What those shared experiences may signify in society and
the organisation has been widely debated (Winter & Jackson, 2015), where the most recognised developer of this idea is Turner with colleagues (Turner, 1998; Eyerman & Turner; 1998; Edmunds & Turner, 2002). Their research argues for cultural elements affecting the division of generations, such as technological advances or pop-culture. Eyerman and Turner (1998), further suggests that the separation between two generations occur as a generation preserve a collective memory of its origins, struggles and historical and political events (Parry & Urwin, 2011). The literature review shows a number of studies where difference in values and behaviours have been related to generational difference. Schuman and Scott (1989), building on the theory of Mannheim, aimed to identify generational identities, performed a study with a representative sample of the population, and could conclude that different cohorts recalled different memories which served to play a key role in individuals’ collective memories. These collective memories are likely to predict future attitudes and behaviour (Schuman & Rodgers, 2004). Egri and Ralston (2004), studied how macro-level national events such as cultural, political and economic developments, affected the value orientations of different generations. Their results showed that these events affected values such as materialism and tolerance towards authority and diversity, causing shifts between generations (Egri & Ralston, 2004).

Generational theory has not been studied without reservations to its viability. The literature review shows dissension in deciding the exact point in time these generations belong, however most rely on the Strauss and Howe typology (Straus & Howe. 1991). Homogeneity within generations has also been questioned, where it is argued that not all members of a generation experience these mega-cultural events the same, hence any assumption linking a generation with specific value preferences and outcomes lack legitimacy. This due to the argument that there are other factors indirectly impacting the effects of these events, such as social class, gender, ethnicity or national culture (Macky, Gardner & Forsyth, 2008; Foster, 2013; Edmunds & Turner; 2005). And although Mannheim’s work is the foundation within the field, his theory has been criticised for its lack of precision - “While he is widely acknowledged as the father of generational analysis, Mannheim’s essay is frequently cited, but just as frequently ignored” (McCourt, 2012, p.47). Foster (2013), argues that looking at generations as a cohort could suffice in some instances but need to be complemented by understanding generations through the lens of discourse. That the concept of ‘generation’ act as “a vehicle for thought and action, a concept and a mental structure that provides people with, and limits them, to specific way(s) of understanding, speaking about and acting in the
world around them”. Discourse matter, since how we think, speak write and in other ways communicate regarding the idea of generation has practical consequences (Foster, 2013). Frequently discussed are also the difficulties when disentangling the differences attributed to a generation from differences due to age, career or life-cycle stage (Foster, 2013; Dencker, Joshi & Marticchio, 2008; Rhodes, 1983). Lastly, most research within the field has produced quantitative measures to evaluate both the existence of generations, as well as differences between generations work values. Many researchers call for more qualitative research to increase the understanding within the subject since it might provide more insight in how to measure potential cohort effect (Noble & Schewe, 2003).

2.2 Generation Z

The novelty of researching Gen Z was reflected in the lack of academic research found in the literature review. As good quality academic research of the characteristics and values of Gen Z could not be found at the time of the research, the theoretical background will provide an overview of Gen Z based on quantitative global research provided by organisations. These organisations are established global operations with experience within recruitment and retention strategies.

While Gen Y experienced the birth of modern technology; social media, smartphones, tablets and the instant access they provided, Gen Z was born into it. They are the first generation to grow up with global information and connectivity to nearly any corner of the world, every hour of the day. With almost any information available with the mere press of a finger, the need to turn to others for answers is minimal, and there are few escapes from the unknown. This has produced a generation that is highly self-reliant and more open for heterogeneity in society (EY, 2015), but also plagued by the lack of integrity that the digital domain lacks to provide. As they have learned to interact with and experience technology from a very young age, they are expected to bring an unprecedented level of technological skills to the workplace (Deloitte, 2017). Due to the digital advancements, Gen Z is projected to carry a multichannel thinking, expecting high agility in terms of communication and interaction from the organisation (Oliver Wyman, 2016). They want an open and transparent culture, with weekly, or even daily performance feedback from their managers rather than quarterly or yearly (Deloitte, 2017). This is supported by research from Randstad (2016), which states that Gen Z wants frequent and continuous feedback, which they connect to the constant communication and instant feedback this generation has received every day from technologies and social media, such as twitter, Snapchat and texting. The report further
states that the feedback is welcomed to be daily or weekly, and that this might result in the end for the annual performance review. Furthermore, Gen Z expect feedback not only in the area of work performance, but in other dimensions as well, such as training and career development (Oliver Wyman, 2016).

While Gen Z are comfortable with technologies, face-to-face interaction between employees are still preferred over online communication (Accenture, 2017). However, there are concern that the technological advancements are weakening the development of cognitive and interpersonal skills of this new generation, including communication skills, intellectual curiosity, critical thinking and problem solving (Deloitte, 2017). Unlike Gen Y, education is not necessarily the key to success according to Gen Z (Universum Global, 2017a). Instead, they put emphasis on the availability of personal and professional development and training at the workplace. This could be explained by Gen Z witnessing the increased entrepreneurial opportunities utilised by Gen Y, where several successful businesses have been developed by the help of social media, smart apps and technology, thus negating the importance of academic education (Bravura, 2017). Learning and development opportunities at the workplace is highly valued, and Oliver Wyman (2016), describe Gen Z as a ‘Learning Generation’ rather than a ‘Knowledge Generation’. What this term entails are diffuse, but relates to Gen Z seeking continuous learning.

In a Universum Global (2017) study of 50,000 young people born between the years 1996-2000, 55 percent of the participants are interested in starting their own company, thus becoming the most entrepreneurial generation to date. Furthermore, 60 percent wants their business to contribute positively to society, and the purpose and individual contribution to their work is important for Gen Z (Oliver Wyman, 2016). It is important for Gen Z to feel they can represent the work and actions of the company. Furthermore, Gen Z will want to contribute value to the organisation and according to Randstad (2016), listening to the ideas and opinions of Gen Z will be key to motivate and retain this new generation. Gen Z is expected to put high importance on the physical work environment (Universum Global, 2018), as well as flexible work arrangements that prioritises well-being, such as informal and social workspaces and flexible work hours (Oliver Wyman, 2016; Accenture, 2017; Deloitte, 2017). Furthermore, in contrast to Gen Y, which considers employer recognition of individual contributions very important, Gen Z will recognise their own contributions (Oliver Wyman, 2016). When comparing Gen Z with Gen Y, EY (2015) claimed
that a key factor separating the two generations, other than age, was the element of self-awareness versus self-centeredness. Gen Y was characterised as self-centred, focusing on what was the benefit for themselves. Gen Z was identified as self-aware, meaning they put greater importance on their contribution as a part of a larger ecosystem, and that the responsibility to improve this world exceeded that of Gen Y (EY, 2015).

As technology blurs the lines between profession and personal life, as well as the expected retirement age are increasing, stress and mental health issues has pushed work-life balance was pushed high on the agenda for Gen Y. According to research, work-life balance will continue to be important for Gen Z, and increase the importance of having a fun and social work environment (Randstad, 2016, Accenture, 2017). Since the Internet are blurring the lines between professional and personal lives, the work-life balance goal of Gen Y is expected to continue as a main priority for Gen Z (Randstad, 2016; Accenture, 2017; Bravura, 2017). A report from Accenture, shows that 62 percent of the 2,002 participating British graduates would select a fun, positive social environment at work over the salary (Accenture, 2017). However, research from Oliver Wyman (2016), states that we have now moved beyond the issue of finding work-life balance since Gen Z will not compartmentalise personal and professional life as previous generation. Instead, the future challenge will be to incorporate the two, as the next generation will expect and seek to mix personal and profession life (Oliver Wyman, 2016). As previously mentioned, Gen Y is considered to be the most diverse generation to date. Gen Z is predicted to push this a step further and the impact of a national culture is expected to gradually disappear (Oliver Wyman, 2016). Regarding extrinsic benefits Randstad (2016), claims that when it comes to Gen Z money matters as financial rewards to motivate hard work. When asked about motivated factors that make them stay at a company, an increased salary was mentioned highest. Earning enough for decent living is one of the top concerns for Gen Z according to (Accenture, 2017).

2.3 Employer Branding

Employer Branding is actions taken by organisations to promote what makes them different and a valuable brand. Thus Employer Branding is applied within the area of Human Resource Management (HRM) and commonly used to attract and retain employees (Backhaus & Tikoo, 2004). Attraction refers to a long-term process containing all actions of an organisation aimed to position themselves as a potential employer for potential employees (Isson & Harriott, 2016) and
retention refer to keep attracted employees within the organisation, which occurs when there is a congruence between an individual and organisation (Presbitero, Roxas & Chadee, 2016). Hence, Employer Branding is communicated both within and outside the organisation. With Employer Branding, organisations create awareness of specific attributes they carry beneficial for potential employees and integrate these promises within the internal culture. The purpose of applying Employer Branding outside the organisation is to gain competitive advantage by presenting the organisation as a desired place to work at. In addition, the purpose of applying it inside the organisation is to create engagement in current culture making employees less likely to leave (Backhaus & Tikoo, 2004). Moreover, Backhaus & Tikoo (2004), argued for an increased interest for Employer Branding as they see an increased use of employer branding campaigns. Ewing, Pitt, De Bussy and Berthon (2002), clarify the usefulness of Employer Branding stating that effective employer branding has been showed to be beneficial within a labour market short on skilled employees.

2.4 Person-Organisation Fit
A common used concept about attraction and retention strategies is Attraction-Selection-Attrition (ASA) model. This model means that individuals seek for organisations with attributes similar to their own and that organisations act similar by attracting and choose individuals who have common values and attributes with individuals within the organisation (Schneider & Bartram, 2017). This model also implies that when there is no good fit between an individual and an organisation, organisations are likely to fail in retaining employees (Schneider, 1987). Thus the ASA model address how attraction, selection and attrition influence Person-Organisation fit (P-O fit) which is broadly defined as a compatibility between an individual and an organisation (Chatman, 1989). However, compatibility can be measured in several ways. Hence Kristof (1996, p.4) have stated two concepts of when compatibility occur; through supplementary fit and complementary fit. Supplementary fit means that fit occurs when someone find themselves similar to others’ attributes. It implies fit between an organisation’s culture, climate, values, goals or norms and a person’s values, goals, attitude or personality. Value congruence is the most common used measurement. Complementary fit occurs when someone complement an environment, hence complementary fit occurs either by needs-supplies fit or demands-abilities fit. Needs-supplies fit occurs when an organisation satisfy needs of individuals and demands-abilities fit occurs when organisations’ demands can be met by employees. Demands and supplies are likely to be affected
by the characteristic of an individual and a company. Thus Kristof argued for the definition;” The compatibility between people and organizations occurs when (a) at least one entity provides what the other needs, (b) they share similar fundamental characteristics, or (c) both”. (Kristof, 1996 p. 4). Goldberg (2003), claim that individuals possess the need to feel that they belong by sharing characteristics with the company. Hence that intention to apply for a job position increase when individuals believe they will be valuable and fit inside the organisation (Wei, Chang, Lin & Liang, 2016). This correlates to a study presented by Tom (1971), that shows when comparing individuals’ most preferable and least preferable organisation, individuals see themselves most alike the organisation they mostly preferred. As such, Tom state the most attractive organisation is the one with the same personality and values as them, indicating a desired P-O fit (Tom, 1971). Organisations on the other hand attract and choose individuals who have common values and attributes with individuals within the organisation (Schneider & Bartram, 2017; Schneider (1987) presenting attractive attributes towards potential employees (Aiman-Smith, Bauer, & Cable 2001). Organisations that present attractive attributes, given that these attributes are valued by applicants, can expect higher P-O fit (Firfiray & Mayo 2017; Winter & Jackson 2014).

2.5 Work Values
Value is by Rokeach defined as an; ‘‘enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence’’ (Rokeach, 1973, p. 5). Values are individual beliefs about desired outcome hence values are abstract and influence attitudes and actions (Rokeach, 1973). Each individual carries a value system, which contains all sets of beliefs about what is desirable. These beliefs can change over time as it is influenced by experiences and involvements in different environments, but is said to remain reasonably stable after the formative years (George & Jones, 1997). Work values represent values related to work and research mention three main functions of work values. First, work values affect behaviour and work-related decisions (Judge, Bretz & Schmitt, 1992; Ravlin, Meglino & Guion, 1987). Individuals can set values in a hierarchically order which imply prioritisation among values if needed (Rokeach, 1973), for example applied when to make a job decision (Lyons, Higgins & Duxbury, 2010; Judge, Bretz & Schmitt, 1992; Ravlin & Meglino, Guion, 1987). Moreover, work values function as a framework of desirable behaviour at work (Ravlin & Meglino, Guion, 1987) and as a foundation for business ethics that implicate what is desired and what is not (Trevino, 1986).
2.6 Types of work values

The most common distribution of work values are intrinsic and extrinsic work values (Elizur, 1984). Intrinsic work values refer to the inherent psychological satisfaction outcomes that appear at work. Types of intrinsic work values can for example be variety at work, challenges, interesting tasks, responsibility, achievement and independence. Extrinsic work values refer to the more material factors and aspects. These aspects are salary, working condition, working hours and job security among others (Elizur, 1984; Schwartz, 1999; Ros, Schwartz, & Surkiss, 1999; George & Jones, 1997). Beyond these two types of values, researchers have also argued for a third category; social relations, meaning that value outcomes can be relations to colleagues, managers and others involved (Elizur, 1984; Ros, Schwartz, & Surkiss, 1999).

3. Research Method

3.1 Research Philosophy

The philosophical position has an impact on the outcome of the research activity and tells how the researcher view the world. Hence, understanding the research philosophy will ease the choice of research design. The philosophical matters concerned is epistemology and ontology. Ontology is the nature of existence and reality while epistemology mean nature of knowledge (Guba & Lincoln, 1994). This research is based on relativism as the researchers believe there are multiple ideas about reality and that truth is created and formed by experiences. The researchers believe research should investigate more than one perspective to get answers.

Moreover, the research is based on the idea of social constructionism meaning that individuals make sense of the world and create reality mainly by sharing experiences. Reality is created through social interaction (Liebrucks, 2001; Easterby-Smith, Thorpe & Jackson 2015). This inspired the researchers to get understanding of different experiences and the impact of it, since experiences gives meaning to individuals. Relativism and social constructionism entail research to explain behaviours, individual perceptions and the reality of a group hence, how work values of Gen Z influence job decisions and how that will impact attraction and retention strategies of organisations, became an interesting topic (Easterby-Smith, Thorpe & Jackson 2015).
3.2 Research Design

In this study the purpose is to explore how Gen Z work values influence their job decision making and how this will impact attraction and retention strategies of organisations. Research also include investigation about of organisations current attraction and retention strategies, in order to explore how organisational strategies can be adapted to better attract and retain Gen Z. This imply knowledge about Gen Z values, thoughts and perceptions.

Qualitative research method is defined as “An unstructured, primarily exploratory design based on small samples, intended to provide depth, insight and understanding.” (Malhotra, Birks & Willis, 2012, p.187). Thus, a qualitative research method is motivated, since the purpose is to give new insights on how Gen Z include their values in their decision making about an organisation and how this will impact attraction and retention strategies of organisations a qualitative research method was applied. The purpose is to understand and interpret experiences, which suits with an in-depth perspective on the topic with the use of interviews. For this reason, a quantitative research method was not applied as it is designed to test hypothesis or generalise beyond a larger sample which could not fully answer the ‘how’ question. However, in a qualitative research method the researchers are involved by listening and interpreting the results, hence data collection and analysis depend on the researcher which imply major risk of being bias. (Lichtman, 2006).

As the purpose is to give new insights of the topic, an exploratory design was adopted. An exploratory design aims at understanding behaviours, thoughts, attitudes and opinions (Malhotra, Birks & Willis, 2012), hence it is considered a proper design to fully comprehend beliefs, perceptions and opinions of this research sample. An exploratory design allows flexibility, which imply that while conducting the research, one can change direction of the research as new data appear. This imply that the focus of the research can start broad and become more narrow during the progress of research. Hence, the advantage with an exploratory design is that it is flexible and can easily adjust to changes (Saunders, Lewis & Thornhill, 2009), which further motivate an abductive approach, since both allow flexibility (Creswell, 2009). Despite that exploratory design can be flexible it is essential that the researchers stay flexible in respect to the method (Malhotra, Birks & Willis, 2012).
An abductive research approach was applicable in this study, which is distinct from the more common types of methods; inductive, where the researcher creates theory, and deductive, where the researcher tests theory. The abductive research approach seek to find the simplest and most likely explanation and clarification from collected knowledge (Backman, Gardelli, T., Gardelli, V., & Persson, 2012). New empirical and theoretical findings require the framework to be constantly reworked and developed throughout the process. As such, an abductive approach is argued to be required when encountering new observations that are not possible to explain with the existing theories. Thus, taking an abductive approach, this study gave new perspectives on the existing phenomena of Gen Z work values and organisations attraction strategies towards them by investigate these from a new viewpoint. By combining comparison with existing theories and new concepts stressed from reality, the study was developed. (Dubois & Gadde, 2002).

3.3 Cross-sectional vs. Longitudinal studies
The research was performed through a cross-sectional study, which examines a sample set of different ages at one point in time. The choice was based on two factors: the lack of previous studies of Gen Z, and the time limit of this study. An alternative to the cross-sectional study would have been a longitudinal study, which examines the sample set of individuals at the same age at different points in time (Twenge, 2010). Longitudinal studies are important to the study of Generational theory, since it allows for a more valid distinction between generational-, age- and period effects (Parry & Urwin, 2011). Age effects are defined as ontogenetic, they are systematically related to time (Rhodes, 1983). It can be divided into two categories, psychological aging and biological aging. Psychological aging refers to changes in personality, needs, expectations and behaviour, which ultimately have an effect of the needs of an individual. For example, retirement benefits might be more valued by a worker close to retirement age in comparison to a newly graduate. Biological ageing refers to anatomical and physiological changes, for example muscle strength, visual acuity or ability to have children, and they may also have an effect on work attitudes and behaviour (Rhodes, 1983). Period effects are separated from the considerably stable generation effect, and it represents the current environmental influences. Period effects that might influence work attitudes and behaviours are changes in the nature of supervision, reward structures or labour market conditions (Rhodes, 1983).
Parry and Urwin (2011), found that most research regarding Generational theory use a cross-sectional design, and argues that it limits the results of evidence since inferences regarding generational differences are limited by using cross-sectional studies. This is supported by Twenge (2010), arguing that longitudinal research has an unquestionable advantage over cross-sectional studies, since age can be held constant as members of generations are observed at different points in time. Thus, any differences between cohorts can be credited to generational effects rather than period or age effects (Twenge, 2010). However, using a cross-sectional study design is problematic primarily when you aim to compare two or more generations with each other (Parry & Urwin, 2011). As our study aims at increasing the knowledge of how values of Gen Z are used in their decision-making process, and comparisons performed will entail organisational strategies rather than generations themselves, a cross-sectional study would allow us to perform an exploratory research that would contribute to the foundations of an increased understanding of the minds of Gen Z.

The main problem with longitudinal studies, and arguably the reason for its absence in academic research, is that it is a study that would literally take generations to complete. Furthermore, it would need a sample set that are comparable in demographics asked the same questions at different points in time for the result to be valid (Twenge, 2010). As technology is one of the driving forces of the disruption and creation of generations, the time-span for generations are expected to decrease over time. Combined with the expected employee longevity due to extended life expectancy, improved health and working conditions, we can expect that the number of generations co-existing in a workplace will increase over time (Boysen, Daste & Northern, 2016; Meister & Willyerd, 2009; ServiceFutures, 2017). Thus, the possibility of using a longitudinal research design will be more easily performed and arguably become more extensively used in the future.

