

DEFINING FEMALE STUDENTS EXPECTATIONS OF THE JOB MARKET OF TOMORROW

A study exploring female students and female business
professionals' points of view

Abstract

Author Delfino, Tia	Type of publication Bachelor's thesis	Published Autumn 2019
	Number of pages 81 pages, 10 appendices	
Title of publication Defining female students' expectations to the job market of tomorrow A study exploring female students and female business professionals' points of view		
Name of Degree Bachelor of Business Administration		
Abstract <p>The purpose of the thesis is to examine how companies can ensure the retention of future female employees' long term. To gain the needed information the thesis determines the values, workplace benefit preferences, probable challenges on the labour market and expectations that female students studying at Lahti University of applied sciences have towards their future work positions and employers. By discovering the above-mentioned factors, the aim is to outline the facets which are necessary to assure future job satisfaction among the female students.</p> <p>Primary and secondary sources are used to gather information, data and facts, which are analysed, compared and defined throughout the thesis. Primary data is collected using a quantitative survey addressed to female students attending the same university of Applied Sciences as the author and to Finnish female business professionals. Books, journals and articles provide secondary sources to the thesis, which focus on Schwartz Value Theory and Schein's Career Anchors, creating the theoretical part.</p> <p>Valuable information about the expectations of the female future workforce at Lahti University of Applied Sciences is gathered. While the female students are still studying and before entering the job market is the crucial point to discover their expectations. Values, wellbeing options, possible benefits and the challenges of the labour market are defined in this thesis and the study results underline the above-mentioned theories but give new insights as well. The study supports companies to define and adjust to the expectations of the female future workforce, helping these to insure retention long term. The results of the study are a groundwork for further future female workforce studies and long-term retention analysis of the female future workforce.</p>		
Keywords Human resources, female future workforce, retention, benefits, challenges, wellbeing, values		

CONTENTS

1	INTRODUCTION.....	1
1.1	Research Background	2
1.2	Thesis Objectives, Research Questions and Limitations.....	3
1.3	Theoretical Framework	5
1.4	Research Methodology and Data Collection.....	6
1.5	Thesis Structure.....	9
2	SCHWARTZ THEORY OF VALUES	11
2.1	Basic Values	11
2.2	Values, Companies and Employment	14
3	SCHEIN'S THEORY OF CAREER ANCHORS	17
3.1	Internal, external careers and career anchors	17
3.2	Defining Skills.....	22
3.3	Motives and Needs	26
4	EMPIRICAL RESEARCH AND DATA ANALYSIS	37
4.1	Data Acquisition	37
4.2	Data Analysis	38
5	RECOMMENDATIONS.....	65
6	CONCLUSIONS	68
6.1	Answers to Research Questions	68
6.2	Validity and Reliability	70
6.3	Suggestions for Further Research.....	71
7	SUMMARY	73
	REFERENCES	74
	APPENDICES.....	82

1 INTRODUCTION

Generally, the traditional employment model has changed throughout the years. Employees' allegiance towards companies and positions have evolved, causing a change in the traditional belief in job security and permanent employment. Permanent positions have become less attractive to employees, as the personal lifestyles and personal ideas of a career have become more important. This has caused employees to move away from employment that is not satisfying and maintaining a job at any cost. The focus is on the personal career path, regardless of the company. (Hoff Bernstrøm, Drange & Mamelund 2019.)

The lack of employee loyalty towards companies causes several challenges. These include costs, delays in timelines and schedules as well as cutbacks in quality and service performances. Several factors lead to voluntary employee turnovers, e.g. young people are more likely to leave a job due to dissatisfaction. It is important for companies to analyse the reasons for voluntary turnover and to create a good working environment in order to maintain good employees and their skills within a company. (Tam & Le 2018.)

For Finland, being one of the first countries concerned with gender equality and with a female population of more than 50%, it is relevant to consider the importance of the female future workforce. Women are an important economical factor for the Finnish society. Women in Finland hold more tertiary degrees than men, but the employment rates are below those of the males. (Statistics Finland 2018, 28.)

It is important to support and understand the female's perspective and expectations with the labour market and companies from the beginning before they enter the work life. Supporting and adjusting the current situation of the labour market to the needs of future female employees, helps the companies to assure a satisfied future workforce. In doing so, the benefits for the companies are several. These include reduction of costs, reduction of employee turnover, improving company reputation and the revenue of the business. Productivity and work moral deficiency can have serious impact on the company's workflow and internal work environment. (Markovich 2019.)

The aim with this thesis is to analyse the expectations of the female future workforce of tomorrow. And to introduce solutions so companies can ensure the future female's full participation in the workforce. This thesis gives insight on how to create satisfaction based on values, benefits and wellbeing according to female students studying at Lahti University of Applied Sciences (LUAS) and four Finnish business professionals. Companies can adapt to new measures to keep their female employees satisfied in the future and female students

get an insight on the Business Professionals point of view of these topics, which might help the female students studying at LUAS to adapt the job market of tomorrow.

1.1 Research Background

The gender equality report in Finland states that 51.8% of the Finnish population with educational qualifications are women. Twenty-three-point five percent of women compared to 19,5% of men have a polytechnic and higher university degree. In 2017, 52,7% of students in Universities of Applied Sciences (UAS) in Finland, were women. Sixty-two-point seven percent of qualifications and degrees were achieved by women (Table 1). (Statistics Finland 2018, 32.) Comparing these numbers to the employment statistics in Finland, the employment rate among men is higher than the women's employment rate, stating that 58.2% of women and 62.1% of men are employed. The active labour force excludes 36,5% of inactive women and 31,9% of inactive men as well as 5,3% of unemployed women and 5,3% of unemployed men. (Statistics Finland 2018, 43.)

Table 1 Universities of Applied Sciences 2017 (Statistics Finland 2018, 32)

	Total of students			Qualifications and degrees, total		
	Number	Women %	Men %	Number	Women %	Men %
Education	1,491	63.6	36.4	269	73.6	26.4
Arts and humanities	7,612	69.1	30.9	1,447	70.6	29.4
Social sciences, journalism and information	402	75.9	24.1	83	89.2	10.8
Business, administration and law	29,689	57.3	42.7	5,495	67.6	32.4
Natural sciences, mathematics and statistics	271	70.5	29.5	48	64.6	35.4
Information and Communication Technologies (ICT)	13,798	17.0	83.0	1,698	20.1	79.9
Engineering, manufacturing and construction	32,339	16.2	83.8	4,817	18.1	81.9
Agriculture, forestry, fisheries and veterinary	3,333	48.4	51.6	541	51.8	48.2
Health and welfare	42,094	83.8	16.2	9,793	87.8	12.2
Services	10,199	61.5	38.5	2,113	65.1	34.9
Field of education total	141,228	52.7	47.3	26,304	62.7	37.3

It is clear that women are an important element of the labour market, as can be seen from the figures mentioned above, showing the number of female graduates with a degree from

UAS. The plan of this study is to start the research process at the root of the process, which in this case is what females expect from their future workplace. And more specifically, what female students studying at LUAS expect from their future workplace. Helping companies maintain a plan on how to ensure the retention of future female employees' long term and create measures contributing to the female's satisfaction.

Employee retention is also in Finland a substantial topic as labour costs are high. For example, when an employee leaves within six months, the company will have to pay approximately 7,000€ on double recruitment costs. If the employee leaves within a year, the recruitment costs amount to approximately 3,500€ of the employee's salary costs in addition to labour costs. (Ruuska 2019.) Therefore, the retention of employees in companies has a far-reaching scope on a long-term basis.

Why do people leave their jobs? More specifically for this thesis, why are women leaving their jobs? The work environment is an important factor to women and flexible hours help women balance family and career. Changing skillsets and new opportunities within a company structure can motivate women to challenge themselves and break out of their work routines. This is significant, as long-term employees bring with them experience and knowledge which is an important asset. (Insight for Professionals 2019.)

1.2 Thesis Objectives, Research Questions and Limitations

Research Objectives

The thesis is a useful tool for businesses, future employers and LUAS to better understand the expectations of female students studying at LUAS towards their future work positions. Businesses can prepare themselves to the needs of the female future workforce. LUAS can help to create special courses and work preparation opportunities for their female students studying at LUAS. The purpose is to identify the early expectations of the female students studying at LUAS to their future work life and to understand their values, workplace benefit preferences and the challenges that the female students studying at LUAS face on their journey to employment.

By determining the factors that lead to job satisfaction among the female students studying at LUAS, this thesis helps to promote regional growth, competitiveness, wellbeing and employment. This thesis assists the companies to understand the needs and wants of the future female workforce and helps the companies adapt to the changing values and expectations of the female future workforce entering the market to ensure the retention of female future employees' long term.

Research Questions

Regarding the purpose of the thesis, the main research question is formed and presented below in Figure 1:

How can companies ensure the retention of future female employees' long term?

Figure 1 Main Research Question

It is pivotal to consider the sub questions (Figure 2) that support the main research question. The sub questions are considered to create a path to the main question by defining the separate, complex parts that lead to the actual result. The sub questions investigated in the thesis are defined as following:

1. What values are important to female employees in future work positions?
2. What benefits are important to female employees in future work positions?
3. What may be the challenges female employees face in future work positions?
4. What are the expectations of the future job market for female employees in three to five years?

Figure 2 Research sub-questions

Research Limitations

Limitations are a part of any research and are a part of this thesis as well. Firstly, the author limited the test group to LUAS. The targeted group are female students studying at LUAS and therefore results might vary at other universities throughout Finland. Courses and content may differ and influence the skills and challenges that female students have in other universities of applied sciences (UAS). The employment status of the female students studying at LUAS and their general expectations on the labour market might differ according to their location, being urban, suburban or rural. Secondly, the data was collected at present point of time and as the labour market and requirements evolve, the results may be different in future research. It is important to update the research in the future and compare the data on a longitudinal basis. Thirdly, the research includes female students studying at LUAS who participated in the questionnaire. The question of nationality of the female students studying at LUAS was excluded from the questionnaire. The answers may vary throughout different UAS. Therefore, exchange students, the variety of nationalities and number of foreign students could have an impact on the study results.

1.3 Theoretical Framework

The theoretical framework of this thesis is based on Schwartz value theory and Schein's career anchor theory. In chapter two the basic values are defined and separated into female and male values. This chapter also defines the link between companies, employment and values using the person organization fit model by Chatman. In chapter three Schein's career anchor theory, which is based on Schwarz value theory, is analysed by giving an insight on external and internal careers. The eight career anchors are explained, and the theory is reviewed from Wils, Wils & Tremblays point of view, defining that a person can have several career anchors instead of a single career anchor based on Schein. This chapter also defines talents, skills and abilities in general but also the future skills which are needed for future employability. Motives and needs are an important part in the employability process. Hereby companies can offer several work wellbeing and work benefit options to attract employees to work for them. Linked to skills, motives and needs are the challenges that occur when graduates enter the labour market and the employability process. Dacre-Pool & Sewells Career EDGE theory defines how these challenges can be overcome and which factors are important for the employability process.

1.4 Research Methodology and Data Collection

Research Approach

The research approach can be inductive or deductive. The deductive approach means that a theory about a certain topic is created and a hypothesis is tested. The inductive approach on the other hand, firstly collects the data and then creates a hypothesis or a theory based on the results. The approach is linked to a philosophy, which connects to the approach in a certain direction. The four philosophies are positivism, realism, interpretivism and pragmatism and according to Saunder, Lewis & Thornhill, positivism usually matches with the deductive approach, whereas interpretivism often matches with the inductive approach. (Saunders, Lewis & Thornhill 2009, 124-127.)

A general understanding of the deductive and inductive approaches shows that the deductive approach usually merges with quantitative methods and the deductive approach joins with the qualitative methods. The deductive method starts with a hypothesis and examines this theory with the aim of confirming or denying it. On the contrary, the inductive approach creates a theory by monitoring and detecting certain patterns and occurrences. (Hyde 2000, 82-90.)

Observing the phenomenon of the female future work force, the thesis concentrates on exploring what the possible expectations of female students studying at LUAS are regarding their future workplace. Gathering the information and data, the thesis provides a clear hypothesis and results on the expectations of the female future workforce. Thus, the thesis uses the inductive approach as the theory is created after scrutinizing the gathered information and data. The process of this thesis starts with the observation, from which a pattern is created, and a hypothesis is formed which in the end leads to a theory (Figure 3).

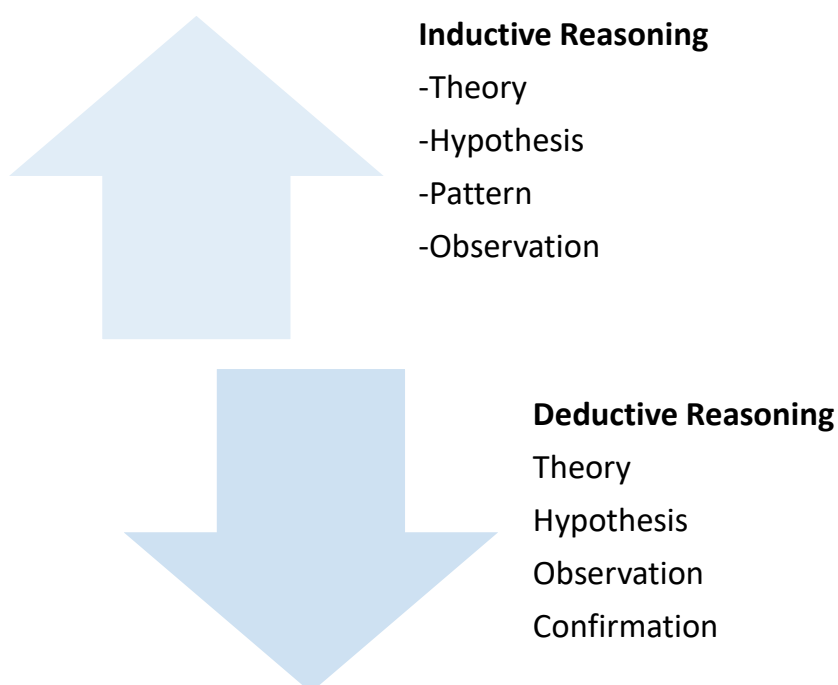


Figure 3 Inductive reasoning vs deductive reasoning (Elmansy 2016)

Research Methodology

Qualitative and quantitative methods are commonly used research methods. The quantitative method is a numerical approach which collects information and data about a certain topic. The information is used for several analysis such as trend reports, comparisons of groups and phenomena, but it also helps to identify relationships of several factors. The quantitative method is always determinable and measurable, providing answers to the research question. The qualitative method is a descriptive data collection technique. The information gathered analyses opinions and thoughts. This method is more flexible and approachable. (Ayiro 2012, 18-19.)

Quantitative research is usually based on a hypothesis which is formed beforehand. Quantitative data collection underlines the hypothesis by applying numbers and percentages to the actual known problem. This method is often used to analyse big data information sources. Qualitative research methods reveal opinions and issues about a certain topic. The method does not necessarily have to be based on an existing hypothesis and the gathered data reveals data from the personal angle of the person or group the information is collected from. (Hammarberg, Kirkman & de Lacey 2016.)

Both research methods can be used on their own or in combination with each other. When either the qualitative or quantitative method is used it is called a mono method. When

qualitative and quantitative research is both gathered in the research procedure, it is called mixed methods. The last option is to gather data using only quantitative or qualitative method several times, which is called multi methods (Figure 4). (Saunders et al. 2009, 152.)

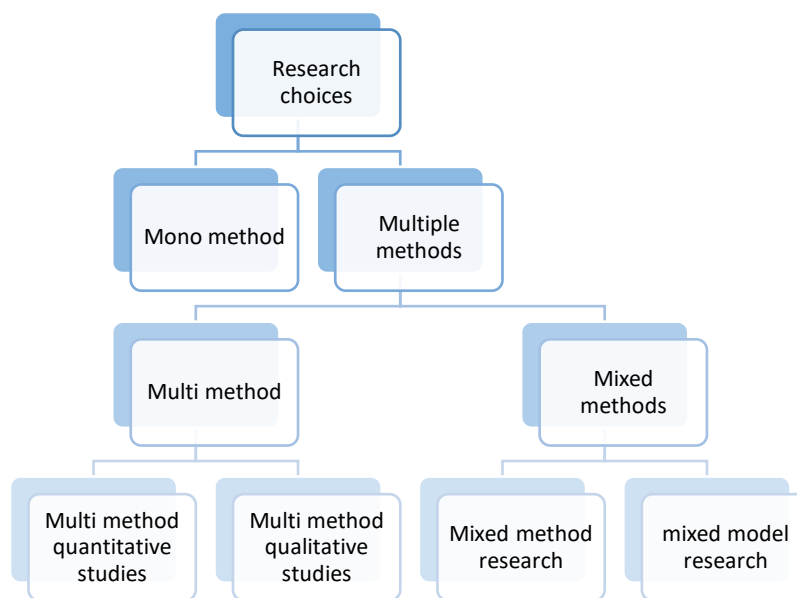


Figure 4 Research Methods (Saunders et al. 2009, 152)

The author used both qualitative and quantitative method to analyse the data in the thesis. A confidential survey was sent out, collecting the data in a given timeframe of two weeks via a link to an online questionnaire. The recipients were female students studying at LUAS and Finnish female business professionals. The student questionnaire, see Appendix 3, contained thirteen questions based on values, benefits, wellbeing, challenges and expectations, which will be closer explained in the empirical part. The female business professionals survey consisted of ten questions regarding based on values, benefits, wellbeing, challenges and expectations (Appendix 4).

Data Collection

Gathering primary and secondary information is a relevant step in the research process. Information gathered by the author, using the methods throughout the research process is considered as primary data collection. Hereby the data can be collected in several ways, creating and sending out surveys or questionnaires, organizing interviews for single or focus groups, or observing behaviours or a certain phenomenon. Data collected from primary sources is an author's self-gathered information. (Devault 2018.)

Secondary sources are origins of information which are documented and published. The data is retrieved from written sources such as newspapers, magazines and books, digital sources like the Internet. Also, visual sources as movies and documentations can be used as secondary data. When collecting secondary data, the reliability of the source is an important factor for the accuracy and validity of the information. (Walliman 2011, 71.)

Both sources are used by the author while writing the thesis. Primary information is gathered from the female students studying at LUAS, using a checkbox online survey, which contains thirteen questions. Another survey, with ten questions was sent out to female business professionals. The secondary data collected in the thesis consists of chosen and valid books, journals, articles and online sources. The secondary sources are selected according to the research topic and questions of the thesis.

1.5 Thesis Structure

The structure of the thesis is divided into seven chapters. The first chapter includes the introduction, which explains the research background, the thesis objectives, research questions, and clarifies the limitations. The introduction points out the research approach and methodology as well as the data collection and as a last part the thesis structure. The second chapter is based on Schwartz value theory. This chapter is focused on the basic values of people and it explains the differentiations and connections of each value. The third chapter concentrates on Schein's career anchors theory. Here the reader is introduced to the several career anchors and their meanings as well as work wellbeing, benefits and challenges. The fourth chapter is the empirical research and data collection. In this chapter the collected information is examined and determined followed by the fifth chapter which presents the recommendations, and the sixth chapter which specifies the conclusion including the findings, validity and reliability, as well suggestions for further research. The final chapter summarises the thesis, reflecting on the topic briefly (Figure 5).

The thesis provides the sources of the gathered data in a list of references and in text citations. In the appendix's information on the timeline (Appendix 1), the confirmation of the research permission (Appendix 2) and the questionnaire questions used to gather the data from the female students studying at Lahti University of Applied Sciences (Appendix 3) are maintained.