3.4 Data Collection

3.4.1 Gen Z Focus groups

To give an in-depth dynamic discussion, focus groups was chosen for collecting the data from Gen Z. It is a method which is “useful for learning how certain groups of individuals react to an issue or shared experience” (Easterby-Smith, Thorpe & Jackson, 2015, p.136). Focus groups can provide a dynamic discussion since it does not depend only on the researcher’s ideas, but also questions
and answers produced by the group participants. It stimulates thought and greater in-depth discussion, it can remind participants of forgotten subjects and bring challenging views into the conversation (Daymon & Holloway, 2011). Focus groups also allows for large amount of data to be collected in a shorter time frame than in-depth interviews, which was advantageable to this study due to the lack of previous research (Riley, Wood, Clark, Wilkie & Szivas, 2000). The effectiveness of a focus group depends on the interpersonal skills of the researcher guiding the discussion of the focus group, as well as the degree to which the participants feel comfortable with sharing in the group setting (Riley et al., 2000). Using a homogeneous focus group, where each sample unit belongs to the same group or subculture and shares the same characteristics, is of advantage since it has shown to increase the level of trust within the group and the willingness to share personal opinions. For example, focus group where the participants share the same gender has been proved to reduce bias interplay between participants. The alternative would be a heterogeneous sample, with participants that vary in a key feature, such as social, cultural political or economic characteristics (Daymon & Holloway, 2011). However, there are limitations to the use of focus groups that the researcher must be aware of. Moderation bias is one of the most ostensible, as the direction of the discussion and interpretation of end results depends on the researcher(s) in charge of the focus groups. Furthermore, as participants might influence each other’s responses, there is a risk for reaching false consensus (Malhotra, Birks & Willis, 2012).

We used a purposeful sampling when recruiting participants, which is the most appropriate type of sampling for focus groups with specific criteria (Daymon & Holloway, 2011). The inclusion criteria used were (a) they were all members of Gen Z, in other words born in the year 1995 or later, (b) they were all business students, and (c) they have lived in Sweden during their formative years. This is a homogeneous sample, where each sample unit belongs to the same group, belong to the same sub-group and share some of the same characteristics. During the recruitment of participants, the outline of the research was clearly stated, the purpose of the research and what role Gen Z participants would play. They were informed of the researchers’ role in the focus group, that the discussion would be recorded for analysis, and their right to withdraw anytime during the research process. The topic of the focus group was made clear to ensure the participants were willing to share their experiences, both with us and the other participants in the group.
Table 1 presents short information of the members of Gen Z participating in the focus groups. A total of four focus groups was conducted with the number of four participants in each focus group. The participants were between the ages of 21-23 and both women and men were represented in all focus groups. Although it was not part of the sampling criteria, the participants were asked if they possessed previous work experience to give an informed view on the background of the participants. All participants had previous work experience in the form of pre-university employment or part-time employment during their studies, which is showed in the column ‘Work experience’. As noted in the ‘Duration’ column, the time of each group discussion varied, ranging between 1-1.5 hours. The focus groups were performed in Swedish as not to limit the discussions, using the native language of the participants (Vaughn, Schumm, & Sinagub, 1996).

The number of participants in each focus group was decided based on two factors (a) the topic discussed was deemed uncontroversial, which typically allows for a bigger number of sample units than if the opposite were true, (b) the balance sought between the level of involvement by each participant and the wider range of opinions (Daymon & Holloway, 2011). When conducting a focus group, the composition of participants is needed to be considered in order to gain a comfortable discussion environment. (Daymon & Holloway, 2011). Since the researchers did not know about the participants' language skills in English, the interviews were performed in the participants' first language, Swedish. This, for the reason that the language should be appropriate for the participants since it is important for the quality of discussion that the participants can understand and speak the language (Vaughn, Schumm, & Sinagub, 1996). At the start of each focus group, participants were informed about the purpose of the study, and ensured the confidentiality and anonymity of participation. Both researchers were present at all focus groups and the discussion was directed by the use of a topic guide. Each focus group was led by the same researcher, in order to limit any inconsistencies in the delivery of questions which might result in participants answering different questions (Easterby-Smith, Thorpe & Jackson, 2015).
3.4.2 Company Interviews

The interviews followed a semi-structured approach which allowed for exploration of participants’ experiences and elaboration of new ideas and discussion during the interview, while allowing reliable and comparable data to be collected (Tong, Sainsbury & Craig, 2007). The interviewer followed a topic guide, covering areas of interest, combined with flexibility to ask follow-up questions. This was relevant for this research, as it seeds to find new insights, create in-depth understanding and to ensure themes where covered (Saunders, Lewis & Thornhill, 2009). As such, an unstructured interview, where the interviewee speaks freely, or the structured approach where a standard set of questions are asked without follow-up questions, would not have been appropriate. The semi-structured interviews allowed for a less constrained environment, where the participating HR representatives could voice thoughts and opinions not restrained by what the interviewers wanted to hear. Furthermore, a semi-structured interview approached was applied as it is argued being suitable when it is essential to understand the basis of individuals’ beliefs and opinions which is the objective of this research. The more personal nature of the semi-structured interview typically allows for a higher degree of confidentiality compared to a structured interview (Easterby-Smith, Thorpe & Jackson, 2015). The quality and relevance of the data is dependent on the interviewing skills of the interviewer, and that the questions are defined

<table>
<thead>
<tr>
<th>Participant</th>
<th>Age</th>
<th>Gender</th>
<th>Work Experience</th>
<th>Duration (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus Group 1</td>
<td></td>
<td></td>
<td></td>
<td>97:00</td>
</tr>
<tr>
<td>1-A</td>
<td>22</td>
<td>Male</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>1-B</td>
<td>21</td>
<td>Female</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>1-C</td>
<td>22</td>
<td>Female</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>1-D</td>
<td>23</td>
<td>Male</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Focus Group 2</td>
<td></td>
<td></td>
<td></td>
<td>77:00</td>
</tr>
<tr>
<td>2-A</td>
<td>22</td>
<td>Female</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2-B</td>
<td>22</td>
<td>Female</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2-C</td>
<td>22</td>
<td>Female</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2-D</td>
<td>21</td>
<td>Male</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Focus Group 3</td>
<td></td>
<td></td>
<td></td>
<td>70:00</td>
</tr>
<tr>
<td>3-A</td>
<td>23</td>
<td>Female</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>3-B</td>
<td>23</td>
<td>Male</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>3-C</td>
<td>23</td>
<td>Male</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>3-D</td>
<td>22</td>
<td>Female</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Focus Group 4</td>
<td></td>
<td></td>
<td></td>
<td>57:00</td>
</tr>
<tr>
<td>4-A</td>
<td>22</td>
<td>Female</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>4-B</td>
<td>23</td>
<td>Male</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>4-C</td>
<td>22</td>
<td>Female</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>4-D</td>
<td>21</td>
<td>Male</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 - Gen Z Focus Group Information
thoughtfully in advance in order to avoid bias in their phrasing (Easterby-Smith, Thorpe & Jackson, 2015).

The data collection concerning the HR representatives was performed through semi-structured interviews using a topic guide. A total of four interviews were performed and each lasted around 40 minutes. Table 2 presents information about the interviews with respondents at each company. All companies’ representatives held a manager position within HR. Table 2 also show information about the two companies the respondents work at. In similarity to the focus groups, the choice was made by the researchers to perform the interviews in Swedish, which was the native language of all the HR representatives, thus appropriate to use in order to ensure the quality of the discussions (Vaughn, Schumm, & Sinagub, 1996). In accordance to the focus groups, participants were informed about the purpose of the study, and ensured the confidentiality and anonymity of participation at the start of each interview. Both researchers were present at all interviews and they were led by the same researcher, in order to limit any inconsistencies in the delivery of questions which might result in participants answering different questions (Easterby-Smith, Thorpe & Jackson, 2015).

<table>
<thead>
<tr>
<th>Company</th>
<th>Participant</th>
<th>Position</th>
<th>Company Industry</th>
<th>Interview Type</th>
<th>Duration (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>HR Expert Talent &amp; Leadership</td>
<td>Heavy Equipment Manufacturing Industry</td>
<td>Face-to-Face</td>
<td>49:00</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>HR Director</td>
<td>Heavy Equipment Manufacturing Industry</td>
<td>Face-to-Face</td>
<td>42:30</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>HR Talent Acquisition Partner</td>
<td>Multi-Industry Manufacturing Company</td>
<td>Face-to-Face</td>
<td>39:50</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>HR Talent Acquisition Partner</td>
<td>Multi-Industry Manufacturing Company</td>
<td>Face-to-Face</td>
<td>40:00</td>
</tr>
</tbody>
</table>

*Table 2 - Company Interview Information*

3.4.3 Topic Guides
In order to provide a direction of the discussion, the focus groups as well as the interviews were performed by using a topic guide, which contained the main areas of interests to explore. Appendix 1 presents the topic guide for the focus groups, and Appendix 2 presents the topic guide for the company interviews. This approach enables freedom to follow the opinions of the participants and allow new areas to emerge from discussion, while ensuring gathering of data within the same
general areas of information. A topic guide contains an informal list of topics and questions that can be addressed in no particular order (Easterby-Smith, Thorpe & Jackson, 2015). It is important to design a topic guide that promotes a meaningful conversation rather than data extraction, in order to improve the results and engage the participant(s). When constructing a topic guide, it is important to create clear and comprehensible questions, keeping in mind the viewpoint of the respondent in order for the questions to be relatable for the recipient while remaining interesting for the research in question. Questions should be open-ended, avoid leading statements and be followed up with probing question to reach an in-depth understanding of an issue. Thus, the skills of the interviewer have important effects on the resulting data.

Both topic guides were organised into three sections: opening questions, key questions concerning the research topic and closing questions, in accordance to Easterby-Smith, Thorpe & Jacksons’ (2015), guidance on the organisation of a topic guide. Questions regarding attraction to and experience of recruitment and organisations were asked the interviewed members of Gen Z, in order to understand how their values affect their decision-making process. As previous research regarding Gen Z was limited, and the existing research stems from reports provided from organisations, questions were formulated as broad open-ended questions to allow the researchers to follow the factors and values that the participants found important.

3.4.4 Pilot Test

Prior to the data collection, pilot testing was performed in order to detect and minimise any limitations or uncertainties regarding the questions, due to the design of the topic guide. It sheds light on the effectiveness and relevance of the posed questions (Riley et al., 2000). The pilot test interview or focus group provided no contribution to the end result of the research, other than ensuring a design of the topic guide that provided relevant and useful data to the research (Easterby-Smith, Thorpe & Jackson, 2015). One pilot test for the in-depth interview of a HR-representative was conducted, as well as one pilot test for the focus group. Each pilot tests were performed with participants representing the sample of definite participants, in a setting similar to the intended environment (Riley et al., 2000). The pilot test of the focus group resulted in changes of some of the initial questions, as the results did not help in answering the research questions, or they led to empirical findings that could have been collected through a quantitative study.
3.5 Analysing the Data

3.5.1 Content Analysis

Content Analysis aims to objectively and systematically infer into the intentions, attitudes and values of individuals, by identifying specified characteristics in various data such as textual transcripts, speeches, movies, and television (Morris, 1994). It focuses on the characteristics of language with attention the content or context being communicated, with the goal to provide knowledge and understanding of a phenomenon (Hsieh & Shannon, 2005). The content analysis organises large quantities of textual data into a smaller number of categories that represent the context and concepts of the findings. The categories are derived by using a coding scheme which is created by the researchers when analysing and coding the data. Thus, the coding process is key to achieve a successful content analysis, as the creation of the coding scheme will greatly affect the trustworthiness of the results (Weber, 1990).

Hsieh and Shannon (2005), discusses three approaches to qualitative content analysis: conventional, directional or summative, distinguishable in terms of coding schemes, origins of codes as well as the level of trustworthiness. Figure 1 displays the major differences between the three approaches. As the literature review showed a lack of academic research regarding Gen Z, this research used a conventional approach to content analysis, which is normally used in situations where the phenomenon is fairly limited in pre-existing research. The directional approach is typically used when research about a phenomenon exists but would benefit from further research, and the summative approach is used by quantifying and comparing content or keywords, followed up with interpreting the context (Hsieh & Shannon, 2005).

<table>
<thead>
<tr>
<th>Type of Content Analysis</th>
<th>Study Starts With</th>
<th>Timing of Defining Codes or Keywords</th>
<th>Source of Codes or Keywords</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventional content analysis</td>
<td>Observation</td>
<td>Codes are defined during data analysis</td>
<td>Codes are derived from data</td>
</tr>
<tr>
<td>Directed content analysis</td>
<td>Theory</td>
<td>Codes are defined before and during data analysis</td>
<td>Codes are derived from theory or relevant research findings</td>
</tr>
<tr>
<td>Summative content analysis</td>
<td>Keywords</td>
<td>Keywords are identified before and during data analysis</td>
<td>Keywords are derived from interest of researchers or review of literature</td>
</tr>
</tbody>
</table>

*Figure 1 - Major Differences Between Three Approaches to Content Analysis* (Hsieh & Shannon, 2005, pp.1286)
When performing the conventional content analysis, the researchers followed the steps as summarised by Hsieh and Shannon (2005). The first step was to read through all the data to get familiar with the content and achieve immersion. To achieve desired results, primary immersion with the data is key. Failing to gain a comprehensive understanding of the context risks developing incorrect key categories, resulting in findings not represented in the data, decreasing the credibility of the research. In order to improve the credibility of the analysis researcher triangulation was used, where the transcripts were coded and analysed individually by the researchers (Guba, 1981).

The data was read word by word and codes were distinguished by highlighting exact words from the content that appeared describe how to capture the key concept. This was followed by the researcher making notes on first impressions, thoughts and an early analysis. After two transcripts were coded, the preliminary coding scheme was established and used for the rest of the two transcripts. As this procedure continued, the first two transcripts were recoded, and new codes were added as data were discovered that did not fit in with existing codes. Throughout the transcripts, labels for codes emerged under which several codes could be grouped. When all the transcripts were coded, all data within the same code were scrutinised, which allowed for some codes to be combined and some to be sorted into sub-categories, depending on their relation. The codes were sorted into sub-categories depending on their relation, from which meaningful clusters could be derived. The sub-categories were then grouped into a smaller number of main themes (Hsieh & Shannon, 2005). When presenting the empirical data, quotes from the interviews and focus groups were displayed. All codes, sub-categories and themes derived from the data was put into a coding scheme with exemplary quotes (see Appendix 3). When analysing the empirical findings, the theory of P-O fit was continually addressed, comparing the results to existing research to identify similarities and differences.

3.6 Motivation of sample selection

3.6.1 Company

Two industrial manufacturing companies were chosen to be interviewed in order to investigate how organisations actively work to implement attraction and retention strategies aimed at Gen Z. This research does not consider any specific industrial sampling as the more essential considerations was that the two selected companies possess and extensive HR department with a
comprehensive recruitment and attraction strategies, in order to enable relevant data collection. Furthermore, the organisational sample fulfilled the criteria of being interesting for business students as a potential employer. While the two selected organisations operate internationally, this study was researched in a Swedish context to minimise possible cultural impacts or potential major differences in practices of HRM strategies. Table 3 provides information regarding the companies participating.

<table>
<thead>
<tr>
<th>Company</th>
<th>Industry</th>
<th>No Employees</th>
<th>Operating Income (EUR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company 1</td>
<td>Heavy Equipment Manufacturing</td>
<td>100 000</td>
<td>35 billion</td>
</tr>
<tr>
<td>Company 2</td>
<td>Multi-Industry Manufacturing</td>
<td>377 000</td>
<td>83 billion</td>
</tr>
</tbody>
</table>

Table 3 - Company Information

3.6.2 Business Students

16 participants were selected to participate in focus group sessions which facilitated an exploration of the research. By investigating business students the sample is applicable for several different industries making it to an interesting and relevant sample. The researchers also used participants that had lived in Sweden during their formative years as criteria since Generational Theory claim a generation share the way they experience life and the world, evolved though various shifts in history (Lyons & Kuron, 2013). Hence individuals that have lived in diverse locations and conditions during their formative years may not share the same generational values thus making it relevant to study those who have lived in Sweden during that period. The sample consist of both men and women to give a realistic perspective to the result.

3.7 Assessment of Research Trustworthiness

To ensure the integrity and value of a study, ensuring trustworthiness is indispensable for any research. Guba (1981), present four major factors important for evaluating the trustworthiness of a research; credibility, transferability, dependability and confirmability. Through critically assess the trustworthiness of this study, the researchers are confident in the academic integrity and the added value of the research.
Credibility

In order to ensure credibility, the researchers have provided detailed descriptions of the development of the research, by following approaches as suggested by relevant literature on management and business research such as Easterby-Smith (2015). The development and execution of the research was based on peer-reviewed articles, with the majority from journals with an ABS-listed rating of 2 or above (ABS, 2015). Those not listed in ABS fulfilled at least one of the following criteria; an impact factor over 2.0 as shown on Web of Science, or a number of citations above 200 on Google Scholar. The only part of the research that does not represent this is in 2.2 regarding the theoretical framework of Gen Z characteristics. As previously stated, this is due to the lack of information of Gen Z in academic journals, and the circumstances are clearly stated to ensure transparency and credibility.

To further improve the credibility, researcher triangulation was applied in the analysis of the empirical findings. As such, the coding of the data was performed by both researchers individually, and then compared and evaluated, to ensure that the interpretation of information can be verified by two sources, in accordance to Guba and Lincoln (1981). These independent sources should strengthen results by meet in agreements or at least not oppose findings (Decrop, 1999; Denzin, 2009; Carter, Bryant- Lukosius, DiCenso, Blythe, & Neville, 2014; Malhotra, Birks & Willis, 2012).

Transferability

Transferability refers to the extent to which findings of a study can be applied to other situations (Shenton, 2004). Guba and Lincoln (1989), suggests that as the researcher only knows the sending context, transferability inferences cannot be made by the researcher performing the study, but rather it is the practitioner reading the study that determines the confidence in transferability to other situations. Thus, it is important that a research provide sufficient contextual information about the fieldwork in order for the reader to make such a transfer (Shenton, 2004).

To ensure sufficient contextual information, Table 1 gives the reader knowledge about the number of member of Gen Z participant in the study, how many males respectively females that participated, previous work experience, the age, the number of focus groups held and the amount of time for each focus group. Table 2 give information about the number of organisations partaking
in the study, how many representatives from each company as well as their position and what type of industry they operate in. What type of interview performed and for how long is also presented. The Appendices include the topic guides used for the focus groups and interviews, as well as the coding schemes taking the reader through the process of establishing themes. Delimitations and limitations of the study are clearly stated in 1.4 and 7.3 giving information in any restrictions in the type of people who contributed to the data. Furthermore, a detailed description of the research design is provided, including a detailed discussion regarding its use of a cross-sectional study and its limitations.

The researchers are aware of the limitations of transferring one study onto other settings, however strives to provide value in terms of transferability by comprehensively present previous research of the field as well as the development of this study, in order to gain deeper knowledge in the subject of Generation Z. This is in line with Borgman (1999), stating that the understanding of a phenomenon is gradual through numerous studies rather than a single one conducted in isolation.

**Dependability**

While dependability is typically difficult for qualitative studies, the researchers has aimed to address dependability by following the suggestions by Shenton (2004). The research purpose, research design and implementation can be followed throughout the report, as well as a detailed description of the collection and analysis of the data as stated in 3.3 and 3.4. Throughout the process, reflection of the effectiveness of the process of enquiry that was undertaken has been appraised, in particular the use of focus groups and its implication for future studies as described in 7.3.

**Confirmability**

The concept of confirmability is related to the researchers’ awareness and application of objectivity in the research (Shenton, 2004). To ensure objectivity, researchers must ensure reflexivity, balance between participants’ statements and the interpretations of those statements made by the researchers. All interviews and focus groups were performed by open ended questions as to not infuse researcher bias in leading the questions. As previously discussed, researcher triangulation has been performed in this study, which is a step to reduce any bias in the interpretation of data, as suggested by Guba (1981). Furthermore, the predispositions of the researchers should
transparent, as such this study has provided a clear picture of the ontological and epistemological stance which influence the development of the empirical results. By providing a clear description of the method applied, readers are able to determine to the extent which the data and its construct can be accepted (Shenton, 2004). The researchers believe that the reader can trace the course of this research step-by-step and that the reflections and procedures are critically justified and defined.

3.8 Ethical Considerations

Ethical considerations were identified and clarified in order to protect the interests of the participants of the study, as well as the integrity of the research community, and followed the 10 principles of ethics as stated by Easterby-Smith, Thorpe and Jackson (2015). All participants contacted before the conduction of the study was fully informed about the purpose of the study, that it would be used in research purposes and become available online with open access through Diva Portal. They were also informed beforehand that the interview would be recorded in order for transcription and analysis of the data, and the researchers confirmed their agreement again during the conduction of the interviews and focus groups. The researchers judged the interview questions for the companies to have higher sensitivity as some of the questions regarded organisational strategies, and as such the participating company representatives received a copy of the topic guide with the main themes and questions that were going to be asked, to give them the opportunity to reject any question they deemed confidential. Both the company representatives, as well as the business students participating in the focus groups, were also ensured and reminded of their right to refuse answering any question before accepting to participate, as well as during the start of the interview (Easterby-Smith, Thorpe & Jackson, 2015). Common ethical issues in research has been outlined by Economic and Social Research Council (ESRC) in their research ethics framework (REF). REF provide guidance regarding common ethical issues. One is that confidentiality and anonymity of participants must maintain and be respected (Bryman, 2012). However, the digital age and the ability to frequently store large quantities of data online in order to improve effectivity and access, has increased the complexity regarding the security of confidentiality, anonymity and consent (Easterby-Smith, Thorpe & Jackson, 2015). Thus, in order to protect all participants of this research, all data collected was stored in a password-protect file in order to prevent unauthorised access to the material. All stored backup of data met the same standard. Pseudonyms was used for all participants, to ensure anonymity in the process. In this
research the researchers have been aware of that values of the researchers influence the choice of research area, research method, data analysis and conclusions. Hence the researchers aimed for an objective position as possible to decrease the risk of bias. However, researchers cannot be requested to fully hold values in check or to be fully value free but research should be self-reflective throughout the process (Bryman, 2012).

4. Empirical Findings

4.1 Focus Group Results

Open-ended questions regarding attraction to and experience of recruitment and organisations were asked the interviewed members of Gen Z, in order to understand how their values affect their decision-making process.

4.1.1 A Hungry Generation

To build a career is important for the majority of the participants and all participants agree that development opportunities are one of the most important factor when looking to join an organisation; “The possibility for personal development and challenges are very important to me, and is very important when I am looking to join a company.” - Participant 1C. Clear development possibilities and the ability to see a clear and individual career path increases the attraction of the participants through all stages of the recruitment process; “I want to know the plans they have for me.” – Participant 2A. Furthermore, during all focus groups, lack of development opportunities, or better development opportunities elsewhere, are the most common reasons for wanting to switch employer. The participants state that they want to progress in their roles within the organisation, and to advance with their tasks. Furthermore, three of the participants expect the organisation to look at their individual strengths and adapt the roles accordingly. They seek opportunities to learn and gain experiences through challenging work tasks both nationally and internationally. All focus groups discussed the importance of seeing a willingness from the organisation to invest resources in their employees. Participant 1A, who was told by the manager that a promised internship was no longer possible due to unwillingness to invest more resources, expressed it as; “’We put too much resources on you already?’ How fun is that to hear? What am I, a leech? Here you think you are doing a good job, and you receive that.” In exchange for receiving resources, the participants not only expect, but also desires to have many responsibilities. A majority of the participants also express a desire to have varied work tasks and work days, so as not to become bored. In two of the
focus groups, an aversion towards the typical desk job was expressed due to its lack of variety, and argued that there was need for more variation to keep the job interesting.

Most of the participants are open to stay with one employer for a longer period of time. However, their first job, they expect to have for a shorter period of time, as they see it as a steppingstone for their career. Three of the participants believes it can be of advantage to switch employer, in terms of development and experience. Staying in one position is seen as negative and the majority of the participants expect to stay in one position around two years. Receiving a better offer in terms of salary or development opportunities could have high impact on switching employer, and they would expect the current employer to meet that offer in order to stay. However, a majority if the participants are open to, and can see themselves staying with one employer, as long as they see a purpose in their work and can develop in their role and career; “If I get an opportunity where I can grow more compared to my current position, and the company will not do anything to keep me, I would switch employer. But I wouldn’t change company just because.” - Participant 4A. Not having their work recognised on an individual level is also a factor that is mentioned by all focus groups, where lack of appreciation would not lead to a long-term commitment. Furthermore, some participants expect that the employer should be active and encourage their personal development, as well as the career path. A majority of the participants agree that if the job is not stimulating, they would switch job no matter the salary or the position, and expect the company to be flexible in allowing them to have autonomy over their tasks and workdays in order to keep the work interesting.

All participants of the focus groups expressed a strong dislike of the 8:00-17:00 working day. Words used by participants were ‘boring’- participant 4B, ‘super boring’- participant 1A and ‘strangle me’- participant 3B. However, while the possibility of working when and where you want was discussed as the ultimate goal, most participant concluded that they still preferred some structure. A basic structure was agreed to be necessary in order to keep a good work-life balance, but that there was an accepted autonomy to decide flexibility at work in order to create variation during the work day. This autonomy went beyond just flexing in later in the morning or early in the afternoon. A majority of the participants wanted autonomy to flex throughout the day, in order to run errands or go to the gym. Furthermore, two of the focus groups expressed a desire to have more freedom in the ability to take vacation when you wanted to, and all participants expressed a
desire to be able to work from home when you wanted to. A majority of the participants thought that as long as you performed your job, the company should not care how you came and went. Participant 3B mentioned; “To have more focus on that as long as you do your job, you can come and go as you please. I think Netflix has that policy, in exchange for employers to be reachable 24/7, no one will check in where they are or what they are doing, as long as you do your job. I love that way of thinking.” Ultimately, high interest in autonomy came down to two main factors, an increased ability to create better work-life balance and the dislike of feeling controlled or distrusted by the employer.

While most of the participants believes companies are moving away from the typical workday, there is an expectation expressed in all focus groups that it is typically young companies, tech-companies or smaller companies that can provide the type of flexibility that is desired, and that older and established organisations are more traditional. Furthermore, while they express a desire to have high autonomy, a majority of the participants do not expect to receive it, at least not in the beginning of their career. Participant 4D claimed; “I think I would accept it. Because I think that is the way it works.” Important for all participants was also clear communication from employers regarding the rules of flexibility. The participants wanted clear information in regard to how flexibility is viewed at the workplace and what is expected of them. This was important to reduce stress or uncertainty, as well as improve work-life balance. Ultimately, work-life balance was the desired goal when finding a job to keep for a majority of the participants; “You work to live, not live to work.” - Participant 1B. One participant said that while work-life balance would be the end goal, the career would be more important in the beginning.

Noticeable during the focus groups is the contradictory global mind-set that imbues the participants’ desires and expectations. International career opportunities, traveling or working in a multicultural context such as cross-cultural teams is both expected and desired. A majority of the participants actively look for international opportunities when searching for a job. However, while diversity and a multicultural context is appreciated and sought after, there are frequent hints that question the openness to people with a different mind-set. There are expressed concerns regarding working in different cultures, as mentioned by participant 1A; “I would prefer to work for a Swedish company. Even if you would work in a European country you meet culture clashes.” It is frequently mentioned that they seek organisations and individuals that are like-minded; “There are
the same values in all countries the company operates in, the same type of thinking.” - Participant 1A. Participant 1B agreed; “I want co-workers that think like I do, constructive discussion and disagreement is important of course, but the fundamental ideas are the same.”

4.1.2 The Manager Should Support Me, But Not Think That They Know Everything

When asked about what type of organisations they looked at, all focus groups touched upon the subject of hierarchies. Although the majority of participants agreed that hierarchies are not necessarily bad, they were mentioned in a negative context in all focus groups. Common connections were the feeling of being controlled, the feeling of being supervised was not welcomed in a positive way in three of the four focus groups. Two of the four focus groups also raised concerns regarding disrespect from upper management. Disrespect in this regard was discussed as feelings of being dismissed, not getting ideas heard or treated as someone who just performed a task and not contributed. Hierarchies was also connected to longer decision-making processes and limited abilities to have ideas heard and have impact. Participants expressed the attractiveness of interaction possibilities with upper management, as it increased their ability to have their opinions heard and take part in decision-making; “In my current organisation, it is not far between an employee and the CEO. That makes it easier for us to get our thoughts and ideas heard by the upper management, which I think is very important. Because that gives me the feeling of having responsibility, that I can have an impact and do more than just taking orders. I think that becomes more difficult when you work within a hierarchy.” - Participant 2A.

The majority of the participants agreed that while organisations in Sweden are considered quite flat, hierarchies are something that exits in all organisations, and often occur in the informal context such as lunch time or breaks. The ability to have an informal chat or eat with senior managers had a positive impact of the social context of the working environment. Participant 1A stated; “At a friend’s workplace, the newly hired eat together, the seniors eat together and the upper management sits by themselves and eat together. You do not mix and sit with others during lunch, then people would look at you funny... At my company, my boss can come and ask me to eat lunch with him, and even the regional manager can come by and say hello. You are not just one of many, you really feel appreciated.” While he majority of participants expressed respect for the manager as a source for guidance and knowledge, the respect depended on the knowledge and skill of that manager, rather than the position itself; “They need to be justified. Often, people
possess a fancy title that does not mean anything, and they do not know what it entails.” - Participant 1A. While the participants did not disregard the view on the manager as someone higher in the hierarchy, they considered themselves to have equal right to have their ideas recognised, and have equal ability to perform. This can be described with quote from participant 3C; “The manager should support me, but not think they know everything.” This was expressed in different ways by several participants. Furthermore, the ability to influence and participate in decision-making was deemed very important by all participants in all focus groups, and they all considered themselves to have viable contribution that would bring worth to the organisation. They express confidence in their ability to bring worth to the organisation from very early on in their careers. Two of the focus groups discusses the value of young workers bringing new ideas into the organisation, and believe it is important that organisations listen and take their new ideas into account; “Somewhere you can get stuck in one way of doing something. We can bring good new ideas.” - Participant 4B.

To be entrusted with responsibilities and being able to perform them autonomously was by majority of the participants deemed very important. The majority of the participants wanted the manager’s role to be supportive above all else, to be someone they could turn to for support and guidance. Two of the focus groups desired a manager that was a part of the team rather than managing from above, to promote the feeling of being equal and teamwork; “The manager should be there to push the team, not just be there to direct you when you are doing something wrong. They should be a part of the team and contribute to the feeling that we are doing this together.” - Participant 4D.

All focus groups also discussed the importance of not being held back by the manager. As the desire to climb within the organisation was deemed important by most participants, having a manager that supported that notion, as well as helping them with their direction of development was seen very desirable. The manager’s role was as a supporter to their own careers first and foremost. All participants wanted close interaction with their managers, but there was dissension in the type of relationship desired. Two of the focus groups wanted to have the ability to establish an informal relationship with the manager, to be able to interact outside of work tasks and get to know each other on a personal level. Another focus group, while desiring close interaction, deemed it important to have a formal relationship with the manager; “It is difficult if your manager is your
friend, your boss and co-worker... It is important to separate relationships at work and outside of work. If it mixes, it gets confusing.” – Participant 2C.

All participants also agreed on the importance of receiving continuous feedback from their managers. How this feedback was to be given and how often differed between participants. The majority of the participants wanted a monthly scheduled sit-down with their manager, to discuss work progress, what could be improved and how they have performed well. For some participants, feedback was not only important for improving their own sense of comfort in their role, but also directly connected to the feeling of being appreciated and invested in, as participant 1C stated; “I have monthly feedback with my mentor. That is very important because to me that means that they want me to move forward, to progress.” All focus groups also looked positively on weekly or daily feedback from their managers, as this would further improve their confidence in their work performance. However, this feedback should be informal, a quick comment regarding current work performance in terms on positive feedback as well as directions on improvement; “It does not have to be planned daily feedback, it can just be about something you did during the day.”- Participant 4D. One participant reason against formal frequent feedback accordingly; “Instead of planned, it should come naturally, because if I would know I had a planned feedback session every week, I would feel nervous.”- Participant 3A.

All participants expected feedback on their work, not only to receive confirmation on the direction of their performance, but also as a reward for a job well done. The majority of participants expected expressed gratitude for a job performed. That their efforts put into their work should be recognised, otherwise they would lose motivation and purpose for their job. A response from Participant 2A describe the experience; “If I do not receive feedback, why should I do it again? If I have worked with something for weeks, I want to know not only that I have done a good job, but also how well.”

This expectation of recognition on work performed went above receiving a salary, and tended towards intrinsic recognition in forms of oral feedback and appreciation or increased responsibilities, rather than bonuses or events. A majority of the participants agreed that it was positive if this recognition or feedback came not only from the manager, but also from co-workers.

4.1.3 Active, Fun and Personal Work Environment

A work environment characterised by good team-work and social interaction was deemed very desirable by all participants; “Colleagues matter since you will work most of your life”-
Participant 4C. This was not limited to the collaboration, or team goals within the context of work, but extended to a more personal exchange, with relationships on a private level. One participant expressed this as; “It should be an informal environment and that you should be able to be friends with your colleagues.”- Participant 2D. Several of the participants expressed similar opinions, pointing out the importance of having more than a professional relationship with your co-workers. Team activities such as eating out together or working out together was expected by most participants in order to create a good atmosphere at work. These activities were always mentioned in the context of “fun at work”, which was expressed as very important by a majority of the participants. An active workplace, where you are doing more than just work was attractive for the majority of participants, where team spirit is at the centre and where you collaborate rather than compete with your colleagues. The majority expected to work with like-minded colleagues that motivates and makes it fun to go to work, which Participant 4A describe as; “It becomes much more fun to work and you end up with better ideas when you can work together.” However, a friendly atmosphere went beyond the daily need of enjoying your work, it was also connected to the ability to identify with the company value and behaviour. Participant 3D stated; “I want to feel that I am part of a company where everyone has a nice attitude towards each other.”

While the social context of the work environment is expressed more frequently and in more detail, the physical work environment is also discussed; “I look at the office space, you will spend a lot of time in that environment, so it is important that you get a good feeling and that it looks enjoyable.”- Participant 3C. This argument for the importance of the physical environment is frequent among the participants, and all participants agree that a physical work environment affect the attractiveness of a company and play a part in their decision-making process when they have more than one offer on the table.

What that type of workplace should look like the participants seems to be unsure of themselves. But some factors that are mentioned more than once are the ability to work in an open and more social workspace than the traditional landscape, a focus on nice break rooms, as well as opportunities to work outside; “You do not have to sit in one place, you can plug out and go sit somewhere else, take your laptop and sit outside for example.”- Participant 2C. When mentioning the physical workspace, they tend to be accompanied with a perceived view on how it is to work at companies like Apple or Google. A response describing this was stated by participant 3C;
“From what you have seen, Google seems like a cool place to work. It seems so different from what you have seen before. I do not know what I would have done there, or what I would contribute with, but the physical workplace seems fascinating”. A modern workplace increased the attraction as it made the participants perceive the company as more modern and innovative, as well as making it more fun to go to work. All participants expressed the need to be able to move around at the workplace, to not be sitting in one place. Participant 3A expressed it as a result of being restless; “It is boring to stay in one place. We lose concentration quickly. You can mend that by switching environment”.

4.1.4 A Desire To Be Recognised As Special

Throughout the focus groups, one factor important to the participants was raised repeatedly, which was the desire to feel unique. They desired to feel selected, special to the organisation, from the moment of recruitment throughout their stay; “In a good recruitment process, you feel like they need you, that they will not just take anybody.” - Participant 3C. Participant 3B added; “I want to get the feeling that they are genuinely interested in me, they should not look up just anybody.” Other participants used words such as ‘selected’ and ‘chosen’. Furthermore, the position they fill should be one that give them a sense that they contribute to the company, that they are needed and unique in their role. Participant 1C argue; “To not just get a task and I will be the machine that performs it, but rather that you feel responsibility and that what you do is important.” Participant 1C continues; “You should not be able to replace me, but what I do should be important and I as a person is important.” 1A agreed; “That you have a unique role at your workplace is important, that you are not just one small part of the machine.” Throughout the focus groups the participants also discuss different ways in which they would like the organisations to adapt to their individual needs. They want to be able to shape their position so that it suits them, customised work tasks, and a possibility to influence career path is very important. One participant thinks that benefits should be customised, and that the employees should be able to choose benefits themselves. The majority of the participants are aware that they have high expectations on organisations today, but that it is met by a high expectation on themselves. Participant 2A expresses it as; “My attitude is that I will make sure that I get what I want. I have very high expectations. But I am also prepared to make big efforts for it.”
They also express a high confidence in their own abilities to make a difference and influence the organisation. The majority of the participants have a view of a power switch, that previously the majority of the power was held by the organisation and the employees had to fall in line, but that today you do not have to since you have much more options than previously. Participant 4B expressed; “There are so many organisations and opportunities today, why would we settle?”. This influence goes beyond the daily tasks of an organisation. They express a confidence in the importance of their own thoughts and opinions, and their ability to speak up which was described by participant 1A; “This generation does not take shit in the same way as previous generations. That might sound spoiled, but we are characterised as more aware of the choices we make, ethics and we take more initiatives.” One contributing factor to this could be the media and the easy access to both share and receive information, giving a bullhorn to voices previously unheard. One focus group discussed this in the context of #metoo; “I think we have realised that we can make a difference. I few believe something is wrong, we can voice our opinions or act… Just look at #metoo, where you lifted an important question just by using social media. It strengthened the notion for us that we have the tools and possibility to make a difference.” - Participant 1B.

4.1.5 Desire Purpose Over Money

In terms of what matters at work, according to results from the focus groups, intrinsic values were highly valued. All participants described having a meaningful job as an important factor for a desirable workplace. They believe a meaningful job imply they contribute to the organisation and feel that they have a higher purpose. Feeling they contribute and matter for the organisation gives good opportunity to feel satisfied according to all participants; “It is important to feel that I am needed, I do not want to work with something that a computer can do, then I do not feel valued or meaningful” - Participant 1A. Participant 3C claimed similar thoughts, that a meaningful job is result of feeling affiliation with the company and having an important role; “I would not like to just have a task and just perform it, I would also like to feel responsible and that I am doing something of importance”. These quotes strengthen the common idea described by all participants that a meaningful job is substantial at a workplace since work is considered more than just a work as they argue it having a major part of life and that they may leave a position if not perceiving it. Salary was deemed important to the extent that they want a salary that gives them the ability to live, afford what they want and not feel penniless. In addition, salary was expected to be fairly high and since that not a concern due to their education. They also want salary to be fair, meaning
it should represent the work they perform such as possible to raise. However, salary is not in their highest concern at their first employment as they rather value experience and development opportunities. Although, if evaluating work opportunities, they expect salary to have an impact on their decision as well as they expect current employer to meet higher salary offer.

When it comes to extrinsic benefits, they were considered having limited importance as all participants considered themselves satisfied with normalised extrinsic benefits expected at any company. However, some participants felt a requirement for customised extrinsic benefits, that they want the ability to choose benefits that is individual suited for them. They do not want extrinsic benefits to be a goal to work towards, but favour it more as reward for a job well done, as it would increase the satisfaction and motivation. Participant 3B expressed it as; “I want to have the possibility to fail without losing something for it”. A majority of the participants expressed higher value on social celebrations and oral appreciation as a reward than bonuses.

4.1.6 Personalised Recruitment

All participants preferred a personal contact with current employees, manager and recruiter during the recruitment process. Already before applying for a position, three out of four focus groups said they seek to know current employee’s experiences and thoughts about the organisation. To do so, some participants use their network to get information about the potential employer which would encourage or discourage them to apply. Current employees’ opinions and words about the organisation as a fun and social workplace matter for the participants as they believe they give an honest picture of the company. Based on employees’ opinion they feel more confident to create an attitude towards the organisation and take a decision whether to apply or not, as expressed by Participant 4B; “One of the first thing I do when to apply for a job is to think about if I know someone who have experience about the organisation and workplace that I can ask about their opinion. I would also check their LinkedIn to get an idea about what people work there”. This further describe their view of employees as a reflection of the company. Hence, a majority would like to meet current manager and team employees during the recruitment process to get an idea about the company. Participant 4C stated; “I would appreciate to get a tour at the office, to get a picture of potential colleagues and if I can picture myself working with them”. Except from current employees, participants also discussed how the recruiter reflects the company. A personal connection with the recruiter gives a positive impression of the company as described by
participant 3A; “If I do not feel that I connect with the recruiter, it can have a negative impact on my interest for a company”. Participants’ show strong interest in get to know the company as clearly expressed by two focus groups who had negative attitude towards the use of recruitment consultants since they believed it creates distance between the employer and the applicant and not imply personal contact. Participants want to get a personal and honest view of the company but also to be able to present themselves directly to the company. These participants value their personality highly and expect to get the opportunity to show it. Hence they want company to show genuinely interest in get to know them. Participant 3C stated; “I want to get the feeling that they are really interested in me during the recruitment process”. Overall it appeared that the participants have a need to be appreciated and seen in the recruitment process as described by a majority. They stated expectations on company to talk early in the process about their future opportunities, what potential they can see in them as an individual, as stated by Participant 2B; “For me it is essential there exist development opportunities within a company and that they talk a lot about the future and what opportunities there is for me”.