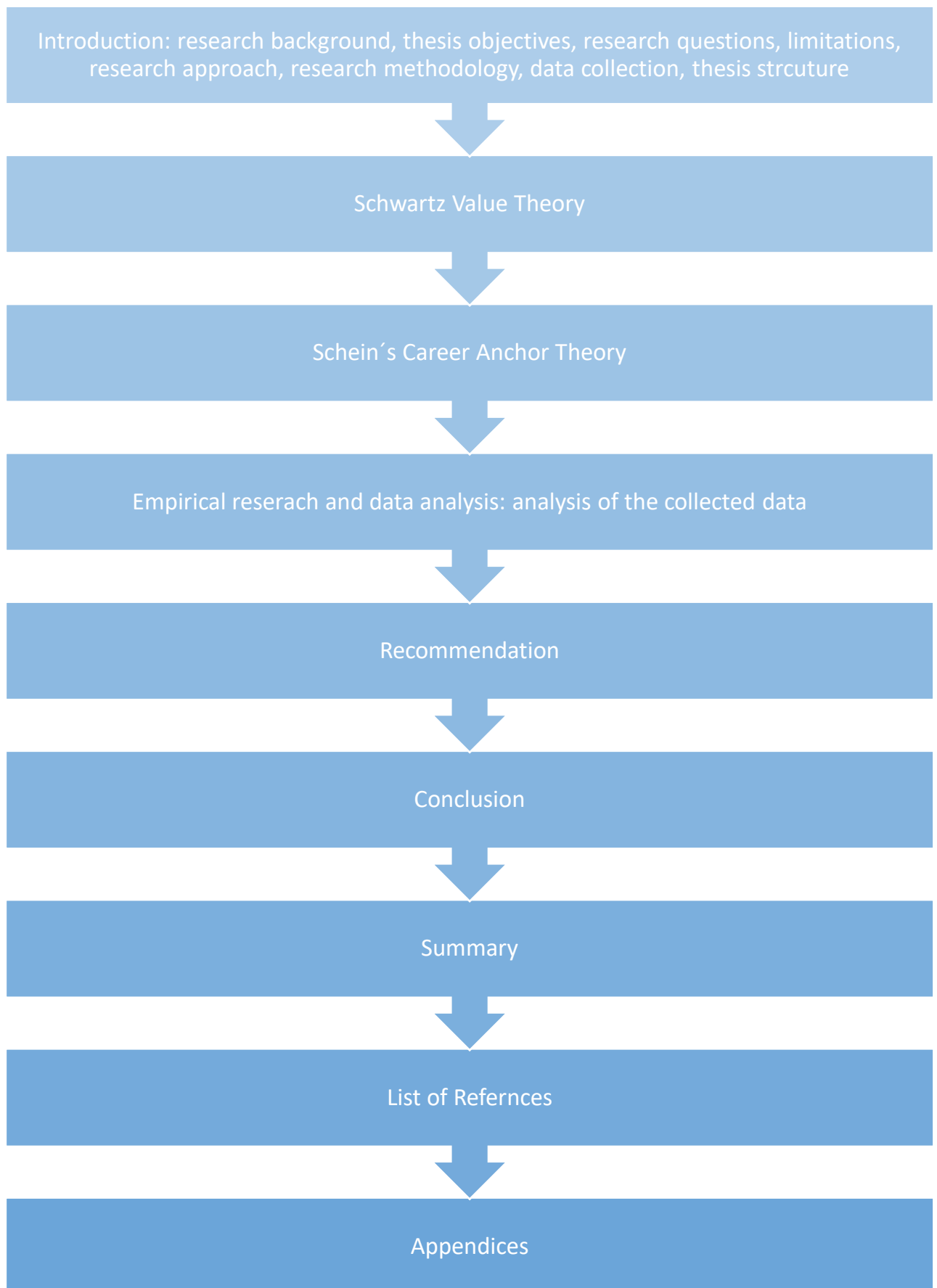


Figure 5 Thesis structure

2 SCHWARTZ THEORY OF VALUES

2.1 Basic Values

Values are often emphasised as goals, beliefs, actions, situations and standards and ordered by prioritizing the most important ones first. This has an impact on human behaviour as everyone has a personal concept and perception of values. Schwartz defines the ten basic values as: Self-direction, Stimulation, Hedonism, Achievement, Power, Security, Conformity, Tradition, Benevolence and Universalism and groups the basic values into four categories as some values contradict themselves. (Schwartz 2012, 2-10.)

The categories under which the values are placed are openness to change, self-transcendence, conservation and self enhancement. Hereby the closeness of the values defines how well the values work together. The further apart the values are on the chart, the more they contradict each other (Figure 6). Peoples´ values differ and they are dependent on socioeconomic factors. (Schwartz 2012, 2-10.)

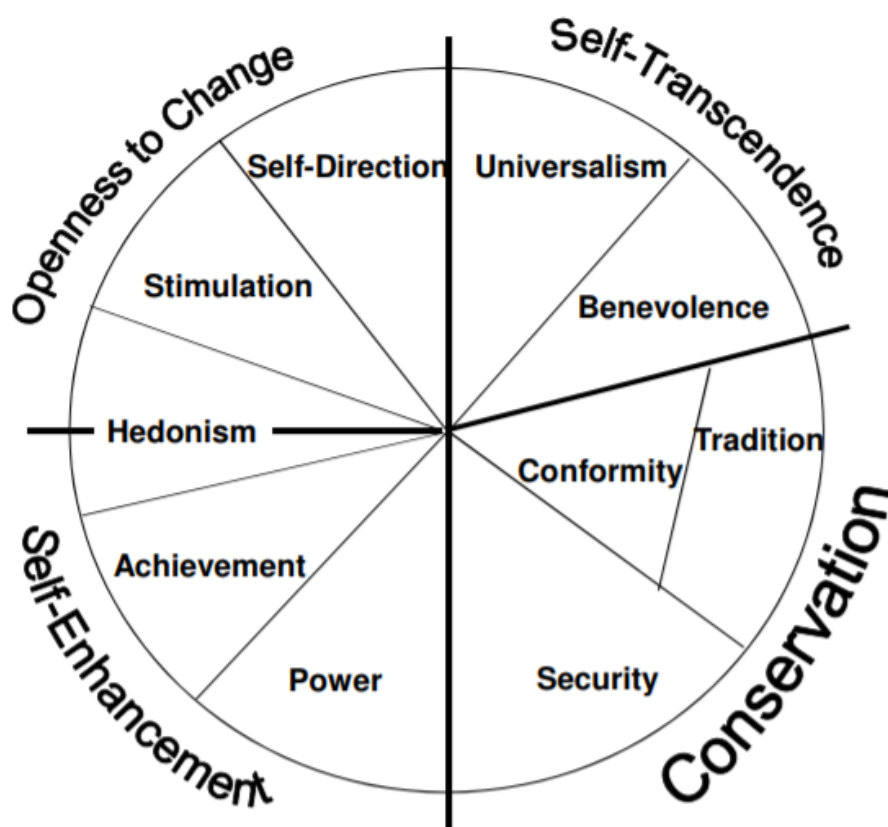


Figure 6 Schwartz Value Theory (Schwartz 2012)

Schwartz Theory

According to Schwartz theory, openness to change means that a person values self-direction and stimulation as well as hedonism. Hedonism, or one seeking for pleasure, is also one of the key values in self enhancement alongside with achievement and power. Self-transcendence main values are universalism and benevolence which means a person is actively involved in the wellbeing of others and values a community. In the conservation field the factors include conformity and tradition as well as security. (Schwartz 2012, 2-10.)

Universalism means equality and fairness within a society. The wellbeing of people, environment and the general surrounding of a person, as well as harmony and tolerance define the thought of universalism. In addition, being open minded, supporting equality and wanting to promote peace and wisdom are universalism values. In Schwartz theory egalitarianism and embeddedness were examined by country. Egalitarianism means that a society is built on the idea of being equal and creating equal chance for all, whereas embeddedness means that keeping up structures and the group itself is the main focus. Scandinavian and northern countries tend to belong to the group of egalitarianism, meaning that the thought of equality and same chances for all are the main aim, while keeping one's personal interests in mind. (Schwartz 2007, 711-728.)

Benevolence is a value that concerns the close group around a person. This can be one's family, workplace or a group of friends. Schwartz defines the aspects of benevolence as "helpful, honest, forgiving, responsible, loyal, true friendship, mature love". The social sense of relationships and loyalty to a group or a team is essential. The group's overall wellbeing is the main aspect and the focus of benevolence. (Schwartz 2012, 2-10.)

Conformity defines a person's will to follow social norms and rules and to live by them. A person is subordinated to the established rules and shows a responsible and loyal behaviour towards the set policies, customs and administration. The obedience of rules and regulations, being polite and respectful, defines the conformity value of people. (Schwartz 2012, 2-10.)

Tradition, as a value, is learned by a person. Customs and beliefs are transferred in culture and families. "Respect, commitment, and acceptance, being humble, devoted and moderate" are taught by one's close surrounding, such as their family, friends and surrounding. People eager to serve society are led by motivation and ambitions to upkeep the gained knowledge. (Schwartz 2012, 2-10.)

Security marks the feeling of being safe and one seeks for stability, security and safety. The importance of being safe and secure applies to the person itself and to their surroundings being protected. Hereby a communal and collective order and place in a group are vital factors. Being healthy, moderate and with the understanding of giving and taking are valued. Security provides a safe feeling of belonging somewhere. (Schwartz 2012, 2-10.)

Power outlines a person who is actively seeking for recognition and wanting to be an authority. Influencing others, being a leader, and domination of people and one's life is defined by striving for power. Hereby wealth and increasing one's prestige and control are the focus. Power values often define the wish to stand out from others and gain a high position in society. (Schwartz 2012, 2-10.)

Achievement can be divided into two sections. Firstly, personal achievement and secondly the achievement to complete a group goal. The ambition of reaching a group goal is still of personal nature. Knowledge, skills and abilities create a general acknowledgment and image of being successful, capable and smart. These skills and abilities develop a person's self-respect and esteem. (Schwartz 2012, 2-10.)

Hedonism as a value describes the search for all enjoyable things in life. Pleasure and fun are the focus. People with this value, target joy and fulfil individual needs. (Schwartz 2012, 2-10.)

Stimulation as a value is the search for new and interesting opportunities and challenges in life. Alternatives and constant change is the centre of attraction. The search for excitement through innovation is the indicator of impulsive and courageous behaviour. Trying new things and experiencing adventures is the focus point. (Schwartz 2012, 2-10.)

Self-direction is valued by people that are following their own goals. Hereby being completely free and valuing privacy is the fundamental understanding. This value also includes intelligence and creativity and choosing and finding own objectives and meanings in life. An independent and self-reliant mind and a natural curiosity are the key aspects. (Schwartz 2012, 2-10.)

Schwartz divided female basic values and male basic values into categories in a further research. Schwartz claims that male and female students have the similar values due to the same situations and circumstances in life. The values change later on in life when the circumstances and situations in life change. Benevolence, universalism and security values are categorized as female values (Figure 7), whereas power, stimulation, hedonism, achievement and self-direction are categorized as male values. Tradition and conformity are considered as shared values (Figure 7). (Schwartz & Rubel 2005, 1017-1018.)

Potts analysed Schwartz value theory more specifically and defined more exact meanings for each original value. The female and shared values are listed below, and they are based on the three sections (Figure 7):

- “our biological needs as individuals”
- “our need to coordinate our actions with others”
- “the need of groups to survive and flourish”.

(Potts 2015.)

Benevolence	Universalism	Security	Tradition	Conformity
<ul style="list-style-type: none"> •Mature love •True Friendship •Meaning in Life •Responsible •Loyal •Helpful •Honest •Forgiving •Spiritual Life 	<ul style="list-style-type: none"> •Broadminded •Unity with nature •A world of beauty •A world at peace •Wisdom •Equality •Protecting the enviroment •Inner peace 	<ul style="list-style-type: none"> •Healthy •Sense of belonging •Family security •Social order •Clean •Reciprocation of favours •National security 	<ul style="list-style-type: none"> •Humble •Detachment •Devout •Respect for tradition •Moderate •Accepting my portion in life 	<ul style="list-style-type: none"> •Self discipline •Politness •Honouring of elders •Obedient

Figure 7 Female Values (Potts 2015)

2.2 Values, Companies and Employment

In the person-organization fit model, organizational and personal values and norms as well as behaviour are measured to define the impacts of organizations and employees. It considers that personality, characteristic and requirement aspects form behaviour of people and those of organizations. All these aspects of people and organizations influence each other, meaning that organizations have an effect on peoples´ behaviour and vice versa. The most important information when analysing the impact of organizational and personal behaviour is to analyse and define common values and norms. (Chatman 1989, 339-349.)

Company values set ground rules for behaviour to assure a common attitude and practise. Although personal values may differ with each member of the organization, the main values of the organization are mostly shared and accepted. Hereby the person-organization

fit model determines the conformity between personal and organizational values. The organization and the individual both have certain values. The organization sets these as norms and behavioural guidelines. Crystallization defines the structure of the values and norms and defines how strong and pronounced they are. Through selection of the candidates, their skills, abilities and knowledge as well as their values the organization chooses the best-match individual. Through socialization the bond between the individual and the values of the company can be expanded to reach a person-organization fit. (Figure 8). (Chatman 1989, 339-349.)

Schein describes organizational socialisations as a process in which the employee learns and adapts to the norms and values of the organization. In this phase necessary skills are developed. The person learns new structures. Schein considers socialisation as a lifelong procedure as people continue to learn and adapt themselves to new situations throughout their careers. The journey from an outsider entering an organization and becoming an insider happens in three steps. Building the knowledge base, meaning that a person is able to provide solutions and is able to take care of the given tasks. Creating a strategy, means that the solutions provided are compliant with the company's values and norms. Finding a mission, means the position serves a purpose connecting with all other positions into a general organizational mission. (Schein & Van Maanen, 1977.)

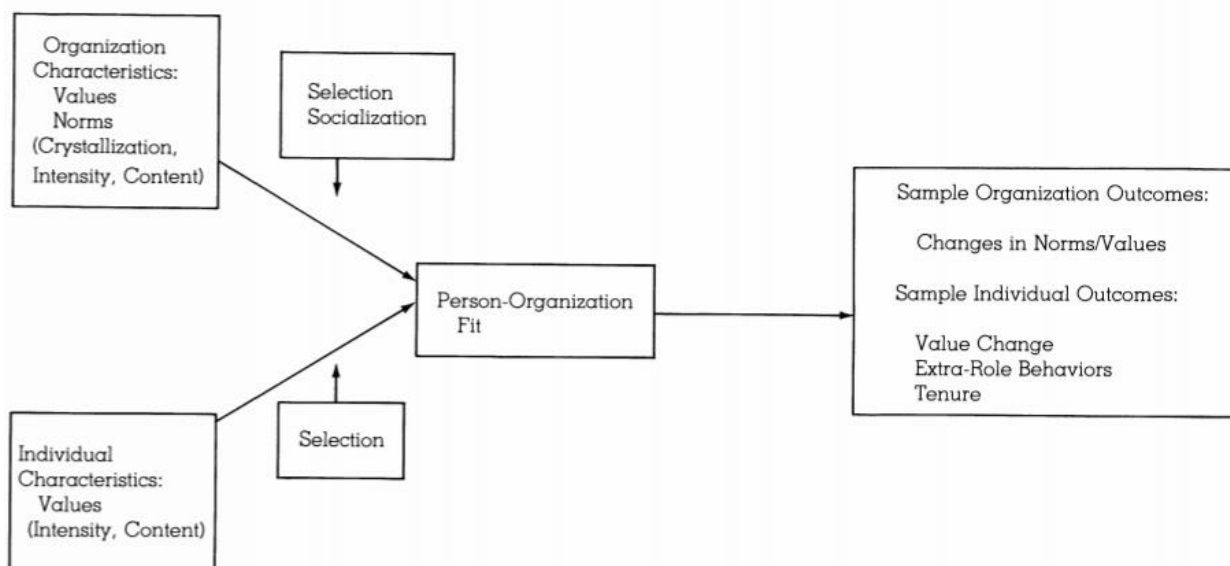


Figure 8 Person-organization fit (Chatman 1989)

When recruiting people, company values play a major role in the process. Companies that have set values and work by them, differentiate themselves from the competition and communicate their beliefs and ideals to employees, customers and stakeholders. Thus, the values create an identity for the company, by which it is classified. Having strong and clear company values help in finding and employing the right people with same mindsets. Sharing the same values helps employees and the company to successfully work towards a common goal. The values of a company have a direct impact on the company's reputation, as the values define the morals and ethics of a company towards their employees and customers. Companies that successfully communicate and share their values with their employees, maintain employee retention. (Owen 2005, 3.)

Clear values provide a clear direction to a company. They define the company's attitude and standards and specify a company's purpose. Company values help to find the right employee for a position and create loyalty among employees and build strong teams of like-minded people. Customers and clients are attracted by strong values. Thus, the connection, communication and loyalty depend on the company's statement and ethics. (Deutschendorf 2019.)

An individual has values which are influenced by their environment. A person therefore seeks for a matching company to suit their values. A position should match their skills, abilities and knowledge in order to achieve a good person-organization fit. The stronger the person-organization fit is the more likely an employee will stay in the company as both share the same values. (Chatman 1989, 339-349.)

A low person-organization fit can have several negative outcomes on employees and the company, as both influence each other. The company might lose its identity as their values might change if the employees have different views and values which they follow. On the other hand, the employee might change and adapt the company's values and in the worst case leave the company due to dissatisfaction. A too high person-organization fit can be tricky as well as all employees and the company might fall into standardized patterns lacking innovation and new ideas. (Chatman 1989, 339-349.)

3 SCHEIN'S THEORY OF CAREER ANCHORS

3.1 Internal, external careers and career anchors

Internal and external careers

In the changing work environment and labour market, a sense of an internal career and external career have arisen among employees. An internal career is determined as a personal perception of the future working life and as a mix of "self-perceived talents and abilities, basic values and the evolved sense of motives and needs". An external career is formed by extrinsic influences on a person's working life. (Schein 1996, 80-88.) In other words, "the realities, constraints, opportunities and actual job sequences in the world of work". (Derr & Laurent, 1989.)

Internal and external careers go hand in hand and build up on each other. When a person enters the labour market, the direction is influenced by an idea and directed by inner feelings. Later on, through experience and the discovery of own skills and values, a more definite and accurate knowledge of the wanted job and position are created. The internal career is one's own idea of a job, position and work life and can be defined as one of the below mentioned eight career anchors. (Derr & Laurent, 1989.)

Driver created a four-step internal career theory claiming that people create certain patterns in their careers depending on personality. The transitory career concept is based on independence and autonomy, meaning that a person is likely to change their career path within a couple of years. The steady career path is where no real change happens in the choice of one's career path. This is linked to security and decisiveness. The third career path is linear, which means that there is an upward movement in the career. This is based on achievement and hierarchical thinking. The last career path is spiral and usually takes place in five to ten years. This means that the person might change company or position. This is connected to growth and integrative behaviour (Figure 9) (Sundby & Derr 2007).