When discussing a preferable recruitment process all participants agreed a short and efficient recruitment process is attractive and gives a positive view of the company. Almost all participants had experienced long lasting processes waiting long for response on their status in the selection; “I believe it is important with continues and quick response. Just to hear something. Sometimes it can take months before you hear something at all from the company and I don’t like that” - Participant 1B. Instead they would favour continuous updates about the selection process since if they do not hear anything they feel frustrated and insecure. This does not directly have an impact on their decision making if to continue in the process or not but the chance increase if the participants have other opportunities; “If I have other work opportunities I may not be interested in waiting”- Participant 1D. In addition, they wish the application to be easy. One participant described feeling discouraged to manually fill in resume and application letter in online forms, which could lead to not applying. This was argued to require a lot of time and effort as well as an own written resume and application letter gives a better picture of them. The importance of showing personality was further discussed when one group agreed on that sending grades and taking cognitive test feels irrelevant. In addition, they see positive on group interviews in order to show their personality. One participant also described a positive attitude to companies reaching out to potential applicants argue feeling selected and seen. When discussing the importance of
communication and transparency during the recruitment process, all participants valued a clear communicated timeframe that should indicate when to expect response; “I would like to know the whole recruitment process before I apply, knowing how many steps there are ahead and what they imply”- Participant 3B. With no transparency participants mentioned feeling worried and insecure. They also value companies to transparently communicate expectations on them as potential employee as well as their purpose within the organisation. When companies communicate culture, strategies and other factors related to company, participants want company to keep these promises and live up to portrayed image, if otherwise participants get a negative view of the company.

Although participants showed confidence concerning many topics, a majority was concerned about their competence. Many mentioned a fear of not being competent which could result in not applying even in those cases where they are aware of the possibility to apply without the right competence. They want to feel competent for a position making them feel confident and that they contribute with something which in thought out the discussion was described having a major importance. Hence they want their first work after graduation to be related to their education; “I want to feel that I fit in with my qualifications”- Participant 4A and “what may discourage me to apply is if the job ad demand competence that I do not hold”- Participant 1D are two quotes mentioned during discussion proving this point.

4.1.7 The Weight of Ethical Behaviour – It Depends

Early impression of a company they consider to apply to, was shown being relevant for a majority of the participants that participated during all focus groups discussions. Values of the company was often explored by participants as they wish to share values with the organisation. However, one participant argued that company values do not matter and do not take that in consideration when applying for a company since the participant believe most values in companies are the same. Another participant agreed and claimed one also can grow into company values and start to relate to them. Generally, companies’ values are something most of them consider before applying for a position. The reason why they take value congruence in strong consideration is because they believe if there is no value match there will be no fun workplace which through discussions been mentioned as important. Participant 2A stated; “If I do not connect with values of the company I would not perceive it as a fun workplace”.

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Value congruence was also stated to strengthen their feeling of belonging and fit in. If there is a lack of value congruence it will result in short stay at the company. Ethical matters are highly considered, as stated by Participant 1C; “Since work is more than just work today, and you will spend a lot of time there I believe it is important to feel that I match with the company’s ethical values”. This correspond to their need to feel they belong and that they can represent the company. All participants agreed that if they were informed about unethical behaviours within an organisation it will to some extent affect the organisation’s attractiveness. It was mentioned that especially if a company earn money on exploiting people or the environment it decreases their attraction towards that organisation. Negative impact on people and environment was two components that was mostly concerned by participants. They believe sustainable work and equality is important. However, Participant 2B described awareness that not all companies have the same possibilities and could have some understanding; “It is important that the company work sustainable, but it of course depends on the company, all companies have different opportunities to think about the environment”. Ethical issues appeared not only concern issues in own surrounding such as own country but also ethical issues that have global effect. But highest impact was issues with close impact on themselves.

Even though they clearly value ethical congruence they believe their actions depends on various ethical issues. Some ethical issues may be worth leaving a company for others not. Generally, accidents have low impact on decision making while intended ethical behaviour by company have high impact on decision making. This was further discussed having even higher impact if the ethical issue is in relation to company’s core values, making the company doubtful. Some participants claimed difficulties to balance career towards a company’s unethical behaviour, arguing that great career opportunities or great current position might lead to going against own ethical beliefs. When discussing status in relation to unethical behaviour, the majority of the participant expressed a willingness to work for a company with a good brand even though they were aware of unethical behaviour. Examples that arose were Amazon’s reputation of not treating employees fairly (focus group 3) and Volkswagens scandal of tampering with emissions (focus group 1). Participant 3A stated; “If I am having a good position at a company I would not like to throw it away”. However, taking a decision in ethical dilemmas becomes easier if they have another option, argued by all participants. Furthermore, in three of the focus groups at least one participant mentioned they are willing to take a position at a company with bad ethical congruence
if being able to impact the situation and eliminate the ethical issue; “I would choose to stay if I had the opportunity to make a difference”- Participant 2A. This describe a picture of them having confidence in their ability to influence and make a difference. Another factor that was discussed to be considered regarding ethical concurrence was the brand. A strong brand can make ethical issues less important and less considered.

4.1.8 Company Brand Equals Personal Brand

Other than having impact on participants’ decision making regarding ethical dilemmas, company brand also have an impact on their perception about a company’s attractiveness as discussed during focus group interviews. This was generally based on their wish to work for a company with a company brand that correspond to how they want to be perceived by other people, as Participant 3D argued; “I would not like to be associated with something I cannot relate to”. All participants shared this thought.

Google and Apple was often mentioned as attractive companies as being cool and innovative, something they see themselves want to represent. These companies were also mentioned as attractive because they are famous and visible hence if working there would make them feel special and add status. Moreover, two focus groups also discussed that they find famous companies with status attractive since they believe it will make them attractive as potential employees after they have been working there. This proves their beliefs in that reputation of the organisation affects the reputation of the employee. Thus, unwillingness to work for an unethical company would have highest affect if it would damage their own reputation. All participant perceived their own generation to highly consider ethical issues due to being more aware about companies’ strategies, impact and actions around the world through websites and media. Hence, they believe easy accessible information can change perception about an organisation an impact their decision to apply. In general, one of the first things they look for at a company is good reputation. Although, scandals expressed in media was mentioned having low impact on their view of a company if the company is having a strong name.

When further discussing examples when a company’s brand affects their decision making, they all agreed that new-thinking and modern companies are attractive which they expect older organisations not to be, hence they generally value and attracted to younger companies. This was described by Participant 3B; “Innovative thinking is important and that they are open for
innovative thinking among employees and actually seek innovative thinking employees”. Except from an innovative brand, participants also like companies that have an entrepreneurial mind-set and put focus on their employees, that they take care of their employees and have a good reputation of happy employees. This information they mean they commonly gain with word of mouth.

4.1.9 Life Stage

When discussing different themes during focus group interviews, participants sometimes reflected about how they believe their needs and behaviours was affected by the current life situation. When discussing the need for work-life balance, 3 participants in different focus groups stated that it would become more important when they have a family, as stated by participant 3C; “I do not mind working a lot in the beginning, in order to build a career. But when you get a family, you want to go back to balance again.” At that life stage, they also believed they are likely to favour a stable work situation and not frequently switching jobs in contrast to what they would chose today which Participant 3A described; “If having kids in the future I guess I will prioritise different and would not like to work whenever or wherever, which I would be okay with now”. Furthermore, participant 1A believe having own family might influence their decision to stay at a company that behave in an unethical matter, as they believed a stable income would become more important.

4.2 Company Interview Results

The HR representatives were asked questions regarding HR strategies and how their organisation work to attract and retain Generation Z. Questions regarding current strategies and work environment concerns employees with white collar occupations, meaning employees working largely, or entirely mental or clerical work, such as in an office. It typically refers to knowledge intensive, non-routine and unstructured work tasks (Business Directory, 2018).

4.2.1 Organisational Values

Both companies show high awareness for the importance of the organisational values in order to attract and retain the right talent; “We work a lot with values, you know everything starts from within.” - Participant B. Both companies identify sustainability as a key value to attract and retain students and newly graduates, and is used in both companies’ employer branding strategies; “We work for a better world, both in terms of the environment, but also in terms of the innovation within our industry” - Participant A. Diversity and equality are of high importance for both organisations, as they both are global corporations, in order to improve attraction and retention, but also for the
Innovation and being one of the top driving companies within their respective industry is very important for both companies, and both companies seek to embody this value, as well as seeks it in their employees. The need for innovative employees is expressed through different ways for the companies. Company 1 discuss the importance of willingness to change, and Company 2 search for curious employees. Both companies have recognised a need to change in order to stay competitive and express transformation as continuous within the organisation; “We work a lot with the brand in order to remove the old image of us being a boring and male-dominated workplace.”- Participant C. Key for Company 1 is to be a workplace that both current and potential employees consider a safe workplace. This in terms of working a lot to ensure a job safety as well as putting high focus on employee well-being; “We often ask our employees how it is to work for our company, and why people seek to join our company.”- Participant A. Company 1 also talks about the importance of being able to connect the personal values to the work of the organisation; “Everything you do in your work you are supposed to be able to connect to your persona values, and feel that I can stand behind this.”- Participant B.

4.2.2 Flexibility

Flexibility was something both organisations viewed as important in order to attract Gen Z, and was something both companies were working with in order to adapt to expected requirements of the employees. Both companies expressed a positive view on the flexibility they could provide for their employees, and considers the currently implemented flexibility is working well. Company 2 provided flexibility through flex-time in the morning between 06:00 to 09:00 and in the afternoon between 15:00 to 18:00. The employees were expected to be at the office between 09:00 and 15:00, but if for personal reasons you needed to stay home in the morning, for example due to plumber appointment, that was permittable after an agreement with responsible manager. “I think we are quite flexible, in terms of our work hours.”- Participant C. The employees also had the choice of mobility in workspace, as while they had personal desks in a landscape, the employees had the opportunity to sit elsewhere in the office, such as in closed of rooms.

While Company 1 had the option to start and/or finish the workday earlier or later, they did not a have decided flex-times as Company 2 did. Like Company 2, personal circumstances such as
appointment with plumber or care of sick child was acceptable excuses for working from home in the morning or the afternoon, as long as you were available on phone and email. Furthermore, employees had freedom to do some personal errands during the day, for example take an hour more for lunch to work out, as long as you stayed that hour later in the afternoon to make up for the time missed, and as long as it was communicated and agreed of by the manager in charge. Company 1 was also working on implementing a flexible workplace, the ‘active workplace’, aiming to infuse flexibility in other areas than just working hours. Implementing an agile workspace, where no personal desks are in use was explained to be currently under trial at some offices, and like Company 2 the employees had the option of choosing closed of rooms. Meeting by walking was a new concept under trial, and another example of how Company 1 explored to provide a more flexible work arrangement for the employees.

Neither Company 1 nor Company 2 had flexible work-hours written down in policies, it was flexibility was a tacit agreement regulated by the manager of the team; “To work from home is up for the manager to decide.”- Participant C. Both companies agreed that flexibility was something originations needed today to meet the needs of their employees, but when asked why it was the manager that decided on flexibility, and none of the participants felt that they had a full picture of the reason as to way, but both companies held a more traditional view on flexibility. Company 1 expressed it in terms of efficiency, that the manager needs to make sure people are actually working, and that trust is a big element of flexibility and is the driver of what flexibility means at the organisation. “It is about flexibility with responsibility. If an employee need to work from home, they must really be working, not do their dishes.”- Participant A. Company 2 expressed it in terms of the managerial duties; “I do not know... I suppose it is because it is the manager that delegates the work.”- Participant C.

4.2.3 Organisation Culture

Common for both companies is their multicultural culture, where employees have various background which the companies aim to take advantage of by letting people be their best as stated by participant A; “we work a lot with multicultural culture. We are a large global company, hence we choose to work with individuals with different backgrounds and take advantage of that”. The culture at one company was further described as passionate, which means employees have passion for the company and the work they do. It is based on that all employees share the same vision and
mission. Participant A believed sharing beliefs and passion is of importance. This participant also described the company having a sense of small family company mind set although being part of a larger organisation. The larger company culture is more in the background. This culture was argued allows teamwork, trust, larger responsibilities, broader work tasks and having better focus on employees.

Further results gathered from these interviews were that all participants describe how they try to work rather flat in their hierarchy, despite the difficulty with larger companies as them. They argue for having a culture whit easy contact to manager or team leader, describing it as an open culture. To improve the contact between manager and employees, Participant B described how the company’s feedback culture are moving towards a shift. The participant stated how they today have a rather formal supportive system where they are requested to talk around values as well as they have a system to document feedback. How often feedback should happen is known in policy, although it could be adjusted by the manager. The shift aim for more progressive and constant feedback as an informal dialog. This will imply more feedback at a workplace. The aim is also to have a culture where feedback can focus on behaviour performance, which means focusing on attitudes and teamwork behaviour, as was mentioned as an example.

4.2.4 Development Opportunities
Both companies believe it is important that their employees feel appreciated and that the company support of development is essential for retention. Common among all participants was their approach to let employees grow within a position and have a career. Participant C stated “It is important to improve skills within a position and develop”. The results argue that the two companies are willing to educate and help their employees develop. In order to do so, both companies provide education for employees who would request it. Each company had an education centre which provide various courses such as leadership courses or more specific course to improve employees’ expertise and front edge competence such as engineering courses. The companies aim for managers to encourage employees to develop and educate in subjects relevant to their position. However, both companies expect the employee to take responsibility for own development. Thus the participants present a picture of having high expectations on employees own responsibility. When asking if development opportunities is something they present early in their attraction process Company 1 said they had no guidance or policy for how to present it for
applicants in writing. Company 1 explained how they use ambassadors when they are presenting themselves outside the company. That means they have concrete examples of employees who have experience a career path within the company or they let newly employed graduates to present their experience and future vision. The purpose is to provide a real life example to prove possible movement within that organisation. Furthermore, the company described how they collaborate with professors to discuss content in courses in order to close the gap in skills. Company 2 also described the difficulties with communicating development opportunities in ads and that they favour mediating it when interacting with potential employees. Especially when talking with younger potential employees they want to present opportunities to start out young within the organisation and from that develop with the many possibilities provided by the company.

4.2.5 Recruitment process
Both companies mentioned mainly using internal recruitment resources meaning they seldom use third party recruitment companies. The time frame for recruitment differs within and between the companies. At Company 1, the recruitment process could take a month, but the standard process time was about 80 days. The time of the recruitment process for Company 2 was around 30-50 days. In these processes one company used telephone interviews while the other did not. However, they both use personality test and cognitive tests for higher positions to ensure knowledge. Further in their process it was described how one company have interviews performed by the manager rather early in the process while the other explained it to appear rather late. Participant C described how the company is expected to start implementing the use of LinkedIn more. This means that the company will review and find potential applicants as well as contact them.

4.2.6 View on Generation Z
When discussing their awareness about Gen Z. All participants were aware of their existence but to what extent they work to attract them varied a lot. Company 2 claimed it was too early to predict something while Company 1 stated having some strategies towards attracting Gen Z. When asking about participants believes and perception about Gen Z, a common answer was their request for flexible workplace. The reason, Participant C believes, is since they are used with flexibility by carrying their cell phone, tablet or computer anywhere they wish. The idea of younger employees demanding flexible workplace raised the thought that flexible workplace probability has huge impact on companies’ attraction; “I believe a stationary workplace will be less favoured and
Instead moveable workplaces will a more favoured and an attractive factor” as stated by Participant A. Another participant claimed its importance as the participant believe younger employees want to be able to work from home to gain better balance in life.

Moreover, in terms of Gen Z, both companies believed due to being born in a world with innovative techniques and an IT based world where processes happen fast, Gen Z will expect things at work happen fast as well. One challenge that the companies agree upon is the concern of a shorter attention span expected of Gen Z. “I believe it will be people that might not have as much patience, they are used to everything going fast because they can find information quickly, they do not have the time to wait” - Participant A. Another participant expressed it as; “I think they will have a need of a workplace where a lot if things are happening.” - Participant B. Both Company 1 and 2 saw this as a challenge that would be especially difficult for large organisations as theirs. This the participant related to especially larger organisations where most decisions have to go through many levels before a change can take place; “I believe there will be more people coming their workplace and realize that things do not happen that fast, they cannot change a situation as fast as they might have expected” - Participant A. All participants expressed similar expectations on Gen Z. However, participant A mentioned how they use a function where employees can raise opinions and cases that require decision making, this in order to short the process of decision making. All participants expressed the need to act fast in all processes to keep Gen Z interested. Participant D stated an example; “if having a slow recruitment process, younger potential employees might quick turn to another offer”.

Participants B and C believed younger employees want to take decision themselves and do not want to have a controlling manager that take decision for them, which might raise challenges for the role of the manager position. All participants also expect Gen Z to rank personal development and fun work higher than salary. They also believed Gen Z want to have the feeling that they contribute and have an impact with their work, and Participants A and D believes that Gen Z will set higher demand on companies’ values as they will seek companies with values they can relate to. Company 1 express a need to adapt to these expectations, and refers back to the agile workplace and how they strive to incorporate values into the daily work, as well as the importance of leadership. Company 2 shows more reservation to having greater challenges in retaining younger people in the future, but rather considers the challenges to be the same for the whole workforce.
When asked if the company is working to fulfil the need of feeling of contributing value and seeing worth in job tasks, Participant C says that it is something the company is working for. However, when asking what the company does to fulfil this, Participant C explain how the company has the whole production chain at place on the work grounds, thus enabling employees to follow the production from start to finish. This adds value and meaning in the everyday work as they can see their contribution. Participant C replies that it is something that is up for the employee to drive. “You cannot sit and expect to receive development and training without putting any effort in yourself. So, it is important to be the driver of that yourself. Together with your manager... and finding a value in what you do, you decide yourself through the position you choose.”

5. Analysis

5.1 RQ1: How does Generation Z include work values in their decision-making process when joining an organisation?

From empirical results regarding Gen Z, meaningful and purposeful work was mentioned having importance for Gen Z when looking to join an organisation. They are concerned with fuelling their passion and seek it to align with meaningful work. Their work should add value to the organisation, and a repeated sentence was that they did not want to do something that a computer could do. They want to work with something important to feel important, and they did not want to be replaceable to the organisation, but rather a vital part of the performance of an organisation. These results indicate that this generation value to feel they contribute and are important. The work and behaviour of an organisation is not separated from the worker, but is viewed as a reflection of an individual's personality, and they seek meaning for life in their work. Thus, it is important that Gen Z can stand behind the work and actions of an organisation and a P-O fit with the values and spirit of an organisation, which is in line with the research of Oliver Wyman (2016). In relation to the need of feeling that they contribute, Gen Z value trust and responsibility from the employer. They want clear goals but having the choice to choose the strategy. Thus, Gen Z shows characteristics of self-reliant in accordance with EY (2015). Trust and responsibility are key values for Gen Z, they want to be a part of decision-making and the development of the organisation, they want their ideas thoughts to be heard and valued, which corresponds to research from Randstad (2016),
claiming valuing ideas and opinions of Gen Z will be key for motivation and retention. A meaningful job was described to contribute to feeling affiliation with the company which was argued having an important role for them to stay at company.

Sharing ethical values with the company was considered important by Generation Z in order to work there for longer period and want to feel that they can represent the company. This was described in majority as a result of social pressures. Participants mention that they have a fear of being viewed negatively if working for an organisation associated with a negative value orientation. This imply a concern about own reputation and how other picture them.

Companies having a negative impact on surroundings, such as environment or people, was perceived less attractive. This concerned issues in own surrounding such as own country but also ethical issues that have global effect. Although, results showed that impact on themselves had the highest impact on their decision making. Generation Z describe ethical issues as a concern however their actions depend on the extent and their own situation. Great career opportunities and brand name were two factors they perceived difficult to balance towards ethical issues. This for the reason as it concerns their development and career opportunities and their reputation. This imply a rather self-centred Generation which by EY (2015), describe Generation Y rather than Generation Z. EY (2015), identify Generation Z as self-aware since they put greater importance on their impact on the larger ecosystem. Hence, identifying Generation Z as self-aware have limited correspondence to the findings of this study, in terms that they are aware about ethical issues and how the organisation impact the larger ecosystem, but it is a concern that has limited effect on their decision-making process. The importance of ethical behaviour depends in majority on the impact on themselves, in terms of career development and reputation. If the decision to reject an organisation due to negative ethical behaviour would have a negative impact on the individual, the members of Gen Z would not necessarily let ethical behaviour affect their decision making. However, if their personal reputation would be at stake due to the ethical behaviour of the organisation they work for, it would increase the probability of rejecting the organisation. Thus, claiming that Gen Z would be less self-centred than previous generations is not supported by the findings in this study.

According to the empirical findings, personal development is highly valued and have an impact both on the perceived attraction of a company, as well as the decision to stay within
a company. If Gen Z are not informed directly by recruiters or managers of their development opportunities, this results in a decreased P-O fit, which decreases both attraction and retention intentions. It was discussed frequently and in all of the focus groups, and was deemed important since Gen Z value personal learning opportunities and expect the companies to assist them in fulfilling this need. This correlates to Bravura (2017), which state that Gen Z want to emphasise the availability of development opportunities within the organisation. This would concur to Oliver Wyman's (2016), view on Gen Z as a learning generation rather than knowledge generation, where learning and development opportunities will be sought continuously. As development opportunities was not only the first, but most frequently discussed factor of the focus groups, it is reasonable to argue that development opportunities was the most important was Gen Z look for when joining an organisation. Good opportunities for development increased the attraction of the company and lack of information on the subject decreased the attraction. Furthermore, Gen Z expect to be informed of their development opportunities during their employment through continuous communications with their manager. They want their manager to see their needs for progressing within the company and give ability to create an individual career path. Thus, they expect their manager to find or create positions according to their strengths and abilities. This imply the need of Gen Z to be individually seen and individually supported.

As presented within a report from Accenture (2017), Gen Z favours a fun and social environment over salary, and the empirical results of the research concur this notion. Participants in this study desires a workplace with emphasis on the social interaction, where you can interact with you colleagues a personal level as well as the professional. The physical workplace should be of good standards, and provide an inspiration for the work, with nice areas for socialisation and breaks. A modern work environment makes it more enjoyable to go to work, as well as send a signal to applicants that the organisation is modern and innovative. These findings are in accordance with previous research of Universum Global (2018), which states that the physical work environment will be important to Gen Z. They want to have social activities outside of work, and they want to feel like they can connect and be friends with their co-workers. They want an environment where they collaborate rather than compete, and where encouragement and recognition should come from everyone, not only the manager. The social workplace is strongly connected to the feeling of having fun and enjoying your work, and Gen Z find a fun workplace
one of the most important factors for being attracted to and remaining with a company. This concurs with the findings of previous research of Gen Z (Accenture, 2017; Oliver Wyman, 2016; Randstad, 2016; Bravura, 2017). However, in the context of discussing desire for fun and social workplace, few of the focus groups talked specifically about work-life balance. The focus instead laid on the fact that there was an expectation of spending much time at work and that they would work for a much longer time than their parents or grandparents had done. Furthermore, work is not seen as separate from the private sphere, what and how you work is a part of who you are as well as the quality of your life. As such, the findings of this report are in line with the findings of Oliver Wyman (2016), which states that Gen Z will no longer compartmentalise the professional life and personal life. Furthermore, the findings of this research would support the claim that the challenge has gone beyond the issue of work-life balance, and that focus should rather be on incorporating the personal and private life (Oliver Wyman, 2016). To accurately identify these characteristics in order to find work value congruence is deemed a challenge for participants of this study. To find this type of work environment, Gen Z rely heavily on personal networks to confirm or exclude good fit with an organisation during the recruitment process, as well as social media. By looking at an organisation's employee activities, as well as analyse a company's social media page or the work atmosphere when visiting an organisation Gen Z try to identify work value congruence with the organisation.

Since Gen Z results shows that Gen Z aim for incorporating private life with professional life as in accordance with Oliver Wyman (2016), Gen Z seek for flexibility. They want to work when and where they want and to be able to create their own structure. Gen Z want to choose flexibility themselves, to the extent that they could leave work whenever they wanted and not just flex morning or afternoon. Furthermore, they seek a flexible work environment, meaning they want to have the opportunity to have mobile office at the workplace, as well as they want to be able to work from home, abroad or other location. Gen Z expect companies to meet this flexibility and promote individual adjusted work. Gen Z show to have a desire to individually be seen at the workplace meaning they want their individual needs to be met.

This study shows that Generation Z highly value their own personality and soft skills. They want companies to not only show interest in them as a person, they want to be judge based on their personality during the recruitment process. Cognitive testing, such as analytic or logical abilities
were not seen as fair, and if they were used they thought it was necessary to combine these tests with the opportunity for personal interaction as well, as they believe they have more to offer than what a standardised test can show. This might interact with their confidence in their ability and willingness to learn new skills. While they are confident in their abilities to contribute to the organisation, they recognise their limitations in hard skills. The results shows that the participants perceive higher fit with organisations that are open to give them development resources on the basis of seeing potential in their personal characteristics, and lack or perceived fit in this context risks self-selection early in the recruitment process.

The empirical results show that feedback is very important to Gen Z, and this feedback should be frequent and continuous, which supports findings of previous research by Deloitte (2017), Oliver Wyman (2016), and Randstad (2016). While previous research states that Gen Z wants daily feedback (Deloitte, 2017; Randstad, 2016), this study shows that while weekly or daily feedback was desired, it is important to note that it should not be planned, as it would incur pressure and stress. However, formal monthly feedback sessions were desired, combined with quick informal feedback in between. The results also show that in accordance to the findings of Oliver Wyman (2016), Gen Z expect feedback not only in work performance, but rather in all areas of the employment, such as learning and career development. The study shows that frequent feedback is important in order to feel confident, to know what is done right, what needs to be improved, and to ensure that the company are happy with their work and that they want them there. Furthermore, the results show that feedback is very important to the feeling of being appreciated. Gen Z want to have their efforts noticed by their employer and they want to be appreciated for it. They want the employer to show effort in return by letting them know they appreciated and needed. These findings contradict the research of Oliver Wyman (2016), which states that individual recognition from management will be less important for Gen Z. Instead, the results from this study shows that individual recognition will continue to be highly important for the next generation as well. Through continuous feedback, Gen Z seek a constant perception of P-O fit, where the needs of being seen and feeling appreciated should be met by the employer through attention and effort to see the individual. As the result shows, a lack of this appreciation and attention risks Gen Z to seek employment elsewhere, which follows the P-O fit theory where lack of perceived fit results in lower retention (Chatman, 1989).
When discussing the value of money, most respondents reply that money matters to some extent. Results shows that money is something they consider when applying for a job and it is part of their decision-making. According to the participants, it is important that their salary reflects the work effort they put in. However, development opportunities and experience, as well as a fun workplace is something all focus groups mention first when they discuss an attractive workplace. A good salary is mentioned more in passing, as a self-explaining expectation they have. It is important that the participants feel that their work effort and good performance is showed in their basic salary. The results are somewhat contradicting, to the extent that while participants value work experience and a strong brand name over a high salary for their first employment, they also expect a decent initial salary due to their higher academic education. Salary matters to the extent that they do not want to feel penniless and expect to 'earn enough to live', meaning that they wanted to be able to afford leisure activities and enjoying a decent lifestyle. This correspond to earlier research presented by Accenture (2017), stating that Gen Z value a decent living. Furthermore, salary becomes more important when evaluating two or more work opportunities, which matters for organisations in today's labour market where skills are short and job opportunities are in abundance. In essence, the results show that while salary is not the most important factor, it matters to Gen Z, which is in accordance to research by Accenture (2017).

5.2 RQ2: How do organisations work today when implementing attraction and retention strategies aimed at Generation Z?

The results show that organisations have different opinions when it comes to implementing generations in their attraction and retention strategies. The results show that both companies are aware of Gen Z. The characteristics and desires of this generation is something that is discussed at both companies, as well as assessing possible values and needs of Gen Z. While both companies have a similar perception of Gen Z as generation, the anticipated importance for targeting this generation varied. For Company 1, shared generational characteristics was part of the HR strategies for their target groups, and they were currently exploring and implementing strategies adapted towards Gen Z. While Company 2 was aware of the discussion within the HR field of generations and Gen Z as the next generation to enter the labour market, targeting generations was not in their agenda for HR strategies. Company 2 believe that the behaviour of individuals that are dependent on a change in society affect not only one
generation, but changes the needs and expectations of all their employees, thus desires would be reasonably homogeneous across all generations. As a result, the empirical findings noted similarities, but also differences in the attraction and recruitment strategies of the organisations.

In order to attract and retain young talent, communicating and delivering development opportunities was viewed as a crucial element. Communication possible development opportunities and making career paths visible through employer branding strategies was used by both companies. Direct interaction with possible applicants was perceived as a positive method, hence they favour to represent the company at fairs and schools where they present experiences of ambassadors and graduates, which is in accordance to the empirical findings of Gen Z. Both companies believe a shift in work task and positions is connected to retention and that they believe especially younger employees will easily lose interest if not feeling that they develop. This reasoning is in accordance to previous research by Universum Global (2017b), as well as the results from the Gen Z focus groups. Results from the study showed that organisations systematically and continuously work with the development and education of its employees, both in order to close the gap in skills that exists on the market, as well as meet the needs of the employees. They encourage employees to educate within the company as they provide education centres, as long as the desired education will provide value for the position and organisation. This is supported by Universum Global (2017b) which argue that Gen Z emphasis personal and professional development. What can be noted in the comparison of empirical results between Gen Z needs and company strategy is that both companies expect the employees to be the driver of change, while the empirical findings reveal that Gen Z expect and desires the company to have a more active participation in the drive of employee development.

Both companies include flexibility as part of attracting potential employees. Flexibility is also the first factor mention by all managers when discussing expected needs of Gen Z and seems to be one of the focus points when discussing current and future implementations in their strategies. The importance of providing a flexible work schedule for the employees goes in line with the findings from the focus groups. However, when comparing the flexibility provided by the companies, and the type of flexibility that is valued by the participating members of Gen Z, there are some differences to be noted. Company 1 provides a more limited flexibility compared to
Company 2. Company 2 have flexible mornings and afternoons, but otherwise expect the employees to be present at the office between 09:00-15:00, whereas Company 1 has no expected attendance during the workdays, as long as your absence is communicated to your team and manager. Gen Z, while appreciating flexible hours during mornings and afternoons, want their flexibility to stretch over an entire day, thus we can see closer P-O fit with Company 1 than Company 2. Furthermore, when both companies discuss the possibility to work from home, the premise is without exception accompanied with a reason for needing to work from home, for example 'the plumber' or 'care of sick child'. The current flexibility provided by the companies did not mean full autonomy over work arrangement, flexibility was to a certain extent up to the discretion of the manager, and employees were expected to in some degree report or inform the manager and team about absence.

Gen Z however, desires a workplace culture where a reason for working outside of the office is not necessary, but rather a personal choice and that the view on working from home is equal to working at the office. Important to note is that while this is the desired view of Gen Z, the structure of working at the office is still something the majority of Gen Z participants considers necessary. Thus, it is reasonably to argue that while the desire for total flexibility exists, it does not imply that it will be used to the full extent. But rather that the results from the study shows that a work culture promoting and sharing a view on flexibility as a personal choice increases the attraction of that organisation. The reason for this could be connected to the strong sense of personal choice and desire for ability to control their own working conditions as shown in the empirical findings. The empirical findings also show that Gen Z are inspired by the workplace culture of organisations typically viewed as innovative and progressive, such as Netflix and Google, which arguably influence their view on the most attractive type of workplace culture.

The need for developing a flexible physical workplace was also discussed by both companies and was something both organisations were implementing. The empirical findings showed differences in the extent to which a flexible workplace was implemented extent of the flexibility. Both companies currently have personal desks for their employees, with the possibility to move your work during the day to sit in more open areas when desiring a more social workspace, or a closed off room when desiring a more private
workspace. However, Company 1 is currently implementing an 'active workplace' strategy, where most desks will be flexible and used by anyone, as well as incorporate other elements such as meetings by walking in order to increase flexibility and a varied work. The Empirical findings shows that Gen Z does not dislike a personal desk, but rather perceives it positive to not have to sit at the same place the whole day and desires the possibility to switch workplace in order to improve their attention span and introduce variation into their work. Thus, although the flexibility of the physical workplace differs between the companies, they both act in accordance to the needs of Gen Z. However, as the empirical findings shows that Gen Z perceives variation and the possibility to choose the outline of their work positively, the implementations following the 'active workplace' strategy of Company 1 can be argued to correlate with the values of Gen Z to a further extent than the strategy of Company 2.

In terms of feedback, both companies expressed a belief that informal feedback delivered daily or weekly will become more important and essential for Gen Z than previous generations. This assumption corresponds to the findings of this study, as well as previous reports by Deloitte (2017), which state Gen Z expect it weekly or daily rather than four times a year. However, both companies presented they offer formal feedback about two times a year and did not discuss expected changes to the frequency of these meetings. There is arguably a lack in information regarding the needs and expectations Gen Z has on the frequency of formal feedback session with managers. Company 1 described a shift aimed for a more frequent and informal feedback not only discussing performance but also attitudes and behaviours which can be argued to meet the need of Gen Z. Gen Z want to be judge on their personality and have a personal and informal relation to their manager. In addition to feedback on behaviour and performance Gen Z want to get appreciation for efforts, describing it as a company culture where feedback can come from all directions and employees and managers notice effort. Both companies described their culture as open although informal feedback was not mentioned as part of their feedback strategy, but rather a part of the leadership skills of the manager in charge.

According to Schneider and Bartram (2017), organisations tend to attract and choose individuals who have common attributes with current employees and by that increasing the perceived P-O fit. This corresponds to the attraction strategy by Company 1, which aim to attract employees that can function in team and have passion for the work they perform at the company. Since
teamwork and working with something in their interest is valued by Gen Z, it indicates that they are likely to find this company attractive, which strengthens the company’s attraction and retention strategies. The other company indicate more focus on matching competence, which in empirical results have been described to discourage Gen Z to apply. This relates to Oliver Wyman's (2016) description of Gen Z, which indicate that Gen Z highly value learning and development within the company.

In the matter of recruitment process, Gen Z described that they want to be judged based on their personality and soft skills during recruitment process since they value their personality rather than their competence. They value a personal fit rather than a competence fit as they believe they can learn and develop within the company and create the hard skills. Gen Z also want to get an impression of the company during the recruitment process as they believe representatives gives a trustworthy idea about their potential future workplace. Hence recruitment processes performed by internal recruitment resources was desired above the use of a third-party recruiter. Both companies meet this need to the extent that they have mixed use of internal recruitment resource and third-party recruiter. A third-party recruiter could be involved in recruitment ads and sometimes for certain positions but both companies argue it to be seldom used. Gen Z expressed a desire to meet the responsible manager and team colleagues during the recruitment process, a need that is partly met by both organisations, as Company 1 described how they in most cases implement interviews performed by the manager early in the process while Company 2 describe it to take place in one of the later stages in the process. However, none of the companies systematically offers applicants to meet current team employees in their recruitment process. Furthermore, following the notion of Gen Z as a generation used to quick and efficient feedback and responses, combined with a competitive labour market, companies feel pressured to shorten their recruitment processes, which currently are around 2-3 months for both organisations. This fear is justified, as the empirical result shows that long recruitment processes decreases the attraction of Gen Z, and they would hesitate to apply again if not receiving the position. It furthermore sends a signal to Gen Z that the organisation might have long decision-making times, which is not desired.
Both companies recognised the importance of creating a meaningful and purposeful work for their employees in order to attract and retain Gen Z. As both companies are within the manufacturing industry, they used innovative technical progress and being a leader within the field as a motivation for attraction. Company 2 presented they have the whole production at the same location as part of attraction strategy since employees then can see their part in the chain as well as they can see the actual outcome independent on their task in the chain. This correlates with that Generation Z value to contribute to the organisation according to Randstad (2016). The other company did not mention working specifically with meaningful and purposeful workplace but incorporates the ethical environment and behaviour of the company. Both companies described working with and putting importance on a diverse workforce, stating that they have a multicultural environment, where the employees have various background. Equality and sustainability was high on the agenda for both companies and is thoroughly used in their employer branding strategies, values that according to the empirical findings are very important for Gen Z. Company 1 stated they believe no one should be discriminated at work and everyone is accepted for who they are independent on gender or background. Company 2 mentioned they believe Gen Z consider ethical behaviour among companies as they value ethics responsibility.

5.3 RQ3: How would organisations have to change their attraction and retention strategies with Generation Z entering the labour market?

While both companies presented a positive attitude towards flexibility and its benefits, the results showed a clash in what Gen Z valued and what the companies offered. Companies do not fully meet expectations of Gen Z, who value creating their own structure with own individualised flexibility. They want to be able to flex whenever and wherever based on where they work best, and what fits their daily schedule best. Hence, in order to improve attraction and retention strategies, companies should be open to implementing the opportunity to flex throughout the day at the discretion of the employee. Furthermore, the view that working from home is less valued or effective is not shared by Gen Z and they desire an open culture were working from other places than the office is normalised. Organisations can thus improve Gen Z attraction and retention through providing them for freedom in their working arrangement. For this to work, there needs to be clear communication of what is expected from management and also the employees. Thus, companies should look into establishing
written policies, in order to provide explicit information to managers and employees. These policies could also be used in their attraction strategies, as they can be used as a clear tool in the employer brand, to show potential applicants the flexibility they offer. This is especially important for established companies that have been on the market for a longer time, as Gen Z believe these companies have an older mind-set, not implementing the structure of flexibility they desire. If including it in their employee branding they can perceive increased P-O fit.

From the results, it can be concluded that the physical environment of a company has become important for Gen Z. This study shows two aspects of the physical workplace that it is important for Gen Z. The first is the mobility of the workplace. Gen Z expressed a positive attitude to the ability to switch workplace and both companies in the study offered the ability to vary workplace. However, the current strategy of Company 1 aimed at implementing an active workplace, is more in accordance to the desires of Gen Z, as they go beyond simply seat options, they work to include flexibility in other areas as well such as meeting by walking. Improving the physical flexibility of the workplace is as good strategy when looking to meet the values of Gen Z, and organisations should be open to innovative ideas regarding improvements in this area.

The second aspect important for Gen Z is the interior of the office space. Gen Z perceive an attractive workplace as modern, innovative and open which increasing their sense of fun and enjoyment at work. The participating companies did not discuss the physical work environment as part of their attraction strategies. The physical environment as an important factor could be argued to matter as it is currently the employees labour market and the good supply of employments allows for including this in their decision-making. As the competition for young talent is hard today, organisations that include communication of modern and innovative workplace within their employer branding strategy has an advantage in attracting this new generation. As such, communicating the physical environment through tools such as social media, should be included in the employer branding strategies, to give the applicants a clear and positive look on the physical environment in order to improve perceived fit.

The results of this study show that companies are well aware that education and development opportunities will be key to attract and more importantly, to retain future workers and their strategies to provide training and education are well established. However, the
results show that organisations might not be aware of the extent to which Gen Z expect organisational activeness in their individual development and career. To ensure attraction and retention, organisations might need to be more attentive to the need for a more thorough support than what is currently provided. Thus, a good attraction and retention strategy clearly communicate what development and career opportunities that exist within the organisation, not only during the recruitment process but also during the employment. Furthermore, there need to be clear communication from the organisation that they expect Gen Z to be active in their development process, in order to avoid ambiguity. These findings can meet the need and improve P-O fit (Chatman, 1989). Otherwise, there is risk for retention issues in accordance to the ASA model, which indicates that a misfit between an organisation and an individual tend to result in individuals leaving the organisation (Schneider, 1987).