Career concept	Motive	Cognitive style
Transitory	Independence or autonomy	Flexible
Steady state	Security	Decisive
Linear	Achievement	Hierarchic
Spiral	Growth	Integrative

Figure 9 Drivers basic career concepts (Sundby, Derr 2007)

The internal career concept is an important idea as it defines the characteristics of people. Thus, managers can define the different types and keep people motivated and satisfied with their job. The career concepts have developed throughout the years into linear, expert spiral and roamer. The linear concept is the same as mentioned previously and defines people that want to achieve a career and climb higher in their position. These people often leave companies when the desired step upwards cannot be made. Experts are people who thrive being the best in their field of expertise. These people usually keep their jobs as they are motivated to be the best and they value security. Spiral, as mentioned previously, is a person that wants to grow with a position. People who follow this concept, usually bring along expertise and a wide range of knowledge in a field. The roamers change positions and careers on a regular basis. They are not bound to security and appreciate the external career options. People with this concept in mind can adjust to new positions quickly. (Lewellyn, 2002.)

Career Anchors

The idea of external and internal careers is based on Schein's career anchors. The concept of career anchors was developed in the 70's and revised several times due to the changing labour market. The basic concept of possible career anchors remained the same though, being updated by three additional anchors in the 80's. Every person has one or several anchors that define their expectations to work.

- Autonomy/independence
- Security/stability
- Technical-functional competence
- General managerial competence
- Entrepreneurial creativity
- Service or dedication to a cause
- Pure challenge
- Lifestyle.

(Schein 1996, 80-88.)

Autonomy or independence anchor specify people who want to be flexible regarding their work and time management. Independence is considered as a great factor in the person's future career life. Usually, the need for autonomy increases with age, letting employed

people become self-employed or take on positions that offer more self-governing possibilities. Autonomy sometimes goes hand in hand with the security or stability anchor as it is easier to be independent when you already have a secured background. The security/stability anchor in general is not considered to be an “up to date” anchor as the labour market and companies are changing rapidly and jobs are not safe and secure nowadays. That is the reason why flexibility from employee is expected today, more than ever. (Schein 1996, 80-88.)

Security and stability is an anchor which is difficult in modern times. Insecure labour market and conditions make this career anchor a difficult one to rely on. Everyone is replaceable and through digitalization and technology as well as the changing economy stable jobs are rare today. People with this career anchor are desperately seeking for a secure job in uncertain times. (Schein 1996, 80-88.)

Technical and functional competence as well as managerial competence are anchors which are referring to a person's skills. The difference between these two anchors is the technical and functional skills define people who evolve their skills constantly. The aim is to create an individual field of expertise, as work is considered as fulfilment for the person with this career anchor. On the other hand, the managerial competence defines people that obviously want to lead people, but it also defines more. Managerial competence includes the ability of working in a team, communicating and being responsible for actions. (Schein 1996, 80-88.)

Entrepreneurial creativity detects people that have a skillset of managerial competence as well as possess natural creativity to become entrepreneurs. These people need a sense of autonomy and independence as well. This group usually creates positions for people with other career anchors. (Schein 1996, 80-88.)

Service or dedicated to a cause is the career anchor based on values and strong belief in certain matters and principles. These people want to work for responsible companies and find a sense in work. Therefore, these people are seeking for the right position with the right company. The people with this career anchor seek for more and want to make a change by combining their values with similar company values. (Schein 1996, 80-88.)

Lifestyle can be combined with the above-mentioned service to a cause career anchor. These people are seeking opportunities that match their lifestyle. This can mean that work is not the centre point of their life. This group wants a meaningful position that matches their own lifestyle and ideas of the world. For this group of people flexibility is one of the key drivers. (Schein 1996,80-88.)

Pure challenge as a career anchor defines people who are seeking challenges and opportunities to solve problems in their career. Being ambitious and searching for the next big issue to solve is the goal. This group strives for success, but once found and achieved they move on to the next problem to solve. (Schein 1996, 80-88.)

Schein's theory has been analysed and clustered by several researchers. The researchers claim that a person can have several career anchors both primary and secondary. In some cases, even a third career anchor. Feldman and Bolino clustered eight career anchors into three categories (Figure 10) and support their theory that a person has one anchor in each sector. There is always a main anchor which is supported by one or two sub anchors. (Schein 1996, 80-88.)

Talents and abilities	Motives and needs	Attitudes and values
<ul style="list-style-type: none"> • Technical competence • Managerial competence • Entrepreneurial creativity 	<ul style="list-style-type: none"> • Security/Stability • Autonomy/Independence • Lifestyle 	<ul style="list-style-type: none"> • Service/dedication to a cause • Pure challenge

Figure 10 Feldman and Bolinos clustering of the career anchors (Wils, Wils & Tremblay 2010)

Wils et al. (2019) divided Schein's career anchors into Schwartz value categories. They took Feldman and Bolino's concept and divided the ten career anchors into the four categories under which Schwartz divided his values as well (Figure 11). Furthermore, they still propose that certain career anchors complement but also oppose each other. Same as in Schwartz theory the idea is that the further the career anchors are placed from each other the more they are unlikely to appear in the same persons value proposition. Keeping Schwartz value model in mind the values under openness to change are opposite the conservation values and the self-transcendence values are placed opposite the self enhancement values. This theory also applies to the career anchors. (Wils, Wils, & Tremblay, 2010.)

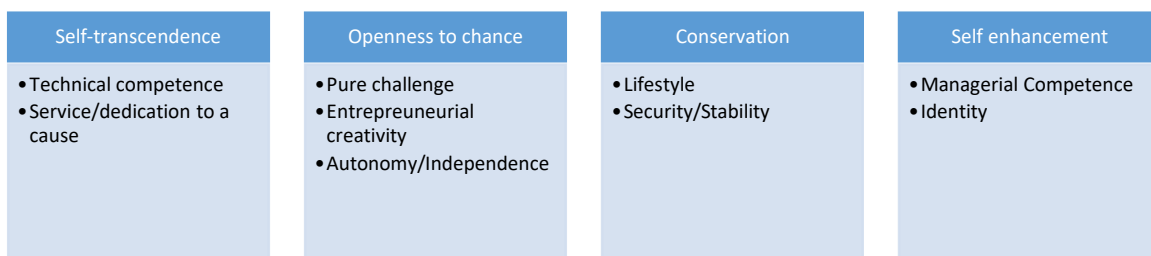


Figure 11 Career anchors and values (Wils et al. 2010)

In further research, Coetzee, Schreuder, & Tladinyane determined that values and career anchors are influencing job satisfaction and therefore the commitment to a company. People with strong career anchors need to work in companies that share the same ideas and goals and support their values and motives. This is important to both companies as well as employees- to guarantee a long-term engagement with a company. By creating jobs and positions for people with different career anchors, a company can assure a broader job satisfaction rate and maintain a variety of people in the organization. Surely some basic values should be shared by the employee and the organization, but each employee and their life circumstances need to be considered individually to assure satisfaction and long-term engagement. (Coetzee et al. 2014.)

Considering that individual career anchors define job satisfaction it is important to also consider that female and male career anchors can change due to life circumstances. In general, female and male values differ from each other. Williams, Grobler & Grobler found that specific career anchors apply to both female and male. In the first one to three years of employment men are more focused on climbing the career ladder than women who value working independently and focus more on their lifestyle. In this period there are differences regarding the managerial competence, autonomy/independence and lifestyle anchors. (Williams et al. 2014.)

After four to ten years men tend to focus on the entrepreneurial creativity anchor and build companies, whereas women still focus on the lifestyle anchor. In general, the male anchors are more focused on the self enhancement anchors, meaning managerial competence and identity. In the self-transcendence section men are stronger in the technical competence section, creating a foundation of knowledge and creating long term goals. According to the research women tend to have their career anchors in the conservation area, which represents lifestyle, stability and security. (Williams et al. 2014.)

3.2 Defining Skills

Various competences and skill sets are important aspects to have today. Especially technical and functional skills are important and necessary. Furthermore, it is important to understand that required skills are changing constantly and educational costs are not necessarily covered by the employers nowadays. Thus, the employee needs to invest time and money to gain new skills or update their existing skills and knowledge. Skills and competences also mean that employees need to gain managerial skills which include financial and analytical skills as well as interpersonal and emotional skills. Managerial competence is also one of the main fields of expertise expected from employees nowadays as structures and hierarchies are changing and becoming flatter. (Schein 1996, 80-88.)

As the world is rapidly changing more employees take their skills and flexibility and create their own companies and businesses. The needs, wants and demands on the market create chances for creative entrepreneurs. Therefore an entrepreneurial creativity is an important career anchor. Entrepreneurship is supported by governments and even in the educational field entrepreneurship has become a big topic being taught to students around the world. Entrepreneurship also creates a base for employing people from other anchor career factions. (Schein 1996, 80-88.)

Employment today means that companies need to adjust to people's lifestyles. Employees' skills and knowledge are more important to companies than a long-term loyal employee. Therefore, incentives and benefits are created to attract the best employees, developing more flexible benefits for the employees. Positions and work environment are created to match the employee's lifestyle and create more flexibility and independence. Digitalisation and availability of information have steered the attention to people, environmental, social and workplace issues. Service or dedicated to a cause career anchors are on the rise. People do not want to just work for money, but the image and corporate social responsibility have become important factors for employees. It is crucial for companies to be responsible and support causes to attract employees with the same kind of values. (Schein 1996, 80-88.)

The labour market is full of challenges and some people have made this their anchor point. This anchor point involves overcoming obstacles, solving issues and matter as well as being very competitive. Schein is not sure whether this is a phenomenon caused by the faster and more challenging labour market or if it is a personal mindset that some people have naturally. (Schein 1996, 80-88.)

Talents, Skills and Abilities

Several skills are needed to gain employability. McQuaid, McQuaid & Colin (2005) created an employability framework in which they gathered information about skills that people need to be employed. The essential attributes describe the basic characteristics of a person. Thus, the basic understanding of trustworthiness and reliability as well as basic understanding of manners are the groundwork. Personal competencies describe the motivation that a person has towards work. In addition, initiative and general interest towards work are important factors. Transferable skills are learned throughout education and working life and can be considered as hard skills. These skills can be divided into three categories: basic, key and high-level transferable skills. Qualifications and work knowledge are the skills and experience that a person obtains at work. And the labour market attachment determines a person's employment situation and history in general. (McQuaid et al. 2005, 208-211.)

Employability is one of the key aims of higher education institutes but also employee's objective to be employed and to preserve employment. Hereby the knowledge and skills obtained in university combined with the work experience gained in internships and trainings help student's employability. Hard skills are essential, when it comes to employability, but also soft skills and networking abilities are imperative factors for employability. Building a career identity to one's self is another needful step towards finding the right position. Thus, again values, interests and abilities play a major role. It is indispensable to include the student's personality into the big picture to understand their personality and to help them self-evaluate and self-assess their opportunities and weaknesses. (González-Romá, Gamboa & Peiró 2018, 133-144.)

Companies can invest into employee's employability and assure that their skills and knowledge is continuously developing. This has positive effects on the development of the company as the investment into employees is creating value and employees value the investment and acknowledge this by loyalty and engagement. Employees get trained in position-based skills that have clear advantages concerning the performance and efficiency of the work and employees appreciate incentives like training as these could also bring advantages when applying for future positions. (Akkermans, Tims, Beijer & De Cuyper 2019.)

Future Skills

Skills can be divided into hard skills and soft skills. Soft skills define the interpersonal and social skills such as communication, teamwork, ethics, emotional intelligence skills and many more. As in most job positions communication and contact with other people is on the daily agenda, with communication skills considered the most important soft skill.

Communication occurs on different levels in a company. It is not only a tool to communicate with the customers and other employees but also helps to transfer the company's mission and build relationships. Communication is an important part of everyday working life and has an effect on the company's success. Having a sense of emotional intelligence and being able to build relationships at work go hand in hand. It is important to understand social behaviour, meaning being able to work in teams and respect other people's emotions and feelings and understand ethical behaviour. (Ramsoomair & Howey, 2004.) Robles defined the ten most important soft skills as follows: "Integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, work ethic". He mentions that soft skills go hand in hand with hard skills which are the skills that are learned. Companies set and define their own range of the most important soft skills. These might differ from company to company. Thus, every company defines their most important soft skills according to the company's values. (Robles, 2012.)

Defining the future skills, the thesis takes a look at trend reports to gather the information about the skills which will be important in the future. Skills such as "leadership, entrepreneurship, creativity, communication, global awareness, civic education skills and digital skills" and "communication, perspective-taking and active listening" are considered to be the crucial future skills. Finland is one of the leading countries in conveying these needed skills to students. Skills are not only learned in classrooms but also in the student's environment and personal life. Science, technology, engineering and math skills in short STEM skills, combined with language skills are some of the main skills that students' need to focus on and be proficient in, in order to gain employment. (The Economist Intelligence Unit 2018, 1-31.)

Ehlers and Kellerman (2019) analyse future skills beyond technical skills. They claim that technical skills will be needed in the future due to digitalization and automation of the world. The researchers claim that there are more skills needed in the future which are not all based on technical knowledge. They created a model (Figure 12). The three main aspects that need to be considered first are subject, object and social factors building the basis for the future skills. Sixteen skills are divided into these three categories, which are explained in Figure 12 below. (Ehlers & Kellermann 2019, 21-24.)

Subject	Object	Social
<ul style="list-style-type: none"> • Autonomous learning competence • Personal Agility • Self efficacy • self management • Self initiative • Autonomy • Need/motivation for achievement 	<ul style="list-style-type: none"> • Ability to reffect • Digital literacy • Tolerance for ambiguity • Creativity • Agility 	<ul style="list-style-type: none"> • Communication Skills • Cooperation Skills • Sense making • Future mindset

Figure 12 Future skill dimension (Ehlers, Kellermann 2019, 21-24)

The Finnish National Agency for Education introduced a new curriculum in 2014 adding transversal skills as future skills in working life. The agency defined seven transversal skills being:

- thinking and learning to learn
- cultural competence, interaction and self-expression
- taking care of oneself and managing daily life
- multiliteracy
- ICT competence
- working life competence and entrepreneurship
- participation, involvement and building a sustainable future.

(Finnish National Agency for Education 2014.)

These skills were introduced due to the changing society and environment. All transversal skills are taught in combination with other subjects. "Thinking and learning to learn" supports individual learning methods and helps to create an independent and self-assessed way of doing tasks and solving issues. "Cultural competences" help students to become aware of cultural differences and hereby create social skills. "Taking care of oneself and managing daily life" covers everyday life subjects such as finances and health and helps the student to understand the daily routine and life in society. "Multiliteracy" creates a knowledge of how

to deal with information provided written or orally. Thus, the focus is to understand and to be able to analyse the provided information and create new ideas and analytical thinking. “ICT competence” stands for information technology competence and provides the knowledge of software and technology. This is needed due to digitalization and constant evolvement of technology. “Working life competence and entrepreneurship” conveys the students’ knowledge about work life situations and how to become an entrepreneur. Several information and strategies are introduced concerning future work life. “Participation, involvement and building a sustainable future” is the last transversal skill on the agenda, the focus is on sustainability and society and how to effect and create a better tomorrow. (Finnish National Agency for Education 2014.)

3.3 Motives and Needs

The self-determination theory and motive disposition theory are the basic terms defining needs. Hereby self-determination theory defines the needs that are general and ubiquitous, and the motive disposition theory defines that needs evolve due to a learning process over time. (McAdams, Shiner & Tackett 2018, 280-287.)

Several theories around self-determination verify that a person has three needs to well-being and essential motivation: the need for competence, relatedness and autonomy. By this a person strives to complete tasks and get a reward from it, connect with others and keep up relationships but also work towards an individual and self-driven goal. All these factors are important for wellbeing. (Schüler, Brandstätter & Sheldon 2013, 480-483.) General needs and motivation are based on the control of one’s life and the feeling of reward which is learned over time. Concerning the feeling of rewarding, companies can help employees to gain this feeling through several initiatives to boost their motivation. The thesis concentrates on work wellbeing and wellbeing initiatives.

Work Wellbeing

Dodge, Daly, Huyton & Sanders (2012). are focus on this issue in the international journal of wellbeing. The confusing journey of defining wellbeing starts with the way it is written. Several ways of writing, with a hyphen, without or written together appear in several articles and books. The history of wellbeing deals with the same approaches as the holistic and mindfulness idea. Hedonic and eudaimonic concepts are the basics of defining wellbeing. The idea of eudaimonia is based on Aristoteles concept of happiness and that it is people’s goal to reach a state of happiness. Dodge et al. define wellbeing as “the balance point between an individual’s resource pool and the challenges faced”. (Dodge et al. 2012.)

Defining wellbeing is not easy. Several approaches define wellbeing in a different way. Cambridge dictionary defines wellbeing as: “the state of feeling healthy and happy” (Cambridge Dictionary 2019). For companies today, wellbeing is a strategic move. Companies are trying to figure out how employees work better, so “well-being becomes a status” which is based on individual experience rather than facts. (Addabbo, Ales & Curzi 2017, 1-13.)

Looking at more holistic and mindful approaches on wellbeing, the two approaches found are the “hedonic and eudaimonic approaches”. In addition, the idea is to seek for pleasurable experiences and avoid painful ones and thus find self-realization. Living by one or both approaches the holistic theory explains that this mindful way of life will improve the state of one’s health. As wellbeing is linked to experience, which is a conscious mindset, the feeling of wellbeing can change according to the perspective. (Mills 2019.)

Companies and employers have created several wellbeing options to retain their employees’ health and wellbeing. By introducing new methods, the companies assure retention and overall performance. Stress and unhealthy working conditions cause health issues which lead to absences of employees and in the worst case to high turnover numbers which are costly for companies. Forty percent of employee’s claim being stressed at work and the separation of work seems to become more and more impossible due to digitalization. (Agarwall, Bersin, Lahiri, Schwartz & Volini 2018, 65.) Wellbeing and mindfulness have become a lucrative business in recent years. Alone in 2015-2017 the wellness industry grew by 12.8% becoming a 4,2 billion business. Comparing these numbers with the overall global economy growth the wellness business grew twice as fast. (McGroarty 2019.)

Wellbeing initiatives are important measures for companies as “happy” employees are more productive and effective workers. Factors such as “certainty of employment, fair wages and payments, workers’ rights and protection, time arrangements and flexibility, training and educational opportunities, employee empowerment and the interpersonal relationships at work with colleagues and supervisors and power management” play a major role in the wellbeing of employees. Wellbeing influences the mental and physical health and therefore the performance of the employee. (Julià, Vanroelen, Bosmans, Van Aerden & Benach 2017, 401-403.)

Basic work wellbeing in Finland consists of three main factors: the work is “safe, healthy and pleasant”. The Finnish Sosiaali- ja Terveystieteiden ministeriö, the Ministry of Social Welfare and Health, monitors the overall situation in Finland. Work wellbeing is important as it is directly linked to productivity, the workplace atmosphere and the reputation of the company.

Wellbeing at work controls incidents, accidents and sick leave in a company. (Sosiaali- ja Terveystieteiden tutkimuskeskus 2019.)

According to the International Labour Organization, 320 million accidents and work-related illnesses occur in workplaces all over the world per year (International Labour Organization 2017, 18-20). In Finland 25,3% of women work part time due to health reasons, a total of 32,7% of women consider their job as physically constraining and 47,9% of women consider their job as mentally challenging (Statistics Finland 2018, 62-64). These numbers are indicators of how important it is for companies to consider wellbeing options for their employees to assure their wellbeing and maintain their health.

The sickness allowance in Finland 2016 shows that women have been more ill than men and more often on sick leave than men, 166,149 women received sickness allowance, which is 53, 47€ per person a day. The total benefits paid create a sum of 406, 6 million euro (Table 2) (Statistics Finland 2018, 91). The total costs for companies that do not take measures to support their employees can be very expensive. The costs run somewhere between 3.2% and 11.5% of the company's annual wages. (Terveystieteiden tutkimuskeskus 2019.)

Table 2 Sickness allowances in 2016 (Statistics Finland 2018, 91)

	Total number of days covered 1,000 pcs	Recipients of sickness allowance number	Total benefit expenditure million €	Per recipient €/day
Women	7,604	166,149	406.6	53.47
Men	6,164	115,395	367.2	59.58
Total	13,767	281,544	773.8	56.21

Employee retention is another aspect which companies need to consider. Employee retention and wellbeing at work are connected and belong to the factors helping to provide employee retention alongside with factors such as "work environment, team, leadership, training, compensation and policies within the company". Wellbeing is considered to be one of the most important factors when it comes to employee retention. The wellbeing options a company provides to their employees, define the concern and personal interest that the company has in their staff. The wellbeing initiatives reflect the company's overall ideology via their employees. This can have a clear impact on the reputation and standing of a company. (Anitha 2014.)

Employee turnover is the opposite term of employee retention. Employees leave companies because they are unsatisfied with the company in general, e.g. in the performance, conditions and overall benefits that companies do not provide or provide poorly. Looking at Figure 13 below, the average costs of employee turnover becomes clear. A company can calculate the annual costs by adding the hiring, onboarding, training and vacancy costs and add to these the number of employees that are multiplied with the annual turnover percentage (Figure 13). It becomes very clear that employee retention is an important strategy for cost saving for every company. (Verasai, 2018.)



Figure 13 “How much does employee turnover really cost?” (Altman 2018)

Work Benefits

Work benefits are additional “non-wage” incentives that a company offers to their employees. Two types of benefits are considered. Firstly, the benefits a company must provide by law. Secondly, the voluntary benefits that companies use to attract new employees and keep their existing employees satisfied. Individual benefits can be negotiated in some cases when applying for a new position. (Doyle 2018.)

Finland has basic employment rights which are defined by the Ministry of Economic Affairs and Employment (TE toimisto), the Finnish minister of labour and economic affairs and do not belong into the category of work benefits. These points are defined as:

- receiving a salary in accordance with the collective bargaining agreement
- organise trade unions
- a safe working environment
- equal treatment.

(TE-Palvelut 2014, 20.)

The benefits that are defined by law and to which every company needs to provide, are specified as the terms of employment and the regulation of working hours and overtime. In Finland a five-day work week with forty working hours is the norm. Paid holidays are usually set as two days per worked month. Termination rules are determined by the employment contract act and the work certificate and other work specific terms are defined in the contract. (TE-Palvelut 2014, 20.)

The voluntary work benefits that go beyond the benefits determined by law, are company specific and are differentiated by the companies and provide incentives to attract the right employees. Additional health care, private medical options, insurances as well as private pension plans are popular benefits offered by companies and have become a standard in most companies. Educational options, training and student loan coverage or payment help, are approaches that help the employee gain experience from which the employer profits long term as well. Transportation options and subsidies are an attractive incentive to employees that commute to work. (Held 2019, 8-9.)

Work-life balance as a work benefit means flexible hours and flexible work options. Flexible working hours can be useful for the employee due to several reasons e.g. employees who are taking care of children or family members, are dependent on flexible times to balance family and work. Another option provided by companies is a fund which helps the employee to seek care options and places for their family members. The funds provided by the employer, cover the costs of care facilities and help. Flexible work options offer the employees the possibility to work from home. This can be part time, full time or individually negotiated, according to the employee's needs. Another form of flexible work option is the flexible division of working hours. In this case the employee can divide her forty hours week into four days or four and a half days. (Miller 2016.)

Compact work weeks are a popular tool especially concerning seasonal compressed work weeks in the summertime. This gives the employee more time to enjoy the seasons. Part time options are already available on the labour market. The update of this model is job sharing, where two-part timers share a full-time position, creating flexibility for both parties. Part time positions can also include paid and unpaid leave options. These options help employees with educational leave, family matters or personal reasons. (Held 2019, 8-9.) Subsidized household help such as cleaners assist the employee at home and offer more free time that can be spent with family, friends and on hobbies. (Miller 2016.)

Unconventional work and personalized benefits are a trend in international companies around the world and companies are becoming more creative offering individual and new benefits to their employees. Unlimited vacations, free food and office snacks, free or

subsidised memberships, pet related benefits such as “pawternity” leave or the option to bring dogs to the office, on site options are some other benefits that help the employee to take care of daily personal errands at the workplace. Laundries, shops, restaurants and day care at the workplace help the employee to save time and worry less about necessary after work errands. (Miller 2016.) As Agarwall, Bersin, Lahiri, Schwartz & Volini defined work benefits: “Talent today wants a custom rewards experience that reflects how they live, work, and communicate, not a one-size fits-all approach rooted in the past” (Agarwall et al. 2018, 36).

Challenges

As Schein’s anchor points already mention in the chapter above some people search for challenges and issues throughout their career but as the labour market is becoming more competitive and challenging, obstacles and challenges become a common experience. Especially graduates face several issues when entering the labour market. Molinsky and Pisman claim that the struggle of graduates today is not generational but of cultural nature, stating that feedback, relationships and accountability are the most complicated factors. (Molinsky & Pisman 2019, 1-8.)

Shifting from educational institutes to the labour market, graduates need to adjust to new ways of receiving and providing professional face to face feedback. In educational institutes the student receives constant feedback and suggestions on how to improve their performance and skills when handing in work. However, in working life, constant feedback and suggestions are rare and not delivered every time a task is done. (Molinsky & Pisman 2019, 1-8.)

Building relationships in educational institutes differ from creating professional work-related connections. When choosing friends in university, usually personal factors play a big role. Friendships are based on personal preferences and common ideas and the perception of having fun together as everyone has the same status and a hierarchical system do not exist. In the professional world relationships are built on the basis of networking. Colleagues and business partners have different statuses and backgrounds. Professional relationships are the focus in the business world. The relationships at work define one’s network and therefore determine future possibilities. Connections are often established with people that one would not necessarily interact with on a personal level. (Molinsky & Pisman 2019, 1-8.)

While being at university, students are, in the end, responsible for their own performance as well as succeeding at university. Even when working in groups for different group actions in the end each student has to make sure that their own performance is good.

Basically, everyone is their own fortunes architect. In the working world people have a shared responsibility and mistakes can have serious economic, personal and colleague specific consequences. (Molinsky & Pisman 2019, 1-8.)

Some universities provide courses that prepare the students to working life, meaning that certain skills and employability measures are taught to the students. Companies should keep in mind that especially graduates need special support to adapt to the new circumstances, environment, rules and values. Therefore, companies should aid and teach the graduates to assure a smooth transition from university to working life. The graduates need to figure which skills they lack and proactively try to improve and fill in their skill gaps to assure a good start on the labour market. (Molinsky & Pisman 2019, 1-8.)

The employee sets certain expectations to their employer of tomorrow. To clarify the employability challenges the author uses the model by Dacre-Pool et al. (2007), which is based on the career EDGE model and creates the foundation for the whole diagram. The career EDGE level consists of basic factors, "experience, degree, generic skills and emotional intelligence", that a student should learn in university, which creates a solid foundation of knowledge and skills for the future path. Once a student has developed this solid foundation, automatically "self-efficacy, self-confidence and self-esteem" are created which again are very important attributes to being employed. (Dacre-Pool & Sewell 2007.)

The model catches the attributes that are important for employment, so without a solid foundation it will be very challenging to enter the labour market. Showing well that the career EDGE will help to define the basic skills and abilities to enter the labour market of today. The challenges start with the student itself and the foundation built during the studies and educational levels. Hereby being one's architect to fortune is retained and builds the basic needed infrastructure for one's career. (Dacre-Pool & Sewell 2007.)

The key to employment therefore is to develop a foundation of knowledge through learning and constantly developing this, gaining experience, obtaining a degree and educational knowledge, having a good set of generic skills and emotional intelligence. (Figure 14.) All these factors will provide the necessary confidence and abilities to be employed. (Dacre-Pool & Sewell 2007.)

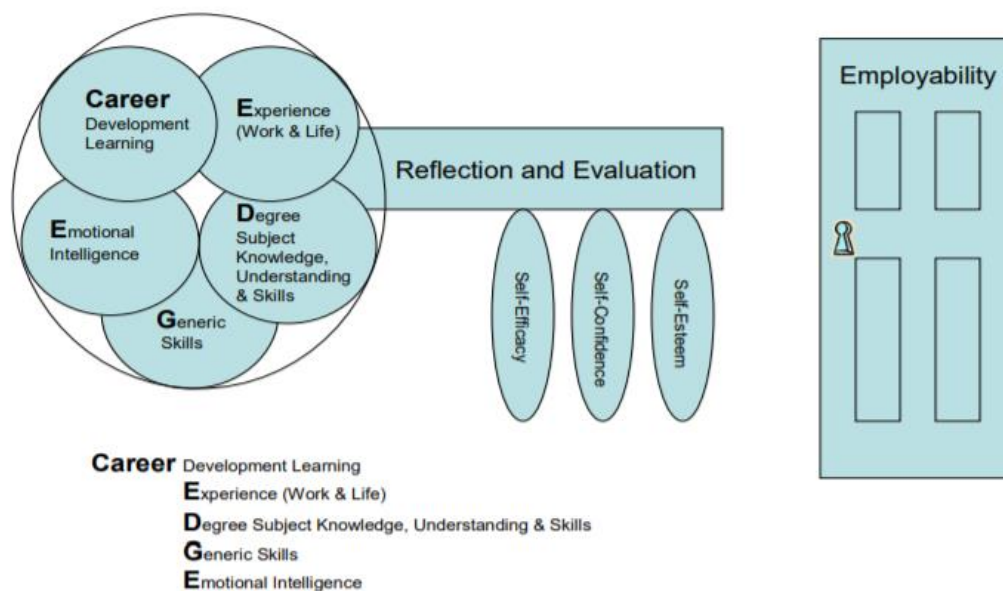


Figure 14 A metaphorical model of employability (Dacre Pool & Sewell 2007)

Career development learning (CDL) is based on the term career education and Watts DOTS model. CDL is the preparation of students to working life conditions, challenges and requirements. Hereby “decision making, opportunity awareness, transition learning and self-awareness” create the foundation of the career development process for employability. Decision making means that the person is able to make clear agreements and compromises regarding her career. Developing foresighted plan and considering steps and milestones to achieve employability and the position and career that one wants. Opportunity awareness means that the person is able to understand structures and fundamental demands of the market and employers and react and adapt to these. Transition learning is the understanding of challenges on the job market. Skills gained in transition learning help to prepare the individual to recruitment processes such as applications and interviews. Self-awareness refers to a person’s skills, abilities and knowledge gained in educational but also personal life. Hereby it is important to understand and to evaluate one’s strengths and weaknesses. (Watts 2006.)

Experience is gained at universities but also in everyday life situations. This experience can help to create new skills and knowledge which can be useful for future positions and work life. Jackson uses the terms lifelong learning and lifelong education to explain the general term experience. Through education, work, family, interests and other factors experience as well as knowledge is gained. This gained experience helps individuals to develop further and create new knowledge and abilities. He states, “if education is life then

life is education". To gain broad experience in university, real life work experience in forms of internships and exchange programs, the study program and extra-curricular experiences and activities build the foundation of experience needed for employability. (Jackson Willis 2014.)

Degrees, subject knowledge, understanding and skills define the groundwork of knowledge, which is documented in form of degrees and certificates. Grades and certificates are the first thing by which an employer can define the skills and abilities of a graduate. Degrees go hand in hand with other skills and abilities and ensure as a package the possibility of employment. (Watts 2006.) Subject knowledge can be referred to as expertise. This expertise can be divided into procedural knowledge and conceptual expertise. Procedural knowledge is the general knowledge how to do certain things. Past experience is procedural knowledge. Conceptual experience is understanding why things are done. It is important to combine procedural knowledge and conceptual expertise as procedural knowledge can turn into routine, without any kind of involvement into other fields of expertise. Creating flexibility and adaptability into new fields of expertise is the key to becoming an expert. (Hatano & Inagaki 1984.)

Generic skills according to Harvey are a set of skills that a person needs for employability. In his studies he figured out that employers seek and value certain generic but also personal skills. (Figure 15) (Harvey & Knight 1996). The combination of generic skills needed varies from the field that the graduate wants to work in. These generic but also social skills are important and need to be trained and updated. The aim of learning a special set of generic skills is to help the graduate to integrate into working life. (Dacre Pool & Sewell 2007.)

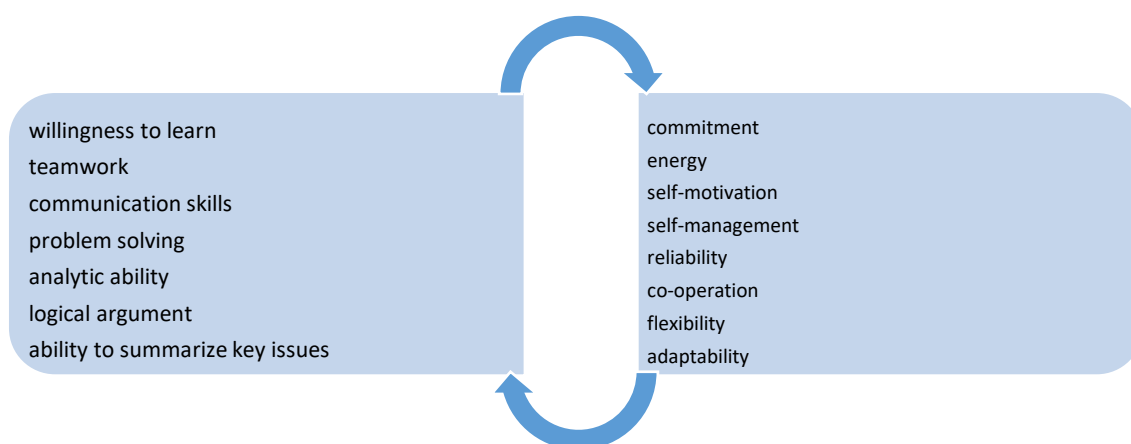


Figure 15 Generic and personal skills (Harvey & Knight 1996, 54-56)

Emotional intelligence is a combination of the two factors emotions and intelligence. Emotions are a reaction to a certain experience which can either be of positive or negative nature. Intelligence on the other hand defines the ability to think rationally and abstractly. Emotional intelligence therefore combines the two aspects and is the ability to determine feelings and emotions and to react to these emotions and to balance them as well as to direct them. (Salovey & Mayer 1990.)

Emotional intelligence is considered to have several positive effects on a person such as improving one's health and creating a positive surrounding that others want to be around. People who are aware of their feelings and are able to understand other people's feelings, are able to communicate well, understand and create general wellbeing. (Salovey & Mayer 1990.)

As seen in Figure 16 below, emotional intelligence is a construct of several factors. One's own and other people's emotions are both considered. Emotional intelligence consists of three parts. First the appraisal of one's self and other people's emotions which are both expressed in a verbal and non-verbal way. Hereby the expression and perception of emotions is the key, meaning that understanding and compassion of emotions is the focus. (Salovey & Mayer 1990.)

The next step is to regulate the emotions which means the ability to observe and to react to the emotions and to regulate these. This is probably the hardest part, as there is a thin line between positive regulation of emotions which leads to motivation as well as problem solving and the negative side which can be considered as manipulation. (Salovey & Mayer 1990.)

The utilization of emotions considers "flexible planning, creative thinking, redirected attention and motivation" to support a positive environment and to help solve issues. As the commonness and recurrence of emotions differs from person to person, it is important to be flexible and consider every individual and their emotions as well as situations separately. Emotional intelligence helps people to solve problems through creative thinking. People tend to solve issues in a more effective way when their emotions are positive, therefore creating a positive environment is crucial. (Salovey & Mayer 1990.)

As mentioned before the recurrence of people's emotions differs. This can also be due to certain circumstances in life. People prioritize emotions which can affect their current mood and their focus on problem solving. Hereby it is important to redirect their attention back to the actual situation, without completely pulling them out of their other emotional situations. A balanced and organized emotional state helps to focus on several situations in one's life. Emotions help people to react to certain situations. Negative emotions can

have positive effects and vice versa. Emotions create strictures of behaviour, meaning that a person reacts upon their emotions which motivates a person to take actions.

(Salovey & Mayer 1990.)

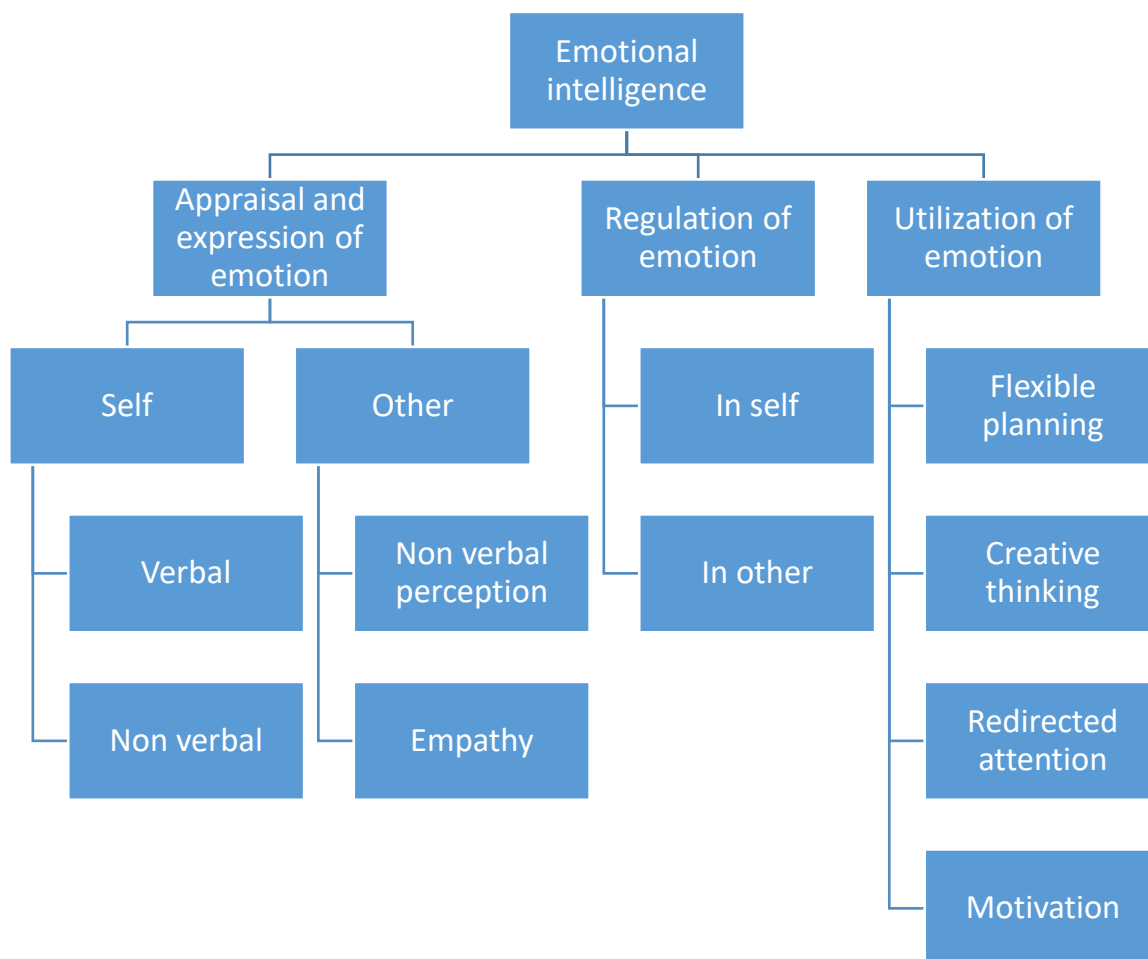


Figure 16 Conceptualization of emotional intelligence (Salovey & Mayer 1990)

4 EMPIRICAL RESEARCH AND DATA ANALYSIS

The research methods and data analysis of the thesis are described in this chapter. The author used qualitative research methods to analyse the collected data. This chapter starts with the data gathering process and explains how the primary data was collected using the surveys. This is followed by the actual examination of the data and determination of the findings.