Findings show that an emphasis on the soft skills of the employees increase the attraction and perception of fit for Gen Z. Company 1, which focus on values such as passion, team-work and trust in their recruitment process, can to a greater extent meet Gen Z expectations of that personality should be valued by companies, in comparison to Company 2. Company 2 focus more on hard skills, which might decrease perception of fit for Generation Z since, Gen Z values their personality higher than hard skills, which can be learned. Thus, a good attraction strategy to improve P-O fit can be met with heavier emphasis on finding a fit with soft skills rather than hard skills. For example, if using cognitive tests, it should be used in addition to an element where the applicant is able to show their personality. For example, it can be suggested to use interviews or personality test before the use of cognitive tests. The shift from the performance based semi-annual review of the employee to a behavioural based semi-annual review reflects a deeper understanding of the shift in values. According to the results of this study, such as strategy would have greater accordance to the values of Gen Z. However, the results of this study also imply that organisations must become open to the idea that the annual or semi-annual feedback session might be a thing of the past. Instead, in order to meet the communication needs of the next generation of workers, companies must put more effort into monthly formal feedback sessions, as well as focus on the importance of daily or weekly informal feedback. In the long-term companies should strive for a culture were giving and receiving constructive feedback across the team, which implies the need for developing the necessary communication and feedback skills of all the employees.
From the results of this study, improving the employer brand through ethical values and behaviour will be important for organisations in order to increase the attraction of Gen Z. However, the results of this study do not provide any support for the expectation that ethical values will have any greater importance to Gen Z decision-making process than Gen Y as was stated by previous research by EY (2015). The results from this study shows that Gen Z will still act according to what is best for themselves rather than the society as a whole, and ethical behaviour is related to the individual reputation. Thus, ethical values are of great importance to attract Gen Z, but will have limited implications for retention of Gen Z, as other factors would matter more.

5.4 Concluding Recommendations

- Organisations should be prepared to move from the traditional view that work is best performed at the office and be more open to flexible and agile work arrangements where employees have autonomy to choose when and where they work. Developing stated policies regarding expected presence at the office can be of benefit both for the organisational strategies, as well as for the employees.

- Organisation should not only provide development opportunities, it needs to be clearly communicated throughout the employment cycle. Companies should also be aware that Gen Z expect organisations to have an active role in the individuals' development process, in order to clearly communicate expectations and responsibilities regarding this issue.

- Organisations should show interest and value soft skills of Gen Z and put emphasis on how that contributes to the organisation. This could also be reflected in the feedback structure.

- Organisations should move from an annual- or semi-annual employee review to more frequent and regular formal feedback sessions. Daily and weekly informal feedback should be incorporated into the daily work of the organisation in order to meet the needs of Gen Z.

- Organisations should work to provide meaningful and purposeful work for their employees, as Gen Z believes it should feel good to go to work. Ethical values of the organisation should be a central part of the employer branding strategy in order to improve brand image and increase the attraction of Gen Z.

- Organisations should adapt to individual needs of the employees, in order to satisfy the highly individual characteristics that Gen Z possess. Autonomy over work, individualised
benefits, an individualised recruitment process and an adaption to the individual needs for support and feedback should be recognised as key to attract and retain Generation Z.

• Organisations must be aware that the expectations of a transactional relationship with mutual benefits that transcends the traditional work for pay is becoming increasingly important with Gen Z, and that companies must adapt to this changing job landscape.

6. Discussion
On the presumption that mega-cultural events shape the values and behaviours of a generation, the instant and accessible information surrounding the younger generation today leads to acute awareness of a global corporate environment where companies can rise, but also fall, in a rapid pace. Having lived through and watch the crumbling of global corporations worldwide after the economic crisis in 2008, it can be argued that the traditional assumption of working at the same, large venerable institution equals job security, is not shared by this new generation. Instead, a work environment where you can yourself direct and have influence over the development of your career path and more easily and freely move between employers might be seen as another type of security. One in where they are more confident in their ability to make it on their own. As a result, and which correlates to the characteristics of our empirical findings, this is a generation that is more focused on their own needs, always putting themselves in the centre of the decision they make. On the other hand, it implies that this generation will work very hard to prove themselves, continue to develop new skills and nurture a greater entrepreneurial mind-set.

As the findings shows, Gen Z desires a job where they preferably can come and go as they please and where as long as they do their job, the management will not question the time spent outside of the office but trust that they are performing their job elsewhere. Furthermore, they need clear instructions in terms of rules and expectations surrounding flexibility. In essence, there is call for establishment of policies for working outside of the office, and a thorough communication in regards to these policies and expectations. The need to establish policies regarding flexibility can be argued for two reasons. First, as greater flexibility and autonomy is expected and needed at the workplace, it is of benefit to the organisation to have a common set of policies to follow, and not put it solely at the discretion of the manager at place. In a global economy, with teams, business partners and customers across the world, flexible working arrangement should arguably
be considered a business imperative rather than a benefit for its employees. Second, these policies can be incorporated into the employer branding strategies, in order to provide an applicant with a clear picture of how the organisation work with flexibility, to ensure that expectations are met with action. Our findings do not provide an answer for why the organisations does not have written policies in regards to flexibility, other than it is for a teams interest that the manager can adjust the flexibility according to the needs of the team. Other reasons could be legislative issues associated with writing down policies, such as insurance liability during work hours. A company is through legislation responsible for the physical work environment of its employees, how that responsibility is translated to work environments outside of the office could complicate a creation of flexibility policies. Formulation of policies in accordance to labour legislation lies outside the scope of this research, however it could be beneficial for organisation to look at policies that state how many hours employees are expected to be present at the office, rather than accepted time spent working outside of office.

The results from our research shows that Gen Z expect to have access to training and development opportunities provided by the employer, as well as a big desire to work in an international context. For a large organisation that operates in a global context, such as the organisations included in our study, opportunities to meet these desires are reasonably accessible. However, it might be one of the bigger challenges for smaller organisations that lacks resources, arguably risking a more short-term relationship. Furthermore, while previous research predicts this Gen Z to be more diverse and inclusive than any previous generation (Oliver Wyman, 2016), our findings do not support this notion in terms of acceptance toward a dissimilar mindset in a work context. However, the results of this subject are inconclusive, and would be of interest to study in more detail.

While salary is considered an important factor for attraction and retention, other extrinsic values have limited implications for Gen Z. These findings contradicts previous research by. A reason for this might be that those reports are produced in the United States, where citizens depends on social security provided by their organisations, as it is not provided by the government to the same extent as in Sweden. Thus, it is reasonable to argue that extrinsic benefits surrounding social security, such as health and dental insurance, is valued higher in other countries than Sweden. This is supported by the study on generational theory by Egri and Ralston (2004), arguing that macro-
level national events, such as the economic climate and developments affect the value orientation of generations. To further develop and explore the validity and usage of generational theory, applying and comparing cultural context would be of interest for future research.

The importance of P-O fit has in earlier research been highlighted as it influences attraction and retention, where a good P-O fit increase attraction and retention (Schneider, 1987). By looking at work values preferences, this study confirm that P-O fit has strong impact on attraction and retention since the participating Gen Z want their values and needs to be matched with the company. Looking deeper into what compatibility is considered most by Gen Z, it can be noticed from the analysis that complementary fit has high importance for perceived P-O fit among Gen Z. That is, since Gen Z considered both a supply-need fit and demand-ability fit. Commonly within results is that Gen Z want their needs to be met, such as possibility for flexibility and development opportunities which is described by a supply need fit. In addition, they also presented interest to contribute and to have an impact on the organisation which imply a demand-ability fit. A demand-ability fit was further showed as Gen Z presented insecurity in providing the competence that companies demand. A supplementary fit was considered less but mentioned in terms of sharing values and characteristics with the company such as ethical values and innovative thinking. However, they could work for a company with ethical behaviour going against their own values if it has major impact on themselves. Thus, since it can be argued that Gen Z is rather self-centred who highly consider their needs, reputation and recognition, striving for a complementary fit might be positive for organisations’ attraction and retention of Gen Z. When looking at attraction and retention of Gen Z, P-O fit has been useful theory to interpret the results of this study, as the main objective of this research was to explore how the values of Gen Z affected their decision-making process. If performing studies that are more focused on the organisational part of recruitment and attraction strategies, suggested is to implement the Signaling Theory in further research of describing behaviour of Gen Z when looking to join an organisation. The basic concept of Signaling Theory is that when there is asymmetry in information held by two different parties, in managerial studies the individual and the organisation, the sender must choose whether and how to communicate, or signal, to the recipient, which then chooses how to interpret the signal. Thus, in order to better attract Gen Z, it would be of interest to look into which signals
the organisation should send in order for the applicant to perceive a better P-O fit. Signaling Theory has found momentum in the field of HR in recent years, however, it is a theory that is under development for more complex formulations and nuanced variations of the theory (Connelly, Certo, Ireland & Reutzel, 2011).

7. Conclusions and Future Research

7.1 Conclusion

Results lead to the conclusion that Gen Z value to be individually met by being individually seen, supported and recognised. Hence, results further note that autonomy and freedom is highly valued as Gen Z want to be able to freely structure their time to what suit them. This, in order to incorporate private life with professional life to desire extent. Since Gen Z perceive work as major part of their life they also seek fun work which according to Gen Z, is based on good professional and personal relation to colleagues. Hence, social activates outside work is valued as it also creates team spirit. Social and fun workplace is favoured above salary. However, matter to the extent that it is considered when applying for a job.

Result further show that this generation is eager to fulfil a purpose within the company and feel that they contribute. In addition, they want appreciation for their contribution in terms of frequent feedback. Feedback is desired as informal and unplanned to eliminate stress and pressure and could cover all areas of employment. Moreover, this study implies that Gen Z value their soft skills over hard skills and want companies to do the same. They want to be judge on their personality during the recruitment as they believe they can develop skills within the company. Thus, Gen Z want opportunity for advancement and to be seen as potential resource. Furthermore, Gen Z value ethical behaviour of companies, however their behaviour depends on the impact on themselves.

Although the topic is rather new for companies, the needs of Gen Z have been discussed within the companies and have provided a common idea about this generation and their needs. Today, companies offer flexibility to some extent and consider it to continuously be an important factor to attract and retain future employees, especially Gen Z. However, the flexibility valued by Gen Z require free flexibility and autonomy than what is provided, hence strategies for mobility in work can imply great attraction and retention of Gen Z. Moreover, development and career opportunities
have great focus within companies as it is considered important among current employees as well as they believe it will be increasingly important to attract and retain Gen Z. However, as Gen Z continuously want to learn and develop, the challenge for companies is to provide individual support and feedback to this new generation. Formal feedback offered by companies is today implemented annually or semi-annually, but aim for informal feedback to be more frequent as they see it is of increased importance for Gen Z. To meet needs of Gen Z, formal feedback needs to be more frequent and informal feedback applied on daily basis among companies. As future employees of Gen Z can be considered self-aware and self-centred ethical behaviour can be argued to be relevant for employer branding strategies as ethical value congruence have an impact on Gen Z decision making. Thus, ensuring meaningful and purposeful positions becomes additionally important for companies in order to attract and retain Gen Z. It can be noted that companies that implement strategies towards Gen Z are likely to perceive higher P-O fit as their strategies can meet needs of Gen Z. Thus, organisation that can tailor values to Gen Z before competitors, can achieve great retention of this digital generation.

7.2 Contribution
While the empirical findings of this study is in accordance to the majority of previous quantitative reports on Gen Z, there are five major differences that needs to be highlighted:

1. The results from this research support previous research regarding the high awareness Gen Z have on the ethical behaviour of organisations, and strong values connected to the ethical behaviour is important for attraction and increase the perception of fit. However, the ethical values have limited applicability to Gen Z behaviour when the implications of acting on those values have negative impact on the person. The findings of this report does not provide support for previous research characterising Gen Z as less self-centred than previous generations, and concludes that ethical behaviours and values have a positive impact on attraction, but limited impact on retention of Gen Z.

2. The results of the study promotes the physical work environment as an important for Gen Z, and its impacts on Gen Z decision-making process during attraction. None of the interviewed companies raised this as a factor of attraction and it was supported by only one previous research in the literature review. Hence, this report would promote the relevance of using the physical environment as a tool in the attraction strategies.
3. Previous research claims that Gen Z will have a lesser need of receiving individual recognition than previous generations. However, the results from this study shows that individual recognition of work performance and behaviour is of great importance for Gen Z in order to feel appreciated and increase the feeling of purpose and adding value.

4. While the empirical results of this report showed that while the participating companies had high awareness of the importance of personal development to Gen Z, the findings showed a discordance in the amount of involvement expected by Gen Z and the companies in regards to the individual development of the employees. The report can conclude that Generation Z expects that the organisations are actively involved in supporting and discussing personal development and career options, while organisations press the importance of the individual’s initiative and action. Organisations should be aware that Gen Z expects a more interactive engagement from the managerial position, and clearly communicate development opportunities available and expectation on Gen Z initiative in their career.

5. Previous research claims that Gen Z are characterised by a highly entrepreneurial mind-set, and many will desire to establish their own company. The empirical result from this research do not show any support to this statement, as none of the questions mentioned the subject and none of the participants brought it up in the discussion. However, as the empirical results does not show the opposite to be true neither, the findings of this report can neither confirm nor deny the possibility of Gen Z to have a more entrepreneurial mind-set than previous generations.

Attraction and retention of Generation Z is a relatively unexplored topic within the field of generational theory and HRM strategies. The findings of this study can provide a deeper perspective on the values and characteristics previously found in quantitative reports from companies. The findings of this report can further make inferences of the linkage between perceived P-O fit of Gen Z and attraction and retention for organisations, thus corroborating the use of value congruence in order to better attract and retain employees. Values congruence is associated with work comfort and organisational commitment which imply work satisfaction and retention (Chatman, 1991; Bretz & Judge 1994). Thus, this study will contribute to the possibility of creating an enjoyable workplace.
As the trend of exploring Generational Theory in order to improve attraction and retention strategies expands, the literature review, as well as the results from this study, identifies the need of increased academic studies in the subject in order to improve the reliability and validity of the appropriateness of adapting strategies according to generations.

The difference in this study’s empirical findings from previous research highlights the importance of performing qualitative studies on the needs and behaviours of generations, in order to gain representative knowledge of the underlying meanings and thoughts that drives the decision-making process. Otherwise it risks implementing adaptations that might not provide the expected results. Previous quantitative studies have provided organisations with the knowledge that Gen Z needs more feedback than previous generations, and the participating companies in this study shows high awareness of this. However, what type of feedback desired, and the notion that it stretches farther than simply performance feedback, is impervious in quantitative studies. This can be detected in the results where companies lack understanding in how the need for feedback permeates all areas of the work, such as the need for feedback on development and career opportunities and clear information regarding flexibility arrangements. As such, this study can contribute to a more extensive picture of the needs of Gen Z and highlights the importance of critically analysing quantifiable data in the light of qualitative studies of generational characteristics and differences.

This study of Gen Z and how it affects their decision-making process has contributed to increased insights on their values and decision-making process when looking to join an organisation, and provides support for the majority of previously provided company reports regarding Gen Z. Important to note is that the empirical results of the study shows signals in the discussions of the focus groups that supports the research of career and life-stage cycle as a factor affecting the values and decision-making of an individual, as discussed by Foster (2013), Dencker, Joshi & Martocchio (2008) and Rhodes (1983). The report shows that the desires and expectations of the next generation of workers is continuing to evolve, and while organisations are aware of this, the report highlights the existence of uncertainty in the needs and desires of the next generation of workers which will seemingly continue to drive the changing job landscape.

In conclusion, the results of this study imply that while homogeneity within a generation is not absolute, and that there are other factors implied to affect the values and behaviour of individuals,
such as having a family. But the results also contribute to show that the company implementing generational theory in their attraction and recruitment strategies showed more awareness of the needs and desires of that expressed by Gen Z, and had a greater P-O fit with Gen Z than the company that did not include Generational Theory in their attraction and retention strategies. Thus, while Gen Theory should not be viewed as an absolute truth, this study indicates value in implementing generation specific strategies in the attraction and retention strategy. Furthermore, this study shows differences in this study’s empirical findings from previous research. These differences highlight the importance of performing further qualitative studies on the needs and behaviours of generations, in order to gain representative knowledge of the underlying meanings and thoughts that drives the decision-making process. Otherwise it risks implementing adaptations that might not provide the expected results. It is arguable that organisational theory can be of use for organisations to increase the knowledge and understanding of what drives generations, thus increasing the competitive advantage in attracting and retaining young talent. Furthermore, including Gen Theory in the strategies of an organisation can serve as an opening for progress and innovation in implementing strategies that reflects the evolvement of society. Individual differences will always exist, but Gen Theory can be a tool to understand the context and structures shaping the evolvement of society and serve as a mean to understand differences in the workplace, and how to manage and lead those differences. As generational theory is presumed to be a continued trend in the war for talent, critically analysing Generational Theory is an imperative for organisations, in order to capitalise on generational specific strategies.

7.3 Limitations and Future Research
As discussed in in this report, Generational Theory is influenced by the social and cultural context in which it develops (Parry & Urwin, 2011; Turner, 1998; Eyerman & Turner; 1998; Edmunds & Turner, 2002; Lyons & Kuron, 2013). As this study is designed and executed for the Swedish context, the results of this study have limited possibilities to be generalised on a global scale in terms of the characteristics of Gen Z and the implications on organisational strategies. Furthermore, as a criteria for the participating members of Gen Z was the need for living in Sweden during the formative years. This is not a fully representative picture of how the members of Gen Z looks today. Thus, further research including a multi-cultural dimension of Gen Z is suggested,
in order to provide a more nuanced and representative picture of Generation Z in a Swedish context.

This study included members of Gen Z studying business at bachelors or masters level. As the education of the individual cannot be excluded as a contributor to amplifying or shaping the perceived importance of values (Macky, Gardner & Forsyth, 2008), this gives limited possibilities to generalise the findings of this study onto the entire population of Gen Z members. Furthermore, the background of the participating members of Gen Z has not been taken into account when analysing their values and decision-making progress. As previous research has stated that mega-cultural events can be experienced differently depending on the sociological background of the individual (Macky, Gardner & Forsyth, 2008; Foster, 2013; Edmunds & Turner; 2005), future research would add value to the field of generational theory by including these parameters.

As the questions for the organisations regarded strategies implemented for white collar occupations, the findings of this report limit the applicability of implementing these strategies on blue collar occupations, which are typically defined as manual labour intensive work, such as construction, manufacturing and maintenance (Investopedia, 2018), which would require further research.

A limitation within this study is that this study used focus group interviews to collect data about how Gen Z include work values in their decision-making process when joining an organisation. Focus group discussions limits the veracity of the answers, as one participant’s answer can influence the other participants, and increase the risk of false consensus (Malhotra, Birks & Willis, 2012). Thus, future qualitative research can use a combination of focus groups and in-depth interviews in order to reach both a comprehensive and a profound knowledge regarding the underlying values and factors driving the behaviours of Gen Z. This would add increased dependability of the data collected in accordance to Guba (1981), stating that overlapping methods where different methods are used in tandem, increases the dependability of the data. Furthermore, since the in-depth interviews and focus groups interviews were held in Swedish and transcript into English, one must be aware of the risks of misinterpretations during the translation of the empirical data, which would distort the validity of the results.
Interviews with companies were implemented on two companies within Heavy Equipment Manufacturing industry and Multi-Industry Manufacturing Industry which limit the strategies to represent a larger population, since strategies can be specific for the industry and may by that influence the results. Furthermore, the organisations in this study were both large, global organisations with an extensive HR department, which might limit the representativeness of all type of businesses. The study could be extended with additional data from larger samples to give a more comprehensive picture.

Another limitation is the cross-sectional method which means a limited time frame. In section 3.3 a longitudinal study was recommended for studies of Generational Theory, since it allows for a more valid distinction between period effects (Parry & Urwin, 2011). The novelty of Gen Z as part of the labour force and limitation in previous studies on Gen Z values and characteristics, as well as the narrow time limit for this report, a longitudinal study was rejected for this study, but is recommended for future research.
References


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Appendix 1

Topic Guide Gen Z Focus Groups

Information
Hej och välkomna!


Vi vill fråga om det är okej för alla att vi spelar in i syfte att kunna återspela diskussionen för att underlätta analys. Annars, som ni redan har blivit informerade om kommer allt som sägs i diskussionen vara anonymt, inga av era namn kommer användas i rapporten. Kommer bara användas i undersökningen och publiceras på Diva. Ni har när som helst rätt att dra er ur undersökningen, och ni har självklart rätt att avstå från att svara på en fråga.

Är något oklart under diskussionen. T.ex. någon fråga ni inte förstår, så fråga gärna.