4.1 Data Acquisition

The timeline for the thesis and the research was from 4th April 2019 until 29th July 2019 (Appendix 1). The timeline started with the approval of the topic and filling in the necessary paperwork as well as the meeting and being in contact with the thesis supervisor. The preparation phase for this thesis was from 4th March 2019 until 18th April 2019. The primary data collection in form of the two surveys was planned to be sent out on 2nd May 2019. However, due to strategic reasons such as Easter break (21st April 2019 until 22nd April 2019) followed by a Finnish bank holiday (May 1st) the timeline was changed to the time frame between 23rd April 2019 and 5th May 2019 due to the student's tight deadlines and absence due to the summer break. This postponement did not affect the rest of the timeline. The secondary data was collected during the preparation phase and during the survey period 4th March 2019 to 6th May 2019.

Creating a confidential student survey authorised by the Dean of LUAS (Appendix 2), the author choose English as a language for the questions, thus being able to include all female students studying at LUAS. LUAS provides several degree programs in English and Finnish; therefore, it was important to include all female students studying at LUAS. The survey consisted of thirteen questions that were mostly checkbox questions addressed to all female students studying at the university. All thirteen mandatory-to-answer questions were chosen carefully and based on the theoretical part of the study with the aim of answering the research questions. The link to the questionnaire was sent to all LUAS students via email by the thesis supervisor, resulting in twenty-eight responses to the survey in total. Out of the twenty-eight responses, twenty-three were female students and five were male responses. The male responses were excluded from the thesis as the focus was only female students.

The survey began with part one including a short introduction, followed by questions to clarify the gender, age and information about the degree program and age. The second part of the survey examined the current work status and time working at the recent workplace. Part three of the survey dealt with the values, benefits, challenges and skills. Part

four of the survey concluded the female future workforce company expectations in case of being headhunted and reasons for leaving a company.

The female business professionals survey consisted of ten, all mandatory questions, as fill-in answers. This survey was made to compare the female students studying at LUAS answers to the female business professionals. This was made in order to see how the answers change throughout working life. To keep the language level consistent and comparable to the student's survey, the author decided to keep the language in English. All ten questions were based on the student's questions to gain comparable results and to be able to answer the research questions. The Finnish female business professionals were chosen by sending out emails and asking women from different business fields to respond to the questionnaire. The questionnaire was sent out to twenty business professionals resulting in four participants. No male business professional was contacted nor considered for this thesis.

A short introduction explained the intention of the survey, followed by the email address for the purpose of sending this thesis to the business professionals to make sure no data was used concerning the identity and company of the women. This was done for data protection reasons. The second question asked about the company and the industry of the business professionals. The companies were kept confidential as negotiated. The next questions deal with the top benefits, criteria of choosing a female applicant, the most important skills needed today, followed by the biggest challenges entering the future job market. The business professionals then had a chance to give the female students studying at LUAS some advice for entering the future job market as well as to define why women leave companies. In the last question the female business professionals told about the wellbeing options that their companies offer to female employees.

Both surveys were created with the help of Google Surveys, because this program allows to control the participation of only female students studying at LUAS, as it allows to limit the participation via the school email, and it is easily accessible for the business professionals as well.

4.2 Data Analysis

This chapter of the thesis examines and provides the survey questions and the answers given by the female students studying at LUAS as well as the business professionals working in the fields of real estate, media, restaurants business and finance. Part one and part two of the data analysis are only considered from the student's point of view as questions concerning the gender, degree program, age as well as work status were not

important regarding the female business professionals. The answers given are analysed in text and visualized by charts.

Part one: Gender, degree program, age

The first question was “are you a female student at Lahti University of Applied Sciences”. This was important as the survey was addressed to female students studying at LUAS only. The survey was created in a way that students that clicked the male box were directly excluded from the survey and did not have any access to the questions. The survey also was limited to one answer only. Still 17,9% male students participated and 82,1% of female students studying at LUAS filled out the questionnaire (Figure 17). It was clearly stated in the introduction that the survey is addressed to female students studying at LUAS, but the author had to assure the correctness of the participants by adding the limitation, which in the end was needed to assure the correctness of the results. Therefore, the blocking of male participants was a necessary step. Survey Respondents 5, 6, 9, 20 and 27 were therefore disregarded in this research.

Are you a female student at Lahti University of Applied Sciences?

28 responses

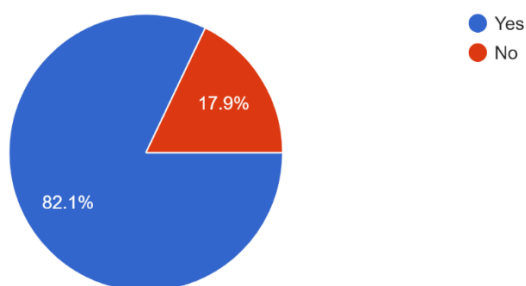


Figure 17 Gender share of participants responding to the survey

The second question “what degree program are you studying” was created as a fill in text question. This question lead to some confusion as the answer was split into several fields due to the different spelling of the degree programs. Some students used abbreviations and different ways of spelling. Thus, 34,8% responded with “International Business”, 21,7% with “IBU”, 17,4% “International business”, 4,3% “BD”, 4,3% “Bachelor”, 4,3%

“Bachelor’s degree in international business”, 4,3% “Business”, 4,3% “International Trade”, 4,3% “international business”. The idea of asking the students about their degree program was done in order to gather information about the different fields of studies and to compare the expectations. As the majority of participants is studying International Business, the comparison between the different degree programs was discarded in this study.

Asking the students, “which of the age groups do you belong to”, the author decided to cluster the age ranges into five parts. The ranges were set as 18-21, 22-25, 26-29, 30-35 and 35+ as there are different aged students studying at LUAS e.g. younger day time students and older evening students. Surprisingly answers from all age groups appeared. Most active participation was received by the age group 22-25 creating a share of 34,8%, followed by the age group between 18-21 with 30,4%, 26-29 with 21,7%, 35+ with 8,7% and 30-35 with a share of 4,3% (Figure 18). This result was expected due to the fact that 25% of graduates in Finland are under 20 and 17% of students in Finland are over 40 years old, so the mid-range of students was expected to be the strongest. (Finnish Agency for Education 2017).

Which of the age groups do you belong to?

23 responses

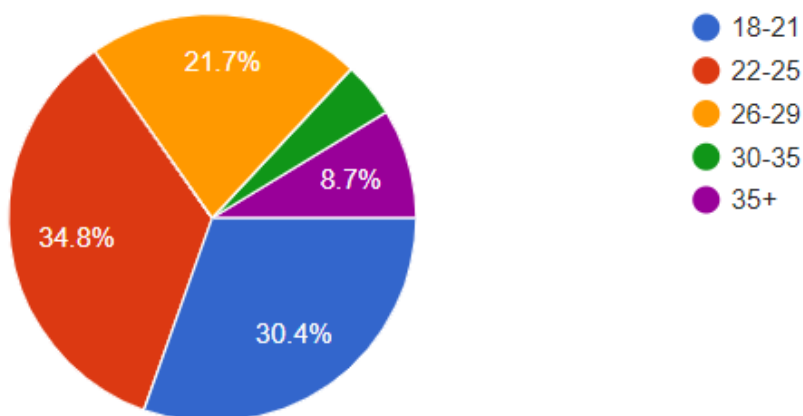


Figure 18 Age groups among the female students studying at LUAS

Part two: work status and duration of recent workplace

The next two questions “are you working while you are studying at Lahti University of Applied Sciences” and “how long have you been working in your recent workplace” were linked asking the students about their current working status during their studies at LUAS. Answering the first question whether the students work while studying the survey redirected the yes answers to the next question of how long the students have been working at their current workplace. The students that answered with no, skipped that question. Thus, results in 69.6% of female students studying at LUAS working during their studies compared to 30,4% not working while studying.

The linked question about the time frame was clustered into five categories 1-6 months, 6-12 months, 12-18 months, 18-24 months and longer than 24 months. Resulting that the majority of female students studying at LUAS has been working at their recent workplace for 1-6 months 31,3%, 6-12 months 31,3%, longer than 24 months 25%, 12-18 months 6,3% and 18-24 months 6,3% (Figure 19).

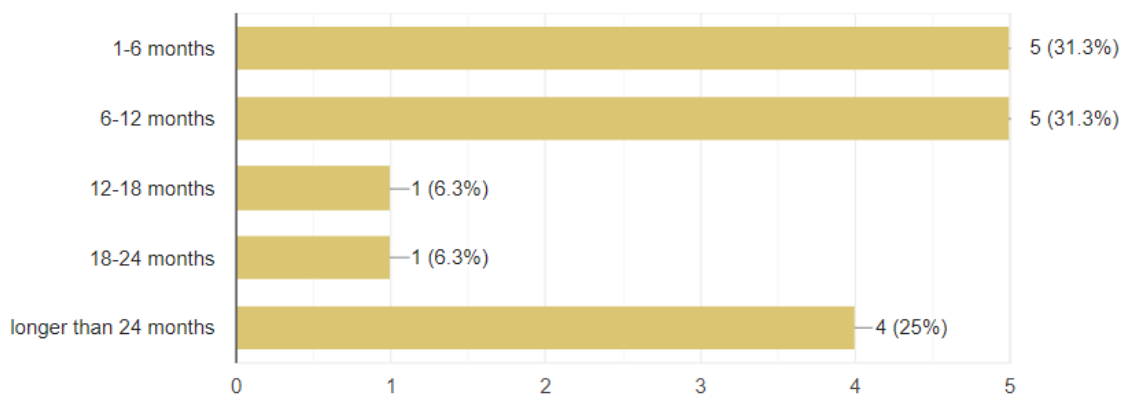


Figure 19 Current employment time among the female students studying at LUAS

Part three: Values, benefits, skills and challenges

Values:

“Choose the top three values that are important to you in a company” was the next question asked to the female students studying at LUAS and the results varied. Seven answers were given as checkbox answers, and three options had to be picked. The overall analysis of the most picked values created similar results when considering all given answers

and the order they were given in. Looking at the answers overall most picked the answer positive work environment with 95,7% (ranks number one), honesty towards customers and employees (ranks number two with 56,5%) and the third most picked value is company offering long-term employment (43,5%) and appreciation of work and effort with 39,1% on rank three. Passion for the product, service or company 34,8%, trust in employees 17,4% and teamwork 13% (Figure 20).

Choose the top three values that are important to you in a company?

23 responses

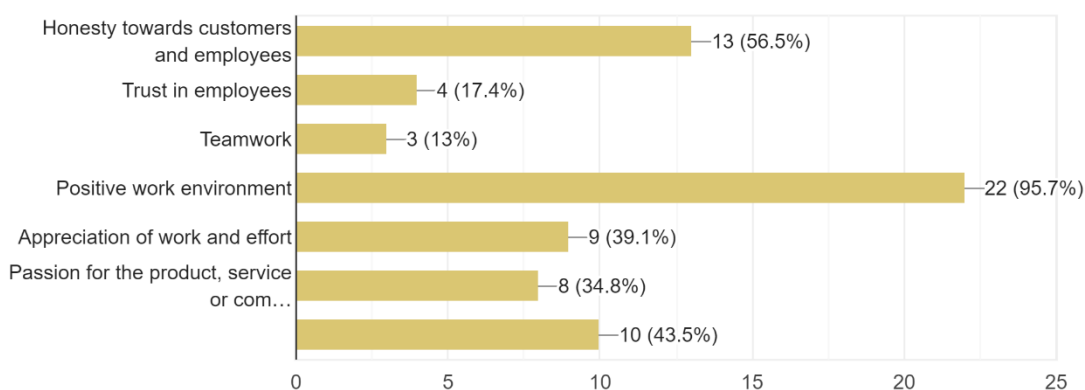


Figure 20 Top three values

When considering the order, the answers picked were honesty towards customers and employees ranked number one with 59,1%, positive work environment ranked number two with 45,5% and the third most picked value was a company that offers long term employment with 40,9%. Comparing the most overall given answers and the order they were given in it is clearly visible that three values stand out. A positive work environment, honesty towards customers and employees and a company that offers long term employment (Table 3).

Table 3 Top three values

All given answers	Value 1 (in the order picked)	Value 2 (in the order picked)	Value 3 (in the order picked)
Positive work environment 31,8%	Honesty towards customers and employees 59,1%	Positive work environment 45,5%	Company that offers long term employment 40,9%
Honesty towards customers and employees 19,7%	Positive work environment 31,8%	Passion for the product service and company 18,2% Appreciation of work and effort 18,2%	Appreciation of work and effort 22,7%
Company that offers long term employment 13,6% Appreciation of work and effort 13,6%	Trust in employees 4,5% Teamwork 4,5%	Trust in employees 13,6%	Appreciation of work and effort 18,2% Passion for the product service and company 18,2%

Respondents 2, 4, 8, 10, 12, 13, 14, 17, 19, 21, 22, 23 and 25 all agreed on honesty towards customers and employees to be the most important value. Respondents 1, 15, 16, 18, 26, 11 and 24 thought that a positive work environment is the mostly valued aspect. Respondents 3 and 28 considered teamwork to be the most important factor. Only respondent 7 replied that trust in employees is the most important aspect.

Looking closer at the respondents and their answers, answers from all age groups agreed that honesty towards customers and employees is the most important factor. Also, regarding the positive work environment all age groups were represented. Only in the group that considered teamwork to be the most important factor, the answers came from the Respondents in the age group 18-21. Comparing the work status with the most important valued aspect, it is clearly visible that ten of the Respondents that are already working, thought that honesty towards customers and employees is the mostly valued and five of

students who are working while studying thought that a positive work environment is valued most in a company.

Another interesting fact is that the students that chose honesty towards customers and employees as their first value, chose a positive work environment as their second value whereas the students that chose positive work environment as their first value chose passion for the product, service and company as their second value. The third value differs quite a bit except in the group that chose a positive work environment as their first value, the answers regarding the third value were mainly a company that offers long term employment.

The business professionals answered the question “List the top three values you expect from female applicants” the answers are mentioned below in Table 4. Compared to the students most important values it is visible that the business professionals’ value good personality traits such as honesty, trustworthiness, friendliness and openness but on the other hand they also expect efficiency, flexibility, being hard working and continuous development.

Table 4 Top three values business professionals expect from female applicants (Business Professionals 2019)

Respondent	Answer
Business Professional 1	Honesty, respect, openness
Business Professional 2	Efficiency, collaboration, flexibility
Business Professional 3	Trustworthiness, friendly disposition, hard working
Business Professional 4	Relevant education, right attitude, willingness to develop continuously

Comparing what the female student’s value most, with Schwartz value theory, a positive work environment, honesty towards customers and employees and a company that offers long term employment can be translated into the fields of self-transcendence and conservation which are female values. Especially a positive work environment and honesty can be considered in the field of benevolence and a company that offers long term employment can be translated into the field of security. As already mentioned in chapter two the

fields of benevolence and security are close, so they do not contradict each other. As Schwartz mentions typical benevolence aspects are “helpfulness, honesty, loyalty and responsibility” and security transfers a feeling of safety and stability in a group as well as belonging somewhere. (Schwartz 2012.)

Potts defined three sections how values are developed. “our biological need as individuals, our need to coordinate our actions with others and the need of the group to survive and flourish” (Potts 2015). When looking at the business professionals’ responses, it is clearly visible that female values such as honesty, trustworthiness and respect belong into the field of benevolence. Looking closely at the other factors that are valued by the business professionals such as efficiency, hardworking and continuous development it becomes clear that the business professionals have changed their typical female values such as benevolence, universalism and security and mixed them with male attributes (Potts 2015). As Schwartz states values change later on in life and this is visible when looking at the business professionals’ answers. Male values such as achievement and self-direction (Schwartz et al. 2005) are clearly visible when looking at the expectations such as efficiency, hardworking and continuous development that the female business professionals have developed.

Looking at the person-organization fit model the female students studying at LUAS have a strong set of values that set a good foundation for their future work life. Now it is important to find a company that shares their values, but it is also important to differentiate oneself from the competition on the market and analyse how strong the values are anchored (Chatman 1989). As mentioned in chapter two the female students studying at LUAS will change their values to a certain point throughout their working life and adapt themselves to new situations and structures within a company (Schein & Van Maanen 1977). The values that the female students studying at LUAS have at the moment are influenced by their academic path as that is their direct environment at the moment (Chatman 1989).

The business professionals have all provided different answers, although similarities can be found. Schein & van Maren explain that a socialisation process, which means entering a company and starting to adapt to its values and norms is a lifelong process and changes with each company (Schein et al 1977). The business professionals work in different companies and industries with different requirements. Each of them has their own set of personal values but they have also learned new values and norms and adapted to their current company.

When considering the female students studying at LUAS career path, the security value sets a steady state direction at the moment as the students just enter the job market and

search for a company that provides long term employment. In the steady career path, no real change happens (Sunby & Derr 2007). This could be due to the fact that the female students studying at LUAS have not started their career and need to experience work life yet.

A spiral career concepts motive is growth, a linear career concepts motive is achievement and a transitory career concept motive is independence and autonomy. (Sunby & Derr 2007). By looking at the business professionals chosen male values, which can be divided into achievement and self-direction, the women have moved away from the security motive and the steady state career concept towards a transitory, linear and spiral career concept which is due to their work experience.

Schein's career anchors define security as an anchor which is difficult nowadays as the labour market has become more unsteady (Schein 1996). The female students studying at LUAS need to be aware of the market situation and adapt their values to the current and future situation to the labour market. The student's value that a company is honest towards customers and employees as well as provides a positive working environment can also be adapted into the service and dedicated to a cause career anchor. As mentioned before in chapter two the service or dedicated to a cause career anchor defines the wish to combine one's own values with similar company values (Schein 1996).

Talents and abilities in career anchors define technical competence, managerial competences and entrepreneurial creativity. Attitudes and values define career anchors which are dedicated to a cause as well as pure challenge (Wils et al 2010). As mentioned before in chapter three, Schein's career anchor theory that every person has one career anchor was revised by Wils, Wils and Tremblay. The business professionals' responses make it very clear that the expected values are based on several career anchors. These attitudes and values as well as talents and abilities.

Benefits:

"Which are the top two benefits offered by a company?" was question number seven. Out of six given options offered by a company, the female students studying at LUAS most picked answers were good salary 60,9% followed by work life balance 52,2% and flexible working hours 47,8% Educational support and training reached 30,4%, parental options 8,7% and none of the students were interested in the benefit of having the option of home office (Figure 21).

Which are the top two benefits offered by a company?

23 responses

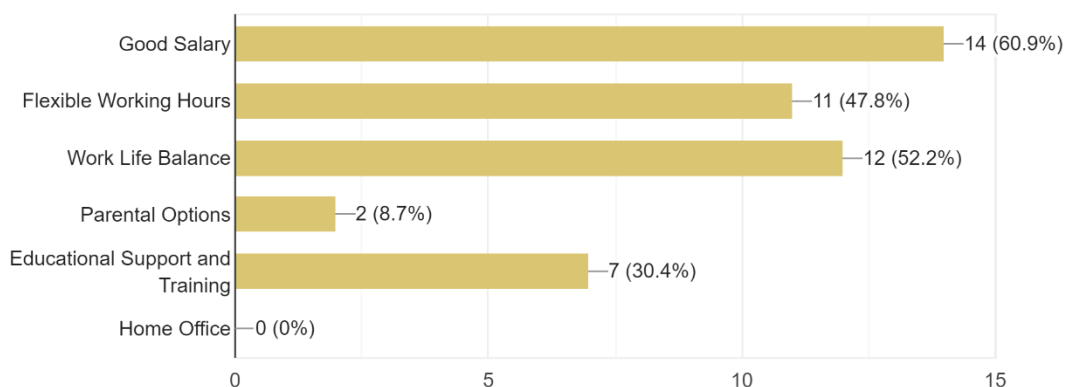


Figure 21 Top two benefits offered by a company

Again, observing the order in which the answers were given, reveals that as the first choice 60,9% chose good salary, 26,1% flexible working hours and 13,0% chose work life balance. As the second choice the female students studying at LUAS decided on 39,1% work life balance, 30,4% educational support and training, 21,7% flexible working hours and 8,6% parental options.

Respondents 25, 10, 21, 23, 13 and 24 chose flexible working hours as their preferred benefit and as their second preferred benefit they chose work life balance except for Respondent 25 who chose educational support and training. Respondents 2, 7, 8, 22, 17, 1, 18, 26, 12, 3, 19, 4, 11 and 28 chose good salary as their main benefit. Hereby the group split their opinions about the second favoured benefit. Respondent 8, 2 and seven chose educational support and training. Respondents 22, 17, 1, 18 and 26 chose flexible working hours. Respondents 12 and 3 chose parental options. Respondents 19, 4, 11, 28 chose work life balance. The most homogenous group was the group consisting of Respondents 14, 15 and 16. This group chose work life balance as their first favoured benefit and educational support and training as their second benefit.

The Business Professionals responded to the question “list the top three benefits your company offers to female employees” in four different ways. Still similarities can be found in the answers. Equal pay, safe environment and equality belong into the field of basic work benefits and support the idea of an overall good work environment. Support, education, possibility to go ahead in career, network describe the possibilities and the support

the companies offer for a future career. Flexibility in working hours and flexibility with schedule, equipment, meal a day belong into the field of voluntary benefits. Low hierarchy on the other side can be considered as an added benefit (Table 5).

Table 5 Top three benefits offered by the companies (Business Professionals 2019)

Respondent	Answer
Business Professional 1	Support, equipment, education
Business Professional 2	Equal pay, flexibility in working hours, low hierarchy
Business Professional 3	Meal a day at work, flexibility with schedule, safe environment to work in (very matriarchal)
Business Professional 4	Possibility to go ahead in career, equality, network

The majority of the students see good salary and flexible hours as the most attractive benefits. None of the students filled in any suggestions to alternative benefits so for the group the focus is on the salary paid and flexibility at work. In Schwartz theory money is considered to belong to the power value which is surprising as this was not considered in the values section and is also considered more a male attribute in the values theory. Flexibility belongs to the field of self-direction, as independence, freedom and choosing own goals belong to that field. (Schwartz 2012.) The values that the students expect from a company clash with the benefit expectations that the students have. It is also debatable if these two benefits are combinable in general and to which extent.

Comparing the Business Professionals responses with Schwarz theory, the basic work benefits belong into the field of benevolence and security. The support and education options to grow a career, that the Business Professionals companies offer, can be translated into achievement. The flexibility that the companies offer again is translated into lifestyle. Incentives such as equipment, meal a day, low hierarchy on the other side can be considered as an added benefits and don't really fall into the value theory.

Looking at the career anchors a good salary could be translated into security and stability a fair wage belongs to the basic employee rights (TE Palvelut 2014, 20). Flexibility and work life balance can be transmitted into life style but also independence, which is a good factor as students that enter the job market need to understand the importance of independence in the changing job market but also the understanding that nowadays it is possible to fit the job to one's life style. Hereby also the career anchors defined in the values section and the benefits section are contrary (Schein 1996).

The Business Professionals' responses translated into the career anchors, show that benevolence and security are comparable to the basic work benefits. Receiving a fair salary, working in a safe environment and equal treatment are an employee's rights. (TE Palvelut 2014, 20). The support and education possibilities in the companies, can be translated into technical-functional competence as the employees receive educational support that will help them with their expertise. Flexibility is offered by the companies which belongs to the lifestyle anchor. This again enables the opportunity to work flexible hours and adjust work life balance.

As Williams et al. (2014) mentioned the female career anchors are usually based on lifestyle and independence as well as stability and security in the first years of their career and that these career anchors do not change throughout the years. The career anchor theory can be applied here as well and shows that the female students studying at LUAS appreciate security, stability and lifestyle anchors. In case of the Business Professionals the career anchor theory is partially right. The companies they work for are based on security and stability, technical functional competence and lifestyle.

Person-organization fit:

It was interesting to analyse the next question "reason why would you apply to a company". This question was a text answer question resulting following answers that were categorized by the author.

Respondent 1, 3 and 22 referred to the reputation answering, "good reputation", "company reputation" and "reputation". Respondent 25 refers to the "ethics in business operations" which could be grouped in the reputation part. Respondent 28 answer "I want to put myself in a professional environment which have good policy, ethical, in order to gain experiences". Respondent 2 "seeking for new environment to leverage personal skills" and Respondent 7 "I need job experience for future career", Respondent 15 and 16 agreed to "gain real experience" was the main aim. All these Respondents refer to skills and experience. Respondent 4 "support my expenditures" and Respondent 26 "to be able to work and earn money" saw more the financial aspect of work as the main reason to apply to a

company. Respondent 11 “good career progress” and Respondent 17 “it offers me something my current company doesn’t, like better salary or better career options” saw the choice of company based on career options. Respondent 13 “work environment” and Respondent 19 “if they have a good working atmosphere” thought that the overall work environment was the key factor of applying to a company. Respondent 14 “Interesting position”, Respondent 21 “an interesting position”, Respondent 18 “if there was a position suitable for me available” as well as Respondent 24 “job position I’m passionate about” put their focus on the position itself. The remaining four Respondents 23 “?”, 10 “to which company? Because I want to work”, 8 “possibility of staying in the EU” and 12 “working is essential, could be referred to as other reasons.

To summarise the answers, it is visible that the female students studying at LUAS are looking for a suitable position to gain experience and to build a career. Comparing this to the previous results the students seem to go back to the basic values that they expect from a company. The company reputation translated into a value belongs into the tradition value which is a female value and close to the above-mentioned values. In the career anchor section this could be translated into security and stability again. Companies providing a suitable position to gain experience to build a career is based on stability and transmits security for the future.

The author gathered the answers in a table to clarify the variety of answers given. Hereby the similar answers are shown by highlighting the sections. This allows the visualization of the answers given by the female students studying at LUAS. The missing Respondents in the table are the male students trying to answer the survey, therefore they are automatically left out and disregarded in the table. Creating categories for the answers the author clustered the answers. The categories are gaining experience and skills, a good position and career options, reputation. The reputation-based answers are marked in green; skills and experienced based answers are marked in orange, position and career-based answers are marked in blue. Answers that do not fall into any category are left white (Table 6).

Table 6 Reasons to apply to a company

Respondent	Answer
1	Good reputation
2	seeking for new environment to leverage personal skills
3	Good reputation
4	Support my expenditure
7	I need job experience for future career
8	possibility of staying in the EU
10	to which company? Because I want to work
11	good career progress
12	working is essential
13	work environment
14	Interesting position
15	gain real experience
16	gain real experience
17	it offers me something my current company doesn't, like better salary or better career options
18	if there was a position suitable for me available
19	if they have a good working atmosphere
20	Interesting position
22	Company reputation
23	?

24	job position I'm passionate about
25	ethics in business operations
26	to be able to work and earn money
28	I want to put myself in a professional environment which have good policy, ethical, in order to gain experiences

The Business Professionals answered the question "what are your criteria in choosing a female applicant?" It is compared to the question asked to the female students studying at LUAS. This question was answered in several ways as seen in Table 6. Business Professional 1 and 2 answered rationally that the candidate must have a good education, cv and be suitable for the job. Business Professional 3 on the contrary is more interested in the candidate's personal attributes. Business Professional 4 seems to have very good experiences with female applicants (Table 7).

Table 7 Criteria in choosing a female applicant (Business Professionals 2019)

Respondent	Answer
Business Professional 1	Education, cv
Business Professional 2	Suitability for the job in question
Business Professional 3	common sense, initiative, pleasant disposition, everything else can be taught
Business Professional 4	I do not choose female; I choose best and quite often they are female

The characteristics of the company and the candidate must match. Their values and norms need to be on the same level. Through a good selection both can find the matching other to create a person organization fit (Chatman 1989). This question shows that all answers are quite individual and that there is a range of answers possible as everyone is looking for something else. The answers are of rational to emotional nature.

Skills:

For the next question on the survey “choose the three most important skills for your future work life”, the overall results were quite clear again. The majority of female students studying at LUAS see communication skills 82,6% as the most important skill. Problem solving skills 52,2% ranks second important skill, followed by teamworking skills 43,5%, social skills 30,4%, work ethics 26,1% working under pressure 21,7% and flexibility 21,7% sharing the sixth place each with, followed by creativity 13% and others which was declared by the students themselves as marketing knowledge 8,7% (Figure 23).

Choose the three most important skills for your future work life.

23 responses

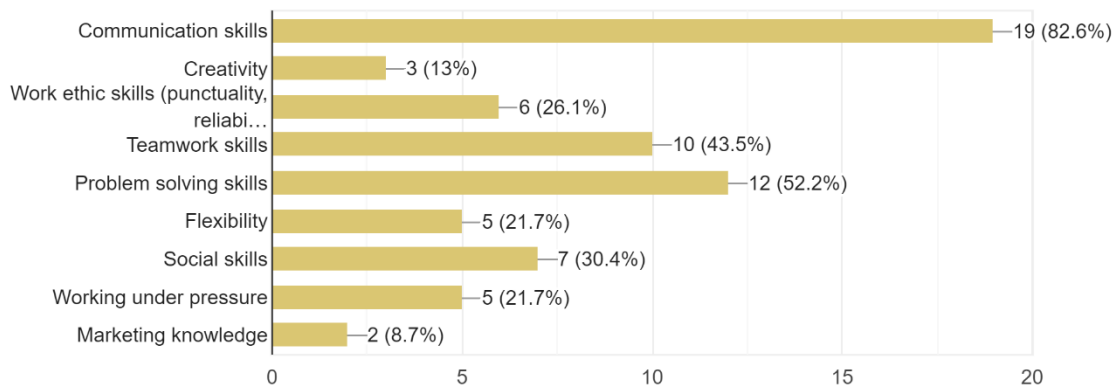


Figure 22 Choose the three most important skills

When dividing the answers into the order they were given, the female students studying at LUAS picked communication skills 82,6% as the most important skill, followed by teamwork skills 8,6% and creativity 4,3%. The second picked answers are problem-solving skills 26,1% and teamwork skills 26,1%, work ethic skills 21,7%, social skills 13%, creativity 8,7% and flexibility 4,3% and as the third option the female students studying at LUAS picked problem solving skills 26,1%, working under pressure 21,7%, flexibility 17,4%, social skills 17,4%, marketing knowledge 8,7% and teamwork skills 8,7% (Figure 24).

Respondents 25, 18, 22, 15, 16, 1, 19, 4, 11, 23, 26, 7, 3, 24, 12, 14, 17, 13 and 10 all agreed on communication skills being the first most important skill. Respondent 8 and 21 chose teamwork skills. Respondent 2 creativity. Respondent 28 work ethic skills. As

second choice Respondents 7, 8, 12, 14, 21 and 25 chose problem solving skills. Respondents 4, 10, 11, 13, 18 and 28 chose teamwork skill, whereas 15, 16 and 17 chose social skills and Respondent 1 and 19 creativity and Respondent 26 flexibility. As the third picked skill Respondents 1, 2, 4, 11, 19 and 23 chose problem solving skills, Respondents 8, 12, 13, 14, 17 chose working under pressure, Respondent 7, 21, 26 and 28 chose social skills, Respondent 10, 18, 22 and 25 chose flexibility and 15 and 16 chose marketing knowledge and 3 and 24 teamworking skills.

The Business Professionals answered the question “what do you think the most important skills are in a female employee?” again very differently. Business Professional 1 did not really answer the question as she refers to the same qualities as male candidates should have. Business Professional 2, 3 and 4 refer to more personal competencies that a candidate should bring along (Table 8).

Table 8 Most important skills (Business Professionals 2019)

Respondent	Answer
Business Professional 1	Same as on a male
Business Professional 2	Co-operation skills, willingness to embrace and learn new things
Business Professional 3	Understanding, calmness and perseverance
Business Professional 4	Continues improvement in changing world

Communication skills belong to the section of social skills and problem solving, and teamwork skills is a part of cooperation skills, which are also a social skill (Ehlers et al. 2019). The female students studying at LUAS subconsciously picked social skills as the most important skills in general as these answers were the most picked out of all three possibilities. When dividing the answers into the order they were picked shows again that the social skills are the most important skills. It is interesting to see that the female students studying at LUAS did not pick social skills in general to be the top answer. The division of the social skills occurred in the answers. Making it visible that communication and problem solving are the focus.

Basic attributes of a person such as trustworthiness, reliability and manners are considered as the basics to employability (McQuaid et al 2005). Soft skills such as communication, teamwork and emotional intelligence are some of the important future skills (Robles 2012). The Business Professionals refer to exactly these soft skills when it comes to finding the right female candidate for a position. Cooperation skills and understanding but also calmness are communication and social skills. Continuing to change the world has an impact on society or the group one is in. Participation, involvement and building a sustainable future are social skill (Ehlers &Kellermann 2019).

In Schwartz theory the benevolence value combines social skills (Schwartz 2012). By looking at the answers, communication, problem solving, and teamwork are all basics of working together with other people and preserving a harmonious environment. Also, the Business Professionals agree mainly on the social skills. The idea of benevolence and universalism are typical female values (Schwartz 2012).

In the career anchors the skills are divided into the managerial section. People wanting to work with others and solve problems are considered as having a managerial career anchor. As these skills are social skills they do not fit into the technical/functional skills as those skills are more specific and considered as skills, which one creates to have an advantage and a field of expertise for oneself. (Schein 1996.) According to Wils et al. (2010) the talents and abilities include technical and managerial competence as well as entrepreneurial creativity. All the skills mentioned by the Business Professionals fall into this category.

Challenges:

Analysing the three biggest challenges when entering the job market, the female students studying at LUAS agreed that there is too much competition and the general availability of positions is an issue. The female students studying at LUAS feel that they lack the needed skills and they see language skills as an issue when entering the job market. They agreed that getting into the interview is challenging and see an issue in combining family and career. The actual interview as a challenge ranks as one of the least seen issues as well as the commuting is not really considered as a problem. One answer was given in the others field naming age as a challenge when entering the job market (Figure 24).

What do you think are the three biggest challenges when entering the future job market?

23 responses

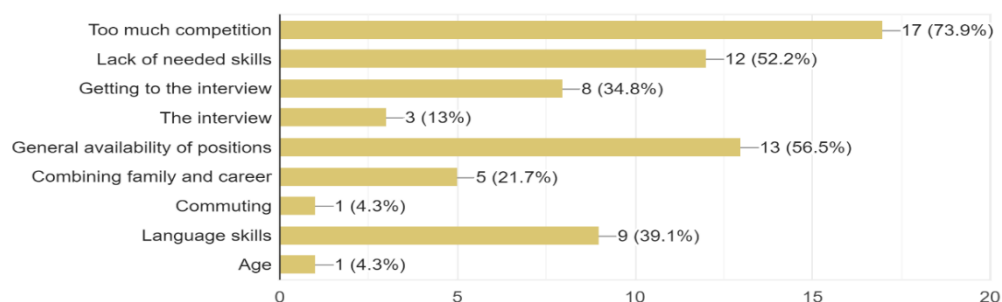


Figure 23 Biggest challenges

Again, splitting the answers into the first, second and third chosen answer, the majority chose too much competition 73,9%, 13,04% lack of needed skills, 13,04% getting to the interview as the first choice. The second choice of the female students studying at LUAS was lack of needed skills 31,1%, general availability of positions 26,8%, the interview 13,04%, getting to the interview 13,04%, commuting 4,3% and combining family and career 4,3%. The third choice was language skills 39,1%, general availability of positions 30,4%, combining family and career 17,4%, getting to the interview 8,7% and age 4,3%.

Respondents 1, 2, 3, 7, 8, 10, 11, 12, 13,15, 16, 17, 18, 21, 22, 24 and 28 replied with too much competition as their first pick, whereas Respondent 4, 14, 26 responded getting to the interview and 19, 23 and 25 lack of needed skills. Nine Respondents of the first group stating that there is too much competition also stated that the lack of needed skills is the second biggest challenge. Three mentioned that the general availability is a big challenge and three out of the group saw a challenge in the interview and two in getting to the interview. Seven out of the group who picked too much competition picked general availability as the third challenge and four chose combining family and work as well as another four chose language skills as their biggest challenge. The others choosing getting to the interview and lack of needed skills as their first challenge, were quite mixed up in their second challenge. In their third pick though they all agreed on language skills being the biggest challenge except for Respondent 14 who picked age as a fill in version.

“What do you think the biggest challenges are for female students studying at LUAS entering the future job market?” was the equivalent question asked to the Business Professionals. The answers to this question differed. Business Professional 1 and 2 referred to

the general labour market situation stating that the overall circumstances are difficult. Business Professional 3 answered very honestly stating that women still are in an unequal situation due to the fact that employers fear they get pregnant. Business Professional 4 points out that a lack of ambition could cause challenges on the labour market (Table 9).

Table 9 Biggest challenges entering the labour market (Business Professionals 2019)

Respondent	Answer
Business Professional 1	General situation in job market, personal skills
Business Professional 2	The same challenges as men, the job is not necessarily immediately available, zero-hour contracts can be offered and work is only available in growth centres
Business Professional 3	The fact they may get pregnant is a big challenge as employers don't want to pay maternity leave
Business Professional 4	I hope that they are ambitious enough

Graduates face several challenges when shifting from university to the labour market today (Molinsky et al. 2019). The availability of positions is a general issue on the employment market that the students are aware of. This is a general problem for male and female students all over the world. As mentioned in the theoretical part, skills are a major aspect in being employed (Harvey et al.1996). Experience, a degree, educational and generic knowledge and skills as well as emotional intelligence are considered the key in gaining the self-confidence and esteem which affects the possibilities to pass competition and gain one of the rare positions available (Dacre-Pool et al.2007).

According to the career edge model experience, degree, generic skills and emotional intelligence build a key to employment. By reflecting and evaluating self-esteem, self-confidence and self-efficiency a foundation for employability is created (Dacre-Pool et al. 2007). Comparing the answers provided by the Business Professionals, skills and ambition were mentioned as one challenge but the real challenges seem to go deeper and to be connected to the market situation in general and for some employers being a female

candidate is automatically linked to pregnancy which creates a real challenge for all female applicants.

Part four: Company expectations in case of being headhunted and reasons for leaving a company

Company expectations in case of being headhunted

“What could a company do to headhunt you to their company”, was the next question and the female students studying at LUAS agreed on educational support and training and work life balance to be the most important factors both reaching 30,4%, second was flexible work hours 21,7% followed by bonus payments 13% and finally parental options 4,3%. Home office and lunch voucher were both unattractive choices and were not selected by any of the participants (Figure 25).