Öppningsfrågor

- Ålder
- År kvar till examen
- Typ av studier

Key Topics

- När ni söker jobb, vad tittar du på hos ett företag?
  - Varför är dessa **faktorer viktiga**?
  - Om ni sen kommer till nästa steg. Ex. Intervju är det andra faktorer som Ni tittar på då/vill veta mer om? Vilka?
- Vad är ett attraktivt **företag** för er?
  - Har du idag en arbetsgivare du är attraherad av och skulle vilja arbeta för? Varför?
  - Vad gör att ni upplever vissa arbetsgivare mer attraktiva än andra
• Vad avskräcker dig från att söka ett jobb? Varför?
• Hur ser en bra ansökningsprocess ut för er?
  o Varför ser ni den som bra?
  o Varför är det viktigt
  o påverkar det beslut om att ansöka

**Situation:** Tänk dig att du är i en process att söka till ett företag, men när du söker information om företaget får du se nyhetsartiklar där företaget har agerat på ett sätt som går emot dina värderingar.

• Hur skulle detta känns för dig?
• Hur påverkar företagets värderingar din uppfattning om företaget?
• Hur hade du reagerat?
• Hade detta påverkat ditt beslut om att söka till företaget?
• Hur viktigt är det att ni kan identifiera er med företagets värderingar? (Varför? Hur tänker ni kring det?)

• Vad är en attraktiv **tjänst**?
  o Varför?
  o Hur påverkar arbetsuppgifterna ditt beslut om att söka eller tacka ja/nej till en tjänst?
  o Hur viktig är tjänsten i förhållande till företaget. (konstig fråga)
• 8-17 jobb, hur ser ni på det?
  o Något ni skulle vilja ha? Varför / varför inte?
  o Vad är bra balans mellan arbete och privatliv för er?
• Vad får dig att känna dig bekväm i din arbetsroll? - (Feedback/stöttning förväntningar på dig/egna initiativ)
• Beskriv en bra dag på jobbet?
  o Utveckla, beskriv mer, varför är det viktigt....? Du kommer till jobbet osv..

**Situation:** Om ni fick välja vilken arbetsplats som helst, och börja jobb där imorgon, vilken arbetsplats skulle du välja?

• Varför hade du valt den arbetsplatsen? (Berätta mer, kan du utveckla, du nämnde.... vad är viktigt med det? Varit inne på det
• Vad motiverar dig på en arbetsplats?
  o Varför? Vad innebär … för dig?
  o hur viktigt är det?
• Hur länge ser ni er själv stanna på er nästa arbetsplats
  o Varför den tidslängden?
  o Vad hade kunnat få er att byta?
Vad finns det för fördelar och nackdelar med att stanna inom samma företag?
Vad hade företaget kunnat göra för att fått dig att vilja stanna kvar?
Du nämnde … Vad innebär … för dig?
- Vad innebär karriär för dig? År det viktigt? Hur viktigt är det med karriär inom samma företag?

**Situation:** Ni har arbetat med ett projekt, ni har uppnått resultat och projektet har gått bra, vad är då era förväntningar på responsen?

**Avslutande frågor**
- Vad har ni för förväntningar på ditt nästa jobb?
- Hur tror ni att företag idag behöver förändras för att bättre attrahera er generation?
- Är det något ni skulle vilja lägga till?
Appendix 2

Topic Guide Company Interviews

Information

Vi vill bara börja med att tacka för intervjun, det är jättekul att vi får vara här. Och för att påminna er igen om varför vi är här idag, så är syfte med vår research att undersöka hur generation Z (födda 1995 och framåt) inkluderar värderingar i sin beslutsprocess när de söker sig till en organisation och hur detta kan påverka attraherings- behållningsstrategier för organisationer. Vi försöker skapa en generell bild av hur olika företag jobbar idag gentemot ung talang och det är då syftet med dagens intervju. Vi vill kolla igen om det är okej att vi spelar in vår intervju i syfte att kunna återspela diskussionen för att underlätta analys? Allt som sägs i intervjun vara anonymt, både när det gäller ditt namn och företagets, och materialet vi samlar in kommer endast användas till vår rapport, vilken sen publiceras på Divas portal. Ni har när som helst rätt att dra er ur undersökningsen, och ni har självläktigt rätt att avstå från att svara på en fråga. Är något oklart under diskussionen. T.ex. någon fråga ni inte förstår, så fråga gärna. Har du några frågor till oss innan vi börjar?

Öppningsfrågor

- Kan du berätta lite om din position/tjänst inom företaget?
- Hur länge har du jobbat inom detta?

Key Topics

- Hur skulle du säga att organisationen profilerar sig som arbetsgivare?
- Hur arbetar organisationen med värderingar för att bli en attraktiv arbetsgivare?
- Hur ser er rekryteringsprocess ut?
  - Hur lång tid kan en sån här process ta?
  - Bemanningsföretag – vad har det fördelar för företaget? Vilka kan vara nackdelarna för er? Hur tror du sökande ser på bemanningsföretag?
- Hur inkluderar ni värderingar i er rekryteringsprocess?
- Vad är den rätta kandidaten för ert företag?
- Utbildning –Jobbar man internt med att uppsöka till avancering elelr väntar man på att anställda ska ta initiativet?
- Hur arbetar organisationen med förmåner och belöningar gentemot de anställda?
- Hur arbetar ni för att nå den yngre målgruppen idag?
- Hur medveten är ni om generation Z (födda från 1995 och framåt)? Arbetar ni mot denna målgrupp?
  o Om vi kopplar tillbaka till hur ni inkluderar värderingar i er rekryteringsprocess, hur inkluderar ni de ansökandes behov och värderingar i rekryteringsprocessen?
• Hur jobbar ni för att behålla ung arbetskraft inom företag?
• Vad har ni för utmaningar idag när det kommer till att behålla ung kompetens inom företaget?
• Vad tror du kommer vara de största utmaningarna med att behålla unga arbetare i framtiden?

Avslutande frågor
• Är det något du vill tillägga som vi inte har berört tidigare i intervjun?
• Går det bra om vi kontaktar dig via mail om vi har någon kompletterande fråga?
# Appendix 3

## Coding Scheme

<table>
<thead>
<tr>
<th>Themes</th>
<th>Categories</th>
<th>Codes</th>
<th>Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team</td>
<td>Important with team activities outside of work</td>
<td>Team goals</td>
<td>”Ja man har visionen att alla är på väg mot samma håll, men att man har olika sätt att sig dit.”</td>
</tr>
<tr>
<td>Team</td>
<td>Eating or working out together are fun team activities</td>
<td>Important with team activities outside of work</td>
<td>”Sen tror jag på company goals och om företaget har mål, det kan motivera en. We are in this together.”</td>
</tr>
<tr>
<td>Team</td>
<td>Team activities improve team spirit and included</td>
<td>Team is important</td>
<td>”Då blir det också väljligt mycket roligare att jobba när man kommer fram till mycket bättre saker när man kan jobba bra tillsammans och känner att man har roligt på jobbet.”</td>
</tr>
<tr>
<td>Team</td>
<td>Want good team-atmosphere</td>
<td>Team is important</td>
<td>”man ska kunna vara kompis med sina kollegor.”</td>
</tr>
<tr>
<td>Team</td>
<td>Team and collaboration is very important</td>
<td>Team and collaboration is very important</td>
<td>”Ja vill inte jobba på en plats där man tävlar med varandra, jag gillar team spirit, att man har känslan att vi gör detta tillsammans.”</td>
</tr>
<tr>
<td>Team</td>
<td>Common goals motivate</td>
<td>Common goals motivate</td>
<td>”Det ska vara en öppen arbetsmiljö, man ska kunna vara vänner med in kollegor”</td>
</tr>
<tr>
<td>Team</td>
<td>Team spirit is important</td>
<td>Team spirit is important</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Team</td>
<td>Do fun things at work – improves atmosphere</td>
<td>Do fun things at work – improves atmosphere</td>
<td>”Eller ännu värre är om man är bra på en sak, och så sätter de en på något helt annat. Det tror jag är värre än att man inte”</td>
</tr>
<tr>
<td>Personal and FRIENDLY colleagues</td>
<td>Seek like-minded colleagues</td>
<td>Seek like-minded colleagues</td>
<td>”Ja man har visionen att alla är på väg mot samma håll, men att man har olika sätt att sig dit.”</td>
</tr>
<tr>
<td>Personal and FRIENDLY colleagues</td>
<td>Colleagues and social workplace is important at work.</td>
<td>Colleagues and social workplace is important at work.</td>
<td>”Sen tror jag på company goals och om företaget har mål, det kan motivera en. We are in this together.”</td>
</tr>
<tr>
<td>Personal and FRIENDLY colleagues</td>
<td>Nice colleagues are important</td>
<td>Nice colleagues are important</td>
<td>”Då blir det också väljligt mycket roligare att jobba när man kommer fram till mycket bättre saker när man kan jobba bra tillsammans och känner att man har roligt på jobbet.”</td>
</tr>
<tr>
<td>Personal and FRIENDLY colleagues</td>
<td>Personal connection with colleagues not only professional is important</td>
<td>Personal connection with colleagues not only professional is important</td>
<td>”man ska kunna vara kompis med sina kollegor.”</td>
</tr>
<tr>
<td>Personal and FRIENDLY colleagues</td>
<td>Want to be surrounded by people that motivates</td>
<td>Want to be surrounded by people that motivates</td>
<td>”Ja vill inte jobba på en plats där man tävlar med varandra, jag gillar team spirit, att man har känslan att vi gör detta tillsammans.”</td>
</tr>
<tr>
<td>Personal and FRIENDLY colleagues</td>
<td>Collaboration between colleagues is important</td>
<td>Collaboration between colleagues is important</td>
<td>”Det ska vara en öppen arbetsmiljö, man ska kunna vara vänner med in kollegor”</td>
</tr>
<tr>
<td>Personal and FRIENDLY colleagues</td>
<td>Want to be friends with colleagues</td>
<td>Want to be friends with colleagues</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Personal and FRIENDLY colleagues</td>
<td>Colleagues matter since you work most of your life</td>
<td>Colleagues matter since you work most of your life</td>
<td>”Eller ännu värre är om man är bra på en sak, och så sätter de en på något helt annat. Det tror jag är värre än att man inte”</td>
</tr>
<tr>
<td>Personal and FRIENDLY colleagues</td>
<td>Nice colleagues</td>
<td>Nice colleagues</td>
<td>”Då blir det också väljligt mycket roligare att jobba när man kommer fram till mycket bättre saker när man kan jobba bra tillsammans och känner att man har roligt på jobbet.”</td>
</tr>
<tr>
<td>Personal and FRIENDLY colleagues</td>
<td>Colleagues one of the first things they look at</td>
<td>Colleagues one of the first things they look at</td>
<td>”man ska kunna vara kompis med sina kollegor.”</td>
</tr>
<tr>
<td>Personal and FRIENDLY colleagues</td>
<td>Expect to socialize with colleagues outside of work</td>
<td>Expect to socialize with colleagues outside of work</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Desire collaborative environment</td>
<td>Dislike competing environment</td>
<td>Dislike competing environment</td>
<td>”Ja vill inte jobba på en plats där man tävlar med varandra, jag gillar team spirit, att man har känslan att vi gör detta tillsammans.”</td>
</tr>
<tr>
<td>Desire collaborative environment</td>
<td>Want a relaxed environment</td>
<td>Want a relaxed environment</td>
<td>”Det ska vara en öppen arbetsmiljö, man ska kunna vara vänner med in kollegor”</td>
</tr>
<tr>
<td>Desire collaborative environment</td>
<td>Dislike competitive environment</td>
<td>Dislike competitive environment</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Desire friendly environment</td>
<td>Friendly environment is positive</td>
<td>Friendly environment is positive</td>
<td>”Det ska vara en öppen arbetsmiljö, man ska kunna vara vänner med in kollegor”</td>
</tr>
<tr>
<td>Desire friendly environment</td>
<td>Social breaks</td>
<td>Social breaks</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Desire friendly environment</td>
<td>Want appreciation form colleagues</td>
<td>Want appreciation form colleagues</td>
<td>”Det ska vara en öppen arbetsmiljö, man ska kunna vara vänner med in kollegor”</td>
</tr>
<tr>
<td>Desire friendly environment</td>
<td>Open and friendly environment</td>
<td>Open and friendly environment</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Desire friendly environment</td>
<td>Relaxed atmosphere</td>
<td>Relaxed atmosphere</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Desire friendly environment</td>
<td>Want open and friendly environment</td>
<td>Want open and friendly environment</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Desire friendly environment</td>
<td>The feeling of good work atmosphere is important</td>
<td>The feeling of good work atmosphere is important</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Physical environment matter</td>
<td>Physical work environment is attractive</td>
<td>Physical work environment is attractive</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Physical environment matter</td>
<td>Work outside</td>
<td>Work outside</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Physical environment matter</td>
<td>Think about if they would like to work in that physical environment</td>
<td>Think about if they would like to work in that physical environment</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Physical environment matter</td>
<td>Physical work environment matters, in particular when comparing opportunities</td>
<td>Physical work environment matters, in particular when comparing opportunities</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Desire to be recognised as special</td>
<td>Customized work task or position</td>
<td>Customized work task or position</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Desire to be recognised as special</td>
<td>Individual/personal goals are positive/fun</td>
<td>Individual/personal goals are positive/fun</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Desire to be recognised as special</td>
<td>Want to be able to shape their position that it suits them</td>
<td>Want to be able to shape their position that it suits them</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Desire to be recognised as special</td>
<td>Possibilities to influence your career path is important</td>
<td>Possibilities to influence your career path is important</td>
<td>”... Jag tittar på kontoret hur det ser ut, för man ska ju spendera mycket tid i den miljö och då är det viktigt att man får en bra första känsla och att det verkar vara en trivas miljö”</td>
</tr>
<tr>
<td>Classification</td>
<td>Characteristics</td>
<td></td>
<td></td>
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<td>----------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Desire to be recognised as special</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Recognition** | Want to have customized benefits – the possibility to choose benefit. Expect company to position them based on strength.  
| **Self-centred** | Look at how it impacts themselves. Focus on themselves. Look at what is in it for them.  
<p>| <strong>Unique</strong> | Want to feel selected/special/unique when chosen by recruiter. Want to have a unique role. Don’t want to put in a predetermined box. Want to feel selected. Don’t want to be one of many. Want to feel selected and needed. Want to be seen. Want to be needed. Employer sees protentional in employees, not only one of many. |
| <strong>Influence</strong> | Believe they can influence and make a difference. The ability to speak up when finding something wrong is deemed pretty high. #metoo has increased their belief in their ability to make changes. By being heard, they feel like they are in a position of responsibility, that they can have an impact. Want to be included. |
| <strong>Expectations</strong> | High expectations on organization, but also on themselves and the effort they need to put in. |
| <strong>Respect</strong> | To be treated with respect is important. Want to be respected. |
| <strong>Hungry generation</strong> | Opportunities to grow. Important not to stand still in a position. Personal development is important. Opportunity to develop. Want to feel like they are transgressing in their role within the organisation. Important to see development possibilities with the job. Development opportunities. It is important to develop/advance with your tasks. |
| <strong>Learn</strong> | Expect to learn. |</p>
<table>
<thead>
<tr>
<th>Hungry generation</th>
<th>Company brand equals personal brand</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career</strong></td>
<td><strong>Reputation</strong></td>
</tr>
<tr>
<td>Value experiences at first position</td>
<td>Damage to company name affect the relationship to the employees</td>
</tr>
<tr>
<td>Expect to learn at first position</td>
<td>Media affects perception of organisations</td>
</tr>
<tr>
<td>Want to gain experience</td>
<td>Company Reputation is important</td>
</tr>
<tr>
<td>kan se att jag kommer utvecklas och lär mig någonting i den tjänsten</td>
<td>The reputation of the organisation affects the reputation of the employee</td>
</tr>
<tr>
<td>Career is important</td>
<td>Scandals have low impact on their view of a company if having strong brand name</td>
</tr>
<tr>
<td>Want to be able to see a career path</td>
<td>Reputation is important</td>
</tr>
<tr>
<td>Promotion possibilities are important</td>
<td>Don’t want to work for unethical company due to own reputation</td>
</tr>
<tr>
<td>Career opportunities</td>
<td>&quot;Jag tittar på ett företags rykte, och vad andra har sagt om företaget inn jag söker&quot;</td>
</tr>
<tr>
<td>Possibilities within company are important</td>
<td>&quot;Jag tittar på ett företags rykte, och vad andra har sagt om företaget inn jag söker&quot;</td>
</tr>
<tr>
<td>&quot;Jag tittar på möjlighet att göra karriär&quot;</td>
<td>&quot;Jag tittar på ett företags rykte, och vad andra har sagt om företaget inn jag söker&quot;</td>
</tr>
<tr>
<td>&quot;Hur lätt är det att klättra inom företaget?&quot;</td>
<td>&quot;Ta Amazon, även om de inte sköter allt snyggt, så hade jag gärna jobbat där även om det inte är det bäst men kan ge mig ett bra mnns på CV&quot;</td>
</tr>
<tr>
<td><strong>Resource</strong></td>
<td><strong>Status important</strong></td>
</tr>
<tr>
<td>Internal internships are viewed positive</td>
<td>Famous companies are attractive</td>
</tr>
<tr>
<td>Employer must support development/put resources on employees</td>
<td>Find companies attractive if they make worker attractive</td>
</tr>
<tr>
<td>If organisations are not willing to put resources into the employees, it is considered negative</td>
<td>Working at a company can give status</td>
</tr>
<tr>
<td>It is important that the organisation does not hold you back</td>
<td>Brand names means less than companies purpose</td>
</tr>
<tr>
<td>&quot;Det handlar om att arbetsgivaren vill att anställda ska kunna vuxa och ger fullständiga möjligheter till det.&quot;</td>
<td>Cool company but no cool position has negative impact on apply</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td><strong>Company</strong></td>
</tr>
<tr>
<td>Responsibility</td>
<td><strong>brand equals personal brand</strong></td>
</tr>
<tr>
<td>Want to have responsibilities</td>
<td><strong>Reputation</strong></td>
</tr>
<tr>
<td>Want responsibility</td>
<td><strong>Company brand equals personal brand</strong></td>
</tr>
<tr>
<td>Expect increased responsibilities as you learn</td>
<td><strong>Status important</strong></td>
</tr>
<tr>
<td>Expect a lot of responsibilities</td>
<td><strong>Company brand equals personal brand</strong></td>
</tr>
<tr>
<td>&quot;Att man får mycket ansvar är viktigt&quot;</td>
<td><strong>Company brand equals personal brand</strong></td>
</tr>
<tr>
<td><strong>Easily get bored</strong></td>
<td><strong>Variation</strong></td>
</tr>
<tr>
<td>Don’t want to be bored</td>
<td>Desk jobs are not viewed attractive</td>
</tr>
<tr>
<td>Want to be challenged in the work</td>
<td>Varied work day</td>
</tr>
<tr>
<td>Want challenging work tasks</td>
<td>Want varied work days</td>
</tr>
<tr>
<td>Desires to be challenged in work tasks</td>
<td>Want varied work task</td>
</tr>
<tr>
<td>Want challenging work</td>
<td>Seek variation</td>
</tr>
<tr>
<td>Want challenging work</td>
<td>&quot;Jag vill också att det händer olika saker varje dag&quot;</td>
</tr>
<tr>
<td>want to be busy during work day, don't want to have nothing to do</td>
<td>&quot;Jag vill också att det händer olika saker varje dag&quot;</td>
</tr>
<tr>
<td>Want to be able to fail without risking to loose</td>
<td>&quot;Jag vill också att det händer olika saker varje dag&quot;</td>
</tr>
<tr>
<td><strong>Variation</strong></td>
<td><strong>Company</strong></td>
</tr>
<tr>
<td>Desk jobs are not viewed attractive</td>
<td><strong>Company brand equals personal brand</strong></td>
</tr>
<tr>
<td>Varied work day</td>
<td><strong>Reputation</strong></td>
</tr>
<tr>
<td>Want varied work days</td>
<td><strong>Company brand equals personal brand</strong></td>
</tr>
<tr>
<td>Want varied work task</td>
<td><strong>Status important</strong></td>
</tr>
<tr>
<td>Seek variation</td>
<td><strong>Company brand equals personal brand</strong></td>
</tr>
<tr>
<td>&quot;Vi blir ju lätt uttråkade, så företag måste möta det&quot;</td>
<td><strong>Company brand equals personal brand</strong></td>
</tr>
<tr>
<td><strong>Company</strong></td>
<td><strong>Status important</strong></td>
</tr>
<tr>
<td><strong>brand equals personal brand</strong></td>
<td><strong>Value experiences at first position</strong></td>
</tr>
<tr>
<td><strong>Reputation</strong></td>
<td><strong>Expect to learn at first position</strong></td>
</tr>
<tr>
<td><strong>Status important</strong></td>
<td><strong>Want to gain experience</strong></td>
</tr>
<tr>
<td><strong>Value experiences at first position</strong></td>
<td><strong>Expect to learn at first position</strong></td>
</tr>
<tr>
<td><strong>Expect to learn at first position</strong></td>
<td><strong>Want to gain experience</strong></td>
</tr>
</tbody>
</table>
| Company brand equals personal brand | Brand name important  
If company is attractive, work task doesn't matter | Brand name important  
If company is attractive, work task doesn't matter |
| --- | --- | --- |
| Favours innovative companies | Traditional work has negative impact on them  
Value innovative thinking  
Believe that older organizations' wont welcome new thinking as much as young companies  
Innovative companies are attractive  
Entrepreneurial spirit at organisation | "Jag gillar innovative företag som välkomnar en. Jag tror att många gamla företag inte är så, inte på samma sätt som unga." |
| Employee focus | The most attractive companies are those who put focus on the people  
Want organisation to take care of employees  
Reputation of good retention of employees affects attraction | "Att de fokuserar på människorna är väldigt attraktivt" |
| Expect hierarchies | Expect hierarchies within most organisations  
Hierarchies are difficult to avoid | "Det finns ju nivåer i alla företag" |
| Bad treatment in hierarchy | Believe hierarchies risks being treated badly/not heard  
Prefer flat hierarchy  
Not very keen on hierarchies  
Don't like the idea behind hierarchies  
Flat hierarchy motivates  
Don't want to be talked down to  
Flat hierarchy since want to influence  
Hierarchies makes you feel controlled "styrd"  
Dislike hierarchies, but want clear relations/positions | "Jag vill inte bli nedtryckt av hierarkier, utan snarare bli upplyft av dem" |
| A need to be heard | Managers should not try and hold you in your position  
Expect support  
Expect support from manager  
Want to be able to receive help from manager or colleague  
Asking for help should be normalized/easy  
Managers help in direction of development | "Ens chef ska kunna stötta en men inte tro att de kan allting." |
| Supportive manager import/manager being mentor | Important to have ideas and thoughts heard by management  
Be listened to by managers  
Want to be close to managers and interact with them in order to influence  
Want efficient decision making | "det är viktigt att de lyssnar på vad man har att säga" |
| Ability to Influence | It is important that employers trust their employees to do their job  
Lack of trust from management damage the working relationship to the organisation  
Believe trust is attractive  
Want to feel trusted  
Want to be trusted to do their job  
Want to be trusted | "En tro på individen, att man får ansvar" |
| Be trusted (by manager) | Expect repercussions for those responsible for scandal/unethical behaviour  
It is important that organisation take responsibilities for their actions | "Jag har haft en chef som spionerade på oss och man ville ju säga vad fan haller du på med?" |
| Importance of Ethics – high for attraction, limited for retention | Organisations must take responsibility  
Finanskraschen affected the view on ethical behaviour  
Informed of unethical behaviours within organisations, which affect attraction | "Ett legitimit företag ska ta ansvar för det de har gjort såklarat" |
| Aware of ethical behaviour | Expect repercussions for those responsible for scandal/unethical behaviour  
It is important that organisation take responsibilities for their actions | "Vi präglas av att vi är mer medvetna om valen vi gö" |
<table>
<thead>
<tr>
<th>Importance of Ethics – high for attraction, limited for retention</th>
<th>Ethics can increase attraction</th>
<th>Ethical behaviour have limited impact on retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considers negative effects not only on own surroundings (Sweden) but global effects</td>
<td>Earning money by exploiting people or environment is decreases attraction</td>
<td>Considers negative effects not only on own surroundings (Sweden) but global effects</td>
</tr>
<tr>
<td>Considers their generation to be more aware/make more aware choices than previous generations</td>
<td>Sustainability important</td>
<td>Considers their generation to be more aware/make more aware choices than previous generations</td>
</tr>
<tr>
<td>Want to have a sense of equality</td>
<td>Want to have a sense of equality</td>
<td>Want to have a sense of equality</td>
</tr>
<tr>
<td>Ethical issues are considered</td>
<td>Ethical issues are considered</td>
<td>Ethical issues are considered</td>
</tr>
<tr>
<td>Sustainable development matters</td>
<td>Sustainable development matters</td>
<td>Sustainable development matters</td>
</tr>
<tr>
<td>Work for equality matters</td>
<td>Work for equality matters</td>
<td>Work for equality matters</td>
</tr>
<tr>
<td>Everyone should have equal opportunities</td>
<td>Everyone should have equal opportunities</td>
<td>Everyone should have equal opportunities</td>
</tr>
</tbody>
</table>