This question was the only question in which the female participants could only choose one option, whereas before two or three options were chosen. This question was supposed to limit the answers and filter the option to the very main field of interest to see if the answers differ when only one option is available.

What could a company do, to headhunt you to their company? Offer you...

23 responses

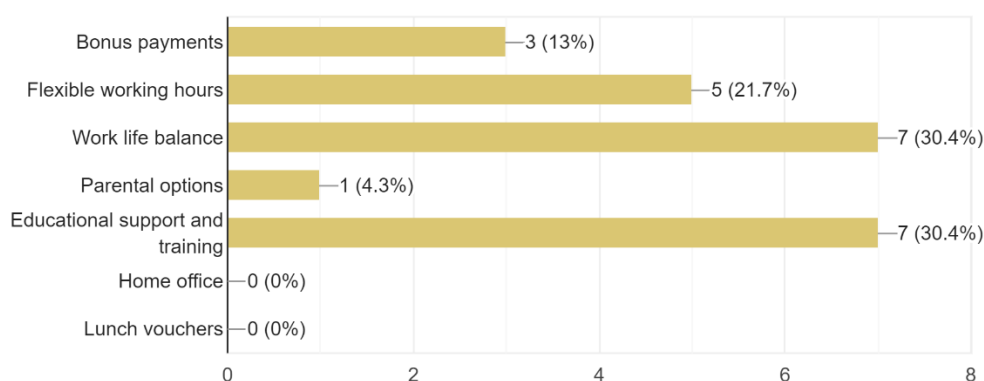


Figure 24 What could a company do to headhunt you?

Respondents 4, 7, 11, 21, 23, 26 and 28 agreed on work life balance to be the most important aspect in being headhunted to a company. Respondents 2, 14, 14, 16, 22, 24 and 25 chose educational support and training. Respondents 1, 8, 10, 13 and 18 decided

flexible working hours were the main point of interest whereas 12, 17, 19 thought bonus payments were the key aspect. Only Respondent 3 favoured parental options.

It is interesting to compare the answers with the answers given in the questions before. The group that wants flexible working hours all consider that there is too much competition as their first challenge. They also considered communication skills as the most important skill except for Respondent 8 who chose team working skills. The group that chose the bonus payments as their most important factor when being headhunted all agreed in the previous question which are the top two benefits a company can offer you with good salary being the most important benefit.

Schwartz theory, as previously mentioned, states that flexibility belongs to the field of self-direction, as well as work life balance provides a good indicator that self-determination is one of the key values for the female students studying at LUAS. Education and training can be put into the field of achievement. Hereby intelligence and success are the key that can be reached via learning and training (Schwartz 2012). Looking at the career anchors Education support and training falls into the category of technical/functional competence which means that a person wants to learn things to become proficient at a certain field. Flexible working hours and Work Life balance again belong in the categories of Autonomy/Independence and Lifestyle career anchors (Schein 1996).

Reasons for leaving a company

“What would be the three main reasons for you to leave a future workplace?” was the next question. The three main reasons for female students studying at LUAS to leave their future workplace include: that they are not appreciated or valued 69,6%, an unproductive work environment 52,2% and uncertainty and lack of motivation 34,8%. Stress 30,4% and unorganized work environment 30,4% are seen as equal reasons when it comes to resigning. Constant change of employees 8,7% and lack of encouragement 8,7%, uncreative work environment 4,3% and bad time management 4,3% were less important factors to leave a company (Figure 26).

What would be the three main reasons for you to leave a future work place?

23 responses

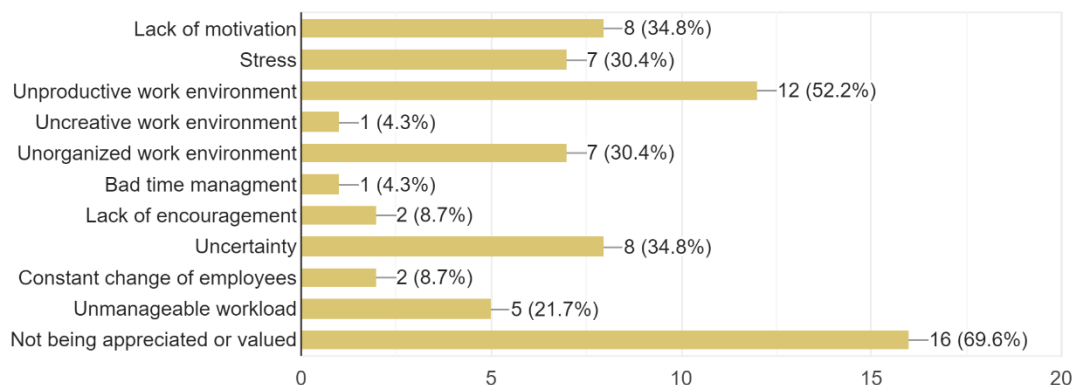


Figure 25 Reasons to leave a future workplace

Respondents 1, 4, 15, 16, 18, 22, 23, and 28 agreed on lack of motivation as their first reason to leave a workplace. For the second reason the answers were mixed: Respondents 15 and 16 agreed on lack of encouragement, Respondent 23 chose stress, Respondent 1 picked uncreative work environment, Respondent 22 unorganized work environment and 4, 18 and 28 chose unproductive work environment. The group homogeneously agreed in their third answer to not being appreciated being the reason to leave, except for Respondent 4 chose uncertainty and Respondent 18 chose unmanageable workload.

Respondents 7, 8, 10, 11, 21 and 26 picked stress as their first reason to leave a company. The answers of the second and third pick vary a lot. Respondent 10 claims that uncertainty and not being appreciated or valued are factors to leave a company. Respondent 11 chose unmanageable workload and not being appreciated and valued. Respondent 26 picked unorganized work environment and uncertainty; Respondent 8 unorganized work environment combined with unmanageable workload. Respondent 21 claimed that an unproductive work environment paired with not being appreciated or valued are reasons to leave. Respondent 7 defined unproductive work environment and uncertainty to be the reasons to leave.

Respondent 12 was the only person that gave other answers. As their first choice Respondent 12 chose uncertainty, as the second answer constant change of employees and as the third answer unmanageable workload. Respondent 12 actually answered the question completely different than any of the other Respondents.

The fourth group that chose unorganized work environment as their first choice, also differed with their second choice. Respondent 2 chose bad time management, Respondent 3 constant change of employees, Respondents 14 and 17 uncertainty Respondent 24 unmanageable workload and 13, 19 and 25 decided on unorganized work environment. In their third choice the group was homogenous again except for Respondent 2 who picked uncertainty as their third reason, the others all agreed on not being appreciated or valued.

“Why do you think female employees leave a company?” was the next question addressed to the Business Professionals. This question was avoided by the Business Professionals. Business Professional 1, 2 and 3 did not really answer the question. Only Business Professional 4 stated that new opportunities and career options could be reasons for females to leave a company (Table 10).

Table 10 Reasons for leaving a company

Respondent	Answer
Business Professional 1	Many reasons
Business Professional 2	-
Business Professional 3	We have a very low turnover of staff. Our staff have only ever left us to study abroad etc and never moved onto a new job in same field
Business Professional 4	Looking for new opportunities- boost to career

A company’s values and personal values need to match as this otherwise leads to dissatisfaction and for an employee to leave a company (Chatman 1989). Hereby the motives and needs, attitudes and values as well as the talents and abilities of the individual play a major role (Wils et al. 2010). The career anchors influence the satisfaction rate of each employee and therefore determine the engagement to a company (Coetzee et al. 2014). The link between lack of motivation and not being appreciated and unorganized work environment and not being appreciated and valued can be determined in this section.

Comparing Business Professional 4s response, it is clearly visible that she is thinking on a long-term basis which can be combined with the idea of the career concepts. Two of the career concepts match her answer best, the linear concept meaning the employees that want to achieve a career and climb higher in their position and therefore leave a company and the roamers, employees who are changing positions and careers on a regular basis. (Lewellyn, 2002.)

Workplace wellbeing initiatives

“Which workplace wellbeing initiatives is the most important for you in a future workplace”, also reached a quite clear result. 30,4% thought a pleasant workspace is the most important factor companies should provide for their employees as well as flexible hours 26,1%. Mindfulness initiatives reached 13% of the female students studying at LUAS. Office snacks 8,7%, team holidays 8,7%, free transportation 8,7% and fitness and sport courses 4,3% were the least favourite options (Figure 27).

Which workplace well-being initiative is the most important for you in a future work environment?

23 responses

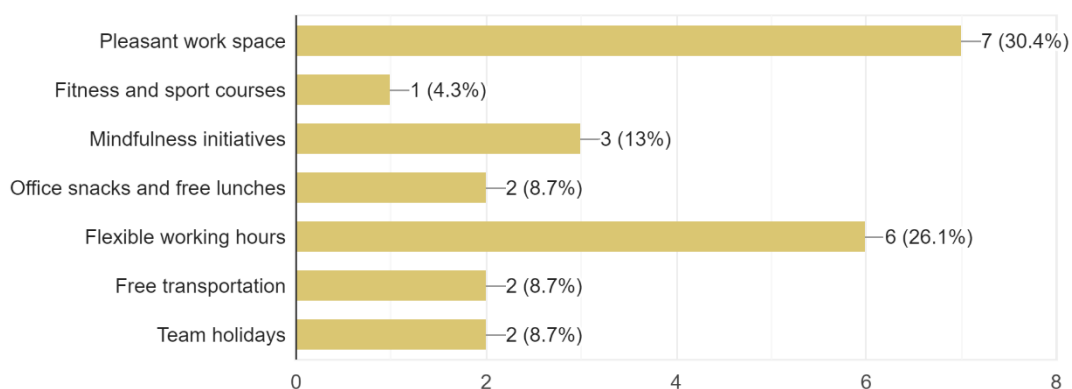


Figure 26 Workplace wellbeing initiatives

Respondents 1, 10, 14, 17, 21, 24 and 26 agreed on a pleasant workspace being the most important wellbeing option. Respondents 3, 7, 8, 12, 18 and 23 chose flexible working hours. Respondents 4, 15, and 16 picked mindfulness initiatives and 11 and 19 office snacks and free lunches, 2 and 12 team holidays, 22 and 28 free transportation. Respondent 25 picked fitness and sport courses.

The group that chose the pleasant workspace also picked honesty towards customers and employees as well as positive work environment as their main value. This group also agreed on communication skills as their main skill needed and that there is too much competition as well as getting to the interview are the main challenges. This group also agreed on their third pick on the reason to leave a company as not being appreciated or valued.

The group that picked the flexible working hours, previously answered the question what a company could do to headhunt you with flexible working hours, work life balance and parental options. When comparing the biggest challenges with this group the answer was mainly that there is too much competition. This group agreed as well on the fact that communication skills are the most important skill, except for Respondent 8 who chose team working skills. Choosing the top benefit, the four of the answers were good salary and two were flexible working hours.

“Which workplace well-being options are offered to female employees by your company?” showed that the Business Professionals all receive wellbeing initiatives from their employers or offer them being an employer. As Business Professional 1 stated, their company offers special options at Christmas which include a treatment at a cosmetologist. Business Professional 2 mentioned that the options received are the same for all employees not mentioning which they are. Business Professional 3 refers to the law stating that she follows the guidelines provided the employment act. Business Professional 4 also mentions that the options are same for all in her company stating that basic wellbeing options such as health care but also support for hobbies is provided.

Table 11 Wellbeing initiatives (Business Professional 2019)

Respondent	Answer
Business Professional 1	Christmas present to cosmetology
Business Professional 2	The same options for all employees
Business Professional 3	Well by law we have to offer maternity leave. That`s about it.
Business Professional 4	Same for all- health care, support for hobbies, for example

Mindfulness initiatives have become a lucrative business in the recent years and several companies are regarding these options as new approaches to maintain employee satisfaction (McGroarty 2019). The mindfulness initiatives did not reach the top positions in this research. A pleasant workspace and flexible working hours are considered as more important factors. As Julià, Vanroelen, Bosmans, Van Aerden & Benach mentioned “certainty of employment, time arrangements and flexibility” assure employee satisfaction today (Julià et al. 2017).

Work needs to be “safe, healthy and pleasant” according to the Finnish Sosiaali- ja Terveystieteiden ministeriö, the Ministry of Social Welfare and Health. Hereby incidents, accidents and sick leave in a company are regulated (Sosiaali- ja Terveystieteiden ministeriö 2019). The basic wellbeing options seem to be provided in Finnish companies according to the Business Professionals

5 RECOMMENDATIONS

The research was done examining the expectations of female students studying at LUAS. The survey was based on the theories from the theoretical part to examine the values and career anchors that lead to the expectations of the female students studying at LUAS. The survey was created considering the aspects and factors of the theoretical part to gain a professional view of the expectations that the students have at this early stage, while still being a student.

As already mentioned in the limitations, this research is based on female students studying at LUAS as a target group. Demographic and geographical changes in answers might therefore occur. The cultural background of the female students studying at LUAS was also not considered as for the time being the author was more interested in the overall expectations, which are a valid foundation for further research in this field.

The answers provided by the female students studying at LUAS are very homogenous and provide a good foundation of information. The suggestions that the author provides are that female students studying at LUAS are very keen on the subject of being flexible. Communication and problem-solving skills are the skills which the female students studying at LUAS refer to as the most important skills. Courses are provided in communication such as a presentation course, but it seems that this could still be an interesting approach for further courses taught at LUAS. Time management courses could be another interesting approach for a course as being able to organize and manage time wisely leads automatically to more flexibility. Having a good sense of time management also helps the students to coordinate assignments and teamwork and to establish a better work life balance already at the early stage of being a student.

The author created an interview questionnaire to four female business professionals as they are the ones that can provide the best recommendation for the female students studying at LUAS as this is also an important part in the thesis. Companies can provide a lot of measures to keep their employees satisfied but as the thesis is dealing with student's expectations, the author thinks it is also important to provide a professional point of view to the students. The business professionals survey was also created in English, although the participants were female Finnish business professionals. Unfortunately, several cancellations to participate in the survey were received by the author, resulting four women ready to answer the questions. The survey was created in the form of interview questions as the original aim was to interview the women personally. Due to the broad wish of all women, to do the survey via email due to time reasons, the author decided to send out the questionnaire via Google Surveys.

Ten questions, freely answerable with a personal text, referring to the student's survey, the research questions and the topic itself. Starting again with an introduction, followed by the company and industry, which will be confidential, the main part of the survey deals again with the values, benefits, challenges and skills followed wellbeing options, reasons that women leave workplaces and advice from the business professionals.

Business Professional 1

Business Professional 1 works for a Finnish real estate company. She states that the three main values that she expects from female applicants are "honesty, respect, openness". The three benefits offered to female employees by the company she works for are "support, equipment, education". When choosing a female applicant, the most important factors are education and CV. She states that the most important skills a female employee should have are the same as the male ones. Regarding the challenges when entering the future job market, she sees the general situation on the job market and personal skills as the biggest issues. Business Professional 1 gives the female future workforce the advice to work hard and believe yourself and states that she believes that there are many reasons that female employees leave a company. As a wellbeing option the company she works for offers a special Christmas present to a cosmetologist for female employees. (Business Professional 1 2019.)

Business Professional 2

Business Professional 2 works for a Finnish media house. Her expectations on female applicants are efficiency, collaboration, flexibility. The top three benefits offered by her company to female employees are equal pay, flexibility in working hours and low hierarchy. Choosing a female applicant, her company searches for the right person to fit the job. This applicant should have cooperation skills and have a willingness to embrace and learn new things as the most important skills. Regarding the biggest challenges for female students studying at LUAS entering the future job market, she sees the challenges the same as for male applicants. Jobs are not immediately available and zero-hour contracts are offered. Also, the fact that work is only available in growth centres is a big issue when entering the job market today. Business Professional 2 provides the advice for the female future workforce entering the future job market to develop networking skills and to be a specialist in a field. The question why female employees leave a company was not answered by the Business Professional 2. The wellbeing initiatives are equal for all employees in her company, not stating which these are. (Business Professional 2 2019.)

Business Professional 3

Business Professional 3 is the CEO of a restaurant chain. The top three values she expects from female applicants are trustworthiness, friendly disposition and being hard working. Her company is offering a meal a day at work, flexibility with the schedule and a safe environment to work in as company benefits. When choosing a female applicant her criteria are that the applicant has common sense, shows initiative and has a pleasant disposition. She states that everything else can be taught. Business Professional 3 mentions that the most important skills a female employee brings along are understanding, calmness and perseverance. Regarding the biggest challenges for female students studying at LUAS entering the future job market, she states that the fact they may get pregnant is a big challenge as employers do not want to pay maternity leave. The advice Business Professional 3 provides to the future female workforce is

“women always feel they have to be like men in the workforce to gain respect, but I would tell women that they can be who they are as that brings a new element to the workforce and we already anyways have enough white man mentality floating around”

A great fact is that her company has a very low turnover rate of employees and her company has never had the case that an employee has moved to a job in a similar field of business. The wellbeing initiatives offered by her company are the ones that provided by the Finnish law such as maternity leave. (Business Professional 3 2019.)

Business Professional 4

Business Professional 4 works in the finance sector. The values she expects from female applicants are relevant education, right attitude and the willingness to develop continuously. The top three benefits provide by her company to female employees are process in career, equality and a good network. When choosing an applicant, there is no difference made between genders. She chooses the best applicants, which very often are female. Concerning the skills in female employees, continuous improvement in the changing world is the most important skill in contrast to the biggest challenges for female students entering the job market she hopes that they are ambitious enough. “Be ambitious” is also the advice that she would like to give to the future female workforce. As one of the few answering the question why female employees leave a company, she states that new opportunities to boost the career might be a reason. The workplace wellbeing initiatives are gain equal to all and include health care, support for hobbies and others. (Business Professional 4 2019.)

6 CONCLUSIONS

The conclusion of the thesis provides the answers to the research questions. By providing the findings of the study the research question and the sub questions are answered. This is followed by the validity and the reliability of the thesis and as already shortly mentioned above in the recommendations section, the thesis provides a more thorough suggestion for further research.

6.1 Answers to Research Questions

The main aim of the thesis is to define how companies can ensure the retention of the future female employees. First the author gathered information from female students studying at LUAS to answer the following research questions and provide valuable information to their future employees (Table 12). Secondly, the author interviewed Business Professionals and noted their replies in the table to create a full answer to each question.