**Ethics can increase attraction**
- Believe it is difficult to balance career with ethics?
- Ethical considerations might not be important enough to leave a job
- Different ethical dilemmas influence evaluative decision about originations.
- Ethical matters when you have choices
- Number of ethical issue influence decision making
- Ethical accidents have low impact on decision
- Ethical behaviour of company impact decision
- If company brand/name help applicant to be attractive, ethical behaviour is less considered
- Ethical behaviour matters if it close to own/company core values

**Ethical behaviour have limited impact on retention**
- Would say no to a job offer if having direct impact on them.
- Would take a position with ethical issues if believe they would change the situation
- Stay to make a difference is viewed as positive
- Willing to take a position to change ethical issue

**Continuous communication**
- They want the recruitment process to be clear/transparent
- Communicate clear expectations early in recruitment
- Continuous response during recruitment process to not feel insecure
- Receiving a deadline reduce uncertainty/frustration
- Clear communication bout response time otherwise get worried.
- not keep promises is associated with bad recruitment
- Company should live up to portrayed image.
- Believe recruit process reflect company
- Don’t want uncertainty, want clear role and clear purpose
- When expectation of company not met – negative impact

**Personalised recruitment Process**
- Easy to apply is important
- Want short recruitment process
- Don't like to wait during recruitment process
- Don't like to fill in CV PV manually
- Online forms of CV PV risks applicants not bother to apply
- Want a quick recruitment process
- Want short and efficient recruitment process
- Fewer steps in recruitment process.
- Quick response is important in recruitment process
- Becomes discouraging to apply again if a previous recruit process took a long time
- Want short recruitment process
- Recruitment consultant processes takes longer time

**Short and simple application/process**
- Easy to apply is important
- Want short recruitment process
- Don't like to wait during recruitment process
- Don't like to fill in CV PV manually
- Online forms of CV PV risks applicants not bother to apply
- Want a quick recruitment process
- Want short and efficient recruitment process
- Fewer steps in recruitment process.
- Quick response is important in recruitment process
- Becomes discouraging to apply again if a previous recruit process took a long time
- Want short recruitment process
- Recruitment consultant processes takes longer time

*"Hållbar utveckling, miljöfrågor, det bevarar lite på välet företag det är, alla företag har olika möjligheter till att tänka på miljön"*

*"Ja, jag blir ju orolig också om jag inte har kontinuerlig kontakt."
*"Du ska veta om hela ansökningsprocessen. Du ska börja på ett steg och veta så här ånga steg finns det, det här kommer varje steg vara."*
<table>
<thead>
<tr>
<th>Personalised recruitment Process</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal connection important</strong></td>
<td></td>
</tr>
<tr>
<td>Connect with interviewer is important</td>
<td></td>
</tr>
<tr>
<td>Would appreciate opportunity to meet colleagues</td>
<td></td>
</tr>
<tr>
<td>Meet manager early in the process</td>
<td></td>
</tr>
<tr>
<td>Dislike recruitment consultants because loose contact with company</td>
<td></td>
</tr>
<tr>
<td>Recruitment consultant create distance between applicant and employer</td>
<td></td>
</tr>
<tr>
<td>Wants a more personal recruitment process</td>
<td></td>
</tr>
<tr>
<td>Connecting with recruiter is very important</td>
<td></td>
</tr>
<tr>
<td>Think it is difficult to get sense of colleagues during recruitment</td>
<td></td>
</tr>
<tr>
<td>First impression with recruiter is important</td>
<td></td>
</tr>
<tr>
<td>Connect with interviewer is important</td>
<td></td>
</tr>
<tr>
<td><em>“Om jag inte känner att jag klickar med den som intervjuar mig kan det ha en negativ impact på mitt intresse för jobbet”</em></td>
<td></td>
</tr>
<tr>
<td>Want opportunity to show personality</td>
<td></td>
</tr>
<tr>
<td>Sending in grades feels weird</td>
<td></td>
</tr>
<tr>
<td>Only like group interview if it's combined with individual</td>
<td></td>
</tr>
<tr>
<td>Puts time and effort in CV PV, thus want to be able to send in that</td>
<td></td>
</tr>
<tr>
<td>Selecting by IQ tests is seen unfair</td>
<td></td>
</tr>
<tr>
<td>Considers grades unnecessary</td>
<td></td>
</tr>
<tr>
<td>Want the organisation to show they are genuinely be interested in them during recruitment process</td>
<td></td>
</tr>
<tr>
<td>Want to feel needed in recruitment process</td>
<td></td>
</tr>
<tr>
<td>Video presentation viewed positive - personality</td>
<td></td>
</tr>
<tr>
<td>Talk about the future opportunities</td>
<td></td>
</tr>
<tr>
<td>It is desirable wen the organisation communicate that they want to get to know the applicant</td>
<td></td>
</tr>
<tr>
<td>Want to be seen in recruitment process</td>
<td></td>
</tr>
<tr>
<td>Want to be seen/needed</td>
<td></td>
</tr>
<tr>
<td>Want to be seen in recruitment process</td>
<td></td>
</tr>
<tr>
<td>Have a say in working hours</td>
<td></td>
</tr>
<tr>
<td>8-17, boring, super boring, never</td>
<td></td>
</tr>
<tr>
<td>Want 8-17 with flex</td>
<td></td>
</tr>
<tr>
<td>Flexibility is attractive</td>
<td></td>
</tr>
<tr>
<td>Basic structure is nice, because then you know when you work and when you are free</td>
<td></td>
</tr>
<tr>
<td>Want flexibility, but not complete freedom</td>
<td></td>
</tr>
<tr>
<td>To be able to work when and where you want is the ultimate way</td>
<td></td>
</tr>
<tr>
<td>Want structure with flexibility work hours</td>
<td></td>
</tr>
<tr>
<td>Want to choose when to work</td>
<td></td>
</tr>
<tr>
<td>Variation in daily work</td>
<td></td>
</tr>
<tr>
<td>Want structure but some exciting unexpected happenings</td>
<td></td>
</tr>
<tr>
<td>Want structured workday with some unpredictable events</td>
<td></td>
</tr>
<tr>
<td>Flexibility to get variation in daily work</td>
<td></td>
</tr>
<tr>
<td>Seek variation</td>
<td></td>
</tr>
<tr>
<td><em>“Jag vill ju inte stämpla in 8 och stämpla ut 17. Det är ju kul om dagarna ser lite annorlunda ut och man kans styra sina tider lite.”</em></td>
<td></td>
</tr>
<tr>
<td>Don't want to be limited to an office</td>
<td></td>
</tr>
<tr>
<td>Work from home</td>
<td></td>
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<tr>
<td>Flexible office</td>
<td></td>
</tr>
<tr>
<td>Work outside</td>
<td></td>
</tr>
<tr>
<td>Flexibility in vacation time and duration is desirable</td>
<td></td>
</tr>
<tr>
<td>Autonomy over work situation desired</td>
<td></td>
</tr>
<tr>
<td>Want company to only care about get job done</td>
<td></td>
</tr>
<tr>
<td>Autonomy is important</td>
<td></td>
</tr>
<tr>
<td>Don't want to be controlled</td>
<td></td>
</tr>
<tr>
<td>As long as you do your work it doesn't matter when you come and go</td>
<td></td>
</tr>
<tr>
<td>Autonomy</td>
<td></td>
</tr>
<tr>
<td><em>“Att man har autonomi, självständighet. Att man får forma sitt eget jobb på något sätt.”</em></td>
<td></td>
</tr>
</tbody>
</table>

*“Jag föredrar att skicka in mitt CV och CV som jag har lagt ner en massa tid på, än en LinkedIn länk, det känns så opersonligt”*
<table>
<thead>
<tr>
<th>Autonomy over work situation desired</th>
<th>Clear rules of flexibility</th>
<th>Need clear info regarding flexibility If no clear timeframe, they become frustrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private life/the balance important</td>
<td>Important to be able to relax/wind down No timeframes mean better planning Work-life balance is important When focus on career Work-life balance becomes less important when focus on career Want to have life outside of work Balance means having time for things outside work</td>
<td></td>
</tr>
<tr>
<td>Expect that they younger companies have more flexibility Do not expect flexibility at first</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrinsic values in focus</td>
<td>Want to be able to feel that work is more than just about making money Company values are important because when working it feels like you have a higher purpose Work is considered more than just a job Want work to be meaningful Meaningful job Their work contributes to something My work contributes with worth, there is a purpose Want to be satisfied by the job, not just get any job Want to matter for the organization</td>
<td></td>
</tr>
<tr>
<td>Want job to give positive feeling</td>
<td>Want to be happy going to work Want to be happy at work Want work to be fun To have job that is fun to go to is more important Want work to be related to interest Want work to be fun Value fun work Want to have fun at work Expect to work with personal interest Awareness that they will have to work longer than their parents</td>
<td></td>
</tr>
<tr>
<td>Extrinsic benefits have limited importance</td>
<td>Extrinsic benefits are of interest Benefits are positive Want to have customized benefits – the possibility to choose benefit Do not consider basic/normal benefits</td>
<td></td>
</tr>
<tr>
<td>Want to contribute/bring worth</td>
<td>Want to feel affiliation with company Want to be more than just a resource Don't want to do what a computer can do Want to have important role Want to be included and change Contribute to organisation</td>
<td></td>
</tr>
</tbody>
</table>

"Jag vill veta hur flexibiliteten ser ut"  
"Man vill ju ha balansen, men är man inne på ett karriärsprång, man har ju en inställning att nu ska jag göra karriär, då är nog balansen inte lika viktig."  
"Jag vill ju ha balansen, men är man inne på ett karriärsprång, man har ju en inställning att nu ska jag göra karriär, då är nog balansen inte lika viktig."  
"Jag accepterar det nog. För jag tänker att det är så det är."  
"Att man kan jobba sig någonstans och känna att man gör något vetigt. Det gör mig motiveras."  
"Ja att det är värdefullt, att man behöver, man vill inte sitta på en tjänst och göra något som en data kan göra. Då känner man sig inte lika värderad."  
"Det är viktig att man trivs och har kul"  
"Jag kan tycka att det är bra om förmånerna är personligt sydda. Vissa kanske inte vill kunna flena men vill ha en bil. Det känns viktigt att det inte är ett standardpaket"  
"Och känna att man har ett ansvar. Inte att man bara får en uppgift och jag är maskinen som gör den, utan att man känner ansvar och att det jag gör är viktigt."
<table>
<thead>
<tr>
<th>Intrinsic values in focus</th>
<th>Lack of purpose result in leaving</th>
<th>Their needs clash with the expectations of society</th>
<th>Range of selection important for decision</th>
<th>Having a decent standard of living is important</th>
<th>Fun is more important than money</th>
<th>Continuous and frequent feedback is key</th>
</tr>
</thead>
<tbody>
<tr>
<td>If they don’t see a purpose in their work, they quickly loose interest</td>
<td>Aware of not able to have high demand</td>
<td>Believe there is many company options available</td>
<td>Salary should reflect the work performed</td>
<td>Money is less important than balance and fun today</td>
<td>Feedback make them confident</td>
<td>Attention through feedback to feel appreciation</td>
</tr>
<tr>
<td>If no purpose with work they are likely to change position/workplace</td>
<td>Expect to work up to their dream job</td>
<td>People can afford to be more selective today</td>
<td>Salary should correspond to achievement</td>
<td>Possibilities to try new things within the organisation is deemed more important than salary</td>
<td>Want to know what doing good and what can be improved</td>
<td>Want to know what doing good and what can be improved feedback motivates</td>
</tr>
<tr>
<td>Expect to switch roles fairly often</td>
<td>Expect no dream job after graduation</td>
<td>There are many job opportunities</td>
<td>First salary matters</td>
<td>Feedback implies they want the employee to develop/move forward</td>
<td>Want expressed appreciation</td>
<td>Believing company likes what you do is not enough – want expressed appreciation</td>
</tr>
<tr>
<td>To explore and find fit is more important than staying with organisation</td>
<td>Expect a good job after graduating</td>
<td>Possibility for salary raise matters</td>
<td>Want to earn enough to live</td>
<td>Want to feel appreciated</td>
<td>Want to see the effects of your work</td>
<td>Want to feel appreciated</td>
</tr>
</tbody>
</table>
| Will continue to search for fit | Expect that if organisations don’t change, we will have an economy here it is normal to switch employer often | "Det finns så många företag att välja mellan." | "Vi kommer ha fyra års utbildning, den utbildningen ska ge en hyfsad ingångslön. Och att det finns möjligheter att utveckla den lönens" | "Lönnen spelar ingen roll om tjänsten är bra" | "Lönen spelar ingen roll om tjänsten är bra" | "Man känner sig mer bekväm på arbetsplatsen om det är kul och om man vet att man har gjort något bra så känner man kanske att man inte behöver ta med det hem sen."
| "Om man inte längre ser en mening med det man gör så vill man nog byta" | "Idag är det arbetarnas maknad, man kan h råd med att vara mer selektiv." | "Jag är inte motiverad av pengar. Så länge man har en viss levnadsstandard, så tänge man inte känner sig fattig" | "För mig handlar det inte om att tjäna mulum, utan att man kan gå till jobbet och känna att det är kul och att man vill vara där. Det är mycket viktigare, i alla fall nu." | "Man känner sig mer bekväm på arbetsplatsen om det är kul och om man vet att man har gjort något bra så känner man kanske att man inte behöver ta med det hem sen." | "Jag blir bekväm på arbetsplats om jag får bekräftelse på att det jag gör är något bra. Står man i ovisshet, då blir man inte så bekväm."

"I början får man kanske inte drömsjobbet, man måste nog byta lite tjänster först"
| Continuous and frequent feedback is key | Feedback from any direction | Feedback can come from all directions  
Recognition can come from anyone  
Want to be supported by managers and colleagues  
Feedback is very important |
|---|---|---|
| Frequent feedback important | It is often enough with just oral feedback  
Feedback should correspond to work effort  
Expect no planed feedback but when necessary  
Clear feedback  
Regular feedback can make them nervous  
Weekly informal feedback from manager  
Continuous check in with managers/mentor is perceived positive  
continuous feedback is important |
| | | "Får man t.ex. ingen feedback, känner jag; varför ska jag göra det igen?"
| | | "Om man har exakt varje vecka skulle jag känna mig nervös."
| | | "Det behöver inte vara bestämt dagligt, det kan handla om något man gjorde under dagen eller om det är något man jobbat med under en längre tid. Ingen tidsbestämd feedback." |

| Loyalty is about give and take | Developing opportunities affect leaving or staying | Switching employer could be useful/advantageous  
Better offer has very high impact on leaving  
Personal development important factor when switching job  
Better opportunities/challenges or salary can make switch  
Open to stay with company as long as climbing |
|---|---|---|
| Open to stay with one employer | As long as you develop, you can stay with one employer  
They wouldn't trade away company just because  
Having a clear career path could help staying  
Want organisations to meet new offer in order to stay  
Open to stay at one employer for a longer period of time  
Being seen is also important to stay |
| | | "Jag skulle inte byt bort ett företag jag vlt bara för att"
| | | "Det finns inget tidsbestämt för hur länge man stannar, hur man fortsätter utvecklas" |

| Divergence from Gen theory | Under-stimulation or lack of variation key makes them leave | Believe their generation have difficulties to be satisfied and switch job  
If job is not stimulating, will switch no matter position/salary  
Holding the same position for a longer time is negative. |
|---|---|---|
| Life-stage | Life-stage affect willingness to stay  
Want to develop most the first 10 years  
More stability when having a family/more responsibility  
Family influence view on 8-17  
Family makes it harder to leave because of ethical issues |
| | | "Först vill man utvecklas men sen när allt kommer omkring i ens liv, alltså familj och grejer, då vill man kanske ha mer stabilitet.""