Table 12 Research questions and answers

Research question	Answer
Sub question one: Which values are important to female employees in future work positions?	The female students studying at LUAS value a positive work environment which includes that the company is honest towards customers and employees. The company should provide a safe and secure environment offering long term employment and appreciation work and effort of employees. Hereby the female students studying at LUAS follow typically female values such as benevolence and security. The Business Professionals added that female students studying at LUAS should also combine these female values with male values meaning that efficiency, hard work and constant development is expected by the companies. These factors

	<p>belong into the male dominated values such as achievement and self-direction.</p>
<p>Sub question two: Which benefits are important to female employees in future work positions?</p>	<p>A good salary and flexible working hours are considered as the most important benefits for the female students studying at LUAS. Work life balance is important, but the company should also support and help the future female employees by offering educational support and training. Companies in Finland do provide some of the female students studying at LUAS expected benefits. Equality is an important factor in Finnish companies. Flexibility is offered but also expected and therefore goes hand in hand.</p>
<p>Sub question three: What are the challenges female employees may face in future work positions?</p>	<p>The female students studying at LUAS are aware that there is too much competition on the market and the actual availability of positions is low. Also, the lack of needed skills is considered an obstacle when applying for a position and getting to the interview. A group of students considered the language skills being a big hurdle when applying for a position. The competition and the overall labour market situation are the main challenges for the future labour force.</p>
<p>Sub question four: What are the expectations of the future job market in three to five years?</p>	<p>Again, the female students studying at LUAS agreed that educational support and training and work life balance are factors which they expect of the future job market. The flexible working hours are considered as more important factors than financial incentives. Positive personal attributes and traits are expected from the female</p>

	<p>candidates. Being hard working efficient and flexible are some of the aspects which employers are expecting from the female future workforce.</p>
<p>Main research question: how can companies ensure the retention of future female employees?</p>	<p>In order to ensure the retention of the female future workforce companies need to assure a positive, pleasant and productive working environment, which motivates the female employees but also provides flexible time management and work life balance. The female students studying at LUAS value companies which are honest towards customers and employees and also think that communication skills are important so therefore also appreciate good honest communication, appreciation of work and effort and a secure and stable workplace. The companies offer law-based wellbeing options as well as options to grow within the company. The expectations towards female applicants are high and based on their personal attributes, skills and work ethic.</p>

6.2 Validity and Reliability

The validity and reliability of this thesis can be guaranteed. The research is based on primary and secondary data which have been collected by the author herself. The primary data is based on a student survey executed with the dean's permission. The questionnaire survey was sent out by the thesis supervisor and only LUAS students had access to answering it as a LUAS email was required.

Male students were excluded from the survey in the first question, which asked the participant for their gender. This was an important step to assure that students that misread the introduction did not fill in the information. Twenty-eight respondents participated and five of them were male which were disregarded as not answers could be given by this group.

No incentives were promised or given when filling out the survey, so a free will of participation was the aim of the respondents. The survey was anonymous, and the author has no indication of who the participants were nor could any influence by the author be provided. All questions are based on reliable research on the topic itself and were written in understandable English, which is one of the main required languages at LUAS

Furthermore, data was also collected by interviewing four Business Professionals. Several female Business Professionals were interviewed. The Business Professionals were carefully chosen and asked to participate in the survey. Every Business Professional received the same questions and were supposed to answer them as honestly as possible. Hereby the names and companies were blanked to receive the most honest answers.

The secondary sources have been chosen carefully, consisting of articles, journals, books and reliable sources such as the official statistics of Finland page. The list of references contains several sources to underline theories and the updates of the theories, to assure a valid data collection.

The research questions have all been answered considering the primary and secondary data and the findings and conclusion are shared in this thesis. Keeping in mind that the research is done in LUAS as well as sending out questionnaires to the female Business Professionals. Therefore, bound to Lahti University of Applied Sciences and the female students studying at LUAS, reflecting the expectations of this studied defined group. The Business Professionals are all based in Helsinki area therefore their expertise and opinions are based on the capital area.

6.3 Suggestions for Further Research

Further research could include a male version of this survey and the comparison of female and male expectations. To take the research further into different areas, differences between universities and universities of applied sciences could be interesting new approaches and bring new insight into the topic of the future workforce from a different perspective.

Future research could also be made considering cultural differences in the test groups. As values differ from country to country a research based on cultural backgrounds could give insight about the different views and expectations that female students studying at LUAS have. This approach could ensure a more targeted research based on culture.

Another proposal for future research is to divide the groups via age groups and working and non-working while studying students. Also, the division into how long the students

have been working while studying could give an indicator on how values and expectations change throughout the employment time.

As the thesis gathered information about the general female expectations to the employment market of tomorrow, a division of first second- and third-year students could be made on a long-term basis to analyse how the expectations change. A comparison with working women could be a possibility to analyse the values and expectations and maintain further insight into the topic.

Further research could also be done in the field of the Business Professionals point of view. By receiving more insight on industry specific opinions and comparing urban and sub urban responses, more insight could be reached on how the specific sectors differ from each other. An interesting point of view could also be to provide information in start-ups and how new companies deal with the topic.

7 SUMMARY

This thesis analyses the topic “defining female students studying at LUAS expectations to the job market of tomorrow” A study exploring female students studying at LUAS and female business professionals’ points of view is analysed by answering the research question “how can companies ensure the retention of future female employees long-term and the sub question that define “which values are important to female employees in future work positions, which benefits are important to female employees in future work positions, what are the challenges female employees may face in future work positions and what are the expectations of the future job market for female employees in three to five years.

The study is based on the view of female students studying at LUAS and it is based on qualitative research methods. The research consists of a theoretical and empirical part. The theoretical part uses Schwartz value theory and Schein’s career anchors as basic theories. The chapter about Schwartz value theory includes a part about values, companies and employability. Schein’s career anchor theory includes sub chapters about internal, external and careers and career anchors, as well as the definition of skills and motives and needs. The author created the theoretical part defining different points of view from students as well as Business Professionals on values, benefits, work wellbeing, challenges and expectations. Hereby the two theories are supported by several other researchers and their work on these topics.

The empirical part consists of data acquisition and the data analysis. The data was collected by sending out a survey to female students studying at LUAS and to female business professionals. The survey questions were also based on values, benefits, work wellbeing, challenges and expectations. The author has given recommendations, defined a conclusion on the topic by answering the main research question and the four sub questions, confirmed validity and reliability as well as given suggestions on further research concerning the topic “defining female students studying at LUAS expectations to the job market of tomorrow”. The last chapter of this thesis is the overall summary.

REFERENCES

- Addabbo, T., Ales, E., Curzi, Y. 2017. Wellbeing at and through work, Giappichelli Editore. 43 [accessed 26 April 2019]. Available at: <http://search.ebscohost.com.aineistot.lamk.fi/login.aspx?direct=true&db=nlebk&AN=1498054&site=ehost-live>
- Agarwall, D., Bersin, J., Lahiri, G., Schwartz, J., Volini, E. 2018. Deloitte Insight, the rise of the social enterprise 2018, Deloitte global human capital trends, Deloitte Touche Tohmatsu Limited 2018 [accessed 27 April 19]. Available at: https://www2.deloitte.com/content/dam/insights/us/articles/HCTrends2018/2018-HCTrends_Rise-of-the-social-enterprise.pdf
- Agency for Finnish Education. 2017. Agency for Finnish education, statistics of the month: in Finland students graduating from upper secondary vocational education are older compared to other OECD countries [accessed 15 May 2019]. Available at: https://www.oph.fi/english/current_issues/101/0/statistics_of_the_month_in_finland_students_graduating_from_upper_secondary_vocational_education_are_older_compared_to_others_oecd_countries
- Akkermans, J., Tims, M., Beijer, S., De Cuyper, N. 2019. Should employers invest in employability? Examining employability as a mediator in the HRM, commitment relationship, *Frontiers in Psychology*, 10/2019, 717 [accessed 20 May 2019]. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6470290/>
- Altman, J. 2018. How much does employee turnover really cost?" *The HR Digest*, cost of employee turnover vs retention proposition [accessed 7 May 2019]. Available at: <https://www.thehrdigest.com/cost-of-employee-turnover-vs-retention-proposition/>
- Anitha, J. 2014. Determinants of employee engagement and their impact on employee performance, *International Journal of Productivity and Performance Management*, 3/2014, 310-313 [accessed 15 May 2019]. Available at: <https://search-proquest-com.aineistot.lamk.fi/docview/1512629208?accountid=16407>
- Ayiro, L. 2012. A functional approach to educational research methods and statistics: qualitative, quantitative, and mixed methods approaches, Edwin Mellen Press, Lewiston, New York [accessed 18 May 2019]. Available at: <http://search.ebscohost.com.aineistot.lamk.fi/login.aspx?direct=true&db=nlebk&AN=475907&site=ehost-live>

Cambridge Dictionary. 2019. Cambridge Dictionary, meaning of wellbeing in English [accessed 26 April 2019]. Available at:

<https://dictionary.cambridge.org/dictionary/english/well-being>

Chatman, J. 1989. Improving interactional organizational research: a model of person-organization fit, *academy of management review*, Northwestern University, Vol. 14, No. 3, 333-349 [accessed 3 July 2019]. Available at:

<https://pdfs.semanticscholar.org/8dd4/393cfc8739b65bf443fcbc849896447d7cb2.pdf>

Coetzee, M., Schreuder, D., Tladinyane, R. 2014. Employees' work engagement and job commitment: the moderating role of career anchors, *SA Journal of Human Resource Management*, 12(1), 1-12 [accessed 8 July 2019]. Available at:

<http://dx.doi.org.aineistot.lamk.fi/10.4102/sajhrm.v12i1.572>

Dacre-Pool, L., Sewell, P. 2007. The key to employability: developing a practical model of graduate employability, *Education and Training*, 49/4/2007, 277-289 [accessed 28 April 2019]. Available at:

http://clock.uclan.ac.uk/8347/1/Dacre_Pool__Sewell_2007_CareerEDGE_Article.pdf

Derr, C., Laurent, A. 1989. The internal and external career, a theoretical and cross-cultural perspective, *handbook of career theory*, Cambridge University Press, 454-472 [accessed 4 July 2019]. Available at: https://sites.usp.br/ppg-pst/wp-content/uploads/sites/218/2018/03/Internal-and-external-career_Handbook-of-career-theory.pdf

Deutschendorf, H. 2019. Fast company, five reasons your organization needs a strong why [accessed 28 April 2019]. Available at: <https://www.fastcompany.com/90292848/why-are-core-values-important-to-an-organization>

Devault, G. 2018. Small business, the difference between primary and secondary research [accessed 24 April 2019]. Available at:

<https://www.thebalancesmb.com/differences-primary-and-secondary-research-2296908>

Dodge, R., Daly, A., Huyton, J., Sanders, L. 2012. The challenge of defining wellbeing, *International Journal of Wellbeing*, 2/3/2012, 222-235 [accessed 26 April 2019]. Available at: <http://www.internationaljournalofwellbeing.org/index.php/ijow/article/view/89/238>

Doyle, A. 2018. The balance careers, types of employee benefits and perks [accessed 26 April 2019]. Available at: <https://www.thebalancecareers.com/types-of-employee-benefits-and-perks-2060433>

Ehlers, U., Kellermann, D., Sarah, A. 2019. Future skills, the future of learning and higher education, results of the international future skills delphi survey [accessed 15 May 2019]. Available at: <https://nextskills.files.wordpress.com/2019/03/2019-02-23-delphi-report-final.pdf>

Elmansy, R. 2016. Designorate, using inductive reasoning in user experience research [accessed 23 April 2019]. Available at: <https://www.designorate.com/inductive-reasoning-in-user-experience-research/>

Finnish National Agency for Education. 2014. Description of seven different transversal competence areas Source: Finnish national core curriculum for basic education 2014 [accessed 8 July 2019]. Available at: https://www.oph.fi/download/190839_aiming_for_transversal_competences.pdf

González-Romá, V., Gamboa, J., Peiró, J. 2018. University graduates' employability, employment status, and job quality, *Journal of Career Development*, 45/2018, 132–149 [accessed 20 May 2019]. Available at: <https://journals-sagepub-com.aineistot.lamk.fi/doi/10.1177/0894845316671607#articleCitationDownloadContainer>

Hammarberg, K., Kirkman, M., De Lacey, S. 2016. Qualitative research methods: when to use them and how to judge them, *Human Reproduction*, 31/3/2016, 498-501 [accessed 23 April 2019]. Available at: <https://doi.org/10.1093/humrep/dev334>

Harvey, L., Lee, P. 1996. *Transforming Higher Education*, The Society for Research into Higher Education & Open University Press [accessed 11 July 2019] Available at: <https://files.eric.ed.gov/fulltext/ED418640.pdf>

Hatano, G., Inagaki, K. 1984. Two courses of expertise, Hokkaido University Collection of scholarly and academic papers HUSCAP [accessed 11 July 2019]. Available at: <https://eprints.lib.hokudai.ac.jp/dspace/handle/2115/25206>

Held, J. 2019. Benefit trends, work life benefits, *CEBS Benefits Magazine*, Brookfield, 56/2/2019, 8-9 [accessed 26 April 2019]. Available at: <https://search-proquest-com.aineistot.lamk.fi/docview/2173639274/81D5A429E5804DC5PQ/4?accountid=16407>

Hoff Bernstrøm, V., Drange, I., Mamelund, S. 2019. Employability as an alternative to job security, *Personnel Review*, Vol. 48 Issue: 1, pp.234-248 [accessed 2 July 2019]. Available at: <https://doi.org/10.1108/PR-09-2017-0279>

Hyde, K. 2000. Recognising deductive processes in qualitative research, qualitative market research, *An International Journal*, 3/2/2000, 82-90 [accessed 29 April 2019]. Available at: <https://search-proquest-com.aineistot.lamk.fi/docview/213451424>

Insight for Professionals. 2018. Insight for professionals, four ways HR can improve the retention of women in workforce [accessed 21 April 2019]. Available at: <https://www.insightsforprofessionals.com/blog/improve-retention-of-women-in-workforce>

International Labour Organization. 2017. International labour organization, inception report for the global commission on the future of work, document and publications production, printing and distribution branch (PRODOC) of the ILO, 18-20 [accessed 27 April 2019]. Available at: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/publication/wcms_591502.pdf

Jackson N., Willis. J. 2014. Lifewide Learning and Education in Universities & Colleges: Concepts and Conceptual Aid [accessed 9 July 2019]. Available at: http://www.learninglives.co.uk/uploads/1/0/8/4/10842717/chapter_a1.pdf

Julià, M., Vanroelen, C., Bosmans, K., Van Aerden, K., Benach, J. 2017. Precarious employment and quality of employment in relation to health and wellbeing in Europe, *International Journal of Health Services*, 47/3/2017, 389–409 [accessed 27 April 2019]. Available at: <https://doi.org/10.1177/0020731417707491>

Lewellyn, R. 2002. The four career concepts, *HR Magazine*, 47(9), 121-126 [accessed 5 July 2019]. Available at: <https://search-proquest-com.aineistot.lamk.fi/docview/205052040?accountid=16407>

Markovich, M. 2019. Small business, chron, the legative impacts of a high turnover rate [accessed 21 April 2019]. Available at: <https://smallbusiness.chron.com/negative-impacts-high-turnover-rate-20269.html>

McAdams, D., Shiner, R., Tackett J. 2018. Handbook of personality development need motives and personality development, Guilford Publications, 2018, 285-291 [accessed 15 May 2019]. Available at: https://books.google.fi/books?id=2xx9DwAAQBAJ&pg=PA285&lpg=PA285&dq=sdt+and+mdt&source=bl&ots=yh0B88QnQB&sig=ACfU3U37msCAAS_1vOwaF2KhrJHOzp5CcA&hl=en&sa=X&ved=2ahUKEwi46eWv_pfiAhXhwosKHUf5AHYQ6AEwA3oECAgQAQ#v=onepage&q=sdt%20and%20mdt&f=false

McGroarty, B. 2019. Global wellness institute, empowering wellness worldwide, statistics and facts, key wellness industry stats and facts. [accessed 27 April 2019]. Available at: <https://globalwellnessinstitute.org/press-room/statistics-and-facts/>

- McQuaid, R., McQuaid, L., Dale, C. 2005. The concept of employability, urban studies, University of Nework, 197-219 [accessed 15 May 2019]. Available at: http://eprints.whiterose.ac.uk/50721/1/%20Concept_of_Employability_FINAL.pdf
- Miller, B. 2016. Human resources today, HR daily advisor, benefits, unique employee benefits [accessed 16 April 2019]. Available at: <http://www.humanresourcestoday.com/article/employee-benefits/?open-article-id=4490365&article-title=unique-employee-benefits&blog-domain=blr.com&blog-title=hr-daily-advisor>
- Mills, J. 2019. The Chopra centre, the inward journey: how to cultivate wellbeing [accessed 26 April 2019]. Available at: <https://chopra.com/articles/the-inward-journey-how-to-cultivate-well-being>
- Molinsky, A., Pisman, S. 2019. Generational issues, the biggest hurdles recent graduates face entering the workforce [accessed 16 May 2019]. Available at: <https://hbr.org/2019/04/the-biggest-hurdles-recent-graduates-face-the-workforce>
- Owen, C. 2005. Building your people for the profit of your business, Human Resource Management International Digest, 5/13/2005, 3-4 [accessed 28 April]. Available at: <https://doi.org/10.1108/09670730510700357>
- Potts, D. 2015. Irfan Khawaja Philosopher, policy of truth, the Schwartz theory of basic values and some implications for political philosophy [accessed 15 May 2019]. Available at: <https://irfankhawajaphilosopher.com/2015/08/12/the-schwartz-theory-of-basic-values-and-some-implications-for-political-philosophy/>
- Ramsoomair, F., Howey, R. 2004. The Hard Realities of Soft Skills, problems and perspectives in management, Business Perspectives, Founder LLC, Consulting Publishing Company 2(4) [accessed 8 July 2019]. Available at: https://businessperspectives.org/images/pdf/applications/publishing/templates/article/assets/1069/PPM_EN_2004_04_Ramsoomair.pdf
- Robles, M. 2012. Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace, Business Communication Quarterly 75(4) 453–465 [accessed 8 July 2019]. Available at: <http://homepages.se.edu/cvonbergen/files/2013/01/Executive-Perceptions-of-the-Top-10-Soft-Skills-Needed-in-Todays-Workplace.pdf>
- Ruuska, T. 2019. Inhunt, virherekrytoinnin monet muodot ja todelliset kustannukset [accessed 20 April 2019]. Available at: <https://inhunt.fi/2014/12/virherekrytoinnin-monet-muodot-ja-todelliset-kustannukset/>

- Salovey, P., Mayer, J. 1990. Emotional Intelligence, Imagination, Cognition and Personality, 9(3), 185–211 [accessed 11 July 2019]. Available at: http://ei.yale.edu/wp-content/uploads/2014/06/pub153_SaloveyMayerICP1990_OCR.pdf
- Saunders, M., Lewis, P., Thornhill, A. 2009. Research methods for business students fifth edition, Essex, Pearson Education Limited, Pitman Publishing 1997 [accessed 25 April 2019]. Available at: <https://eclass.teicrete.gr/modules/document/file.php/DLH105/Research%20Methods%20for%20Business%20Students%2C%205th%20Edition.pdf>
- Schwartz, S., Rubel, T. 2005. Sex differences in value priorities: cross-cultural and multimethod studies, Journal of Personality and Social Psychology, 89/6/2005, 1010-1028 [accessed 16 May 2019]. Available at: <https://pdfs.semanticscholar.org/1eae/175bec95aa5eddd7be45d79b0e8338a33e4b.pdf>
- Schwartz, S. 2007. Universalism values and the Inclusiveness of our moral universe. Journal of Cross-Cultural Psychology, 38/6/2007, 711-728 [accessed 15 May 2019]. Available at: <https://doi.org/10.1177/0022022107308992>
- Schwartz, S., 2012. An overview of the Schwartz theory of basic values, online readings in psychology and culture, The Berkeley Electronic Press, 2/1/2011, 9 [accessed 28 April 2019]. Available at: <https://doi.org/10.9707/2307-0919.1116>
- Schein, E., Van Maanen, J. 1977. Toward a Theory of Organizational Socialization, Massachusetts Institute of Technology [accessed 5 July 2019]. Available at: <https://dspace.mit.edu/bitstream/handle/1721.1/1934/?sequence=1>
- Schein, E. 1996. Career anchors revised: implications for career development in the 21st century. The Academy of Management Executive, 1996/10/4, 80-88 [accessed 17 May 2019]. Available at: <https://search-proquest-com.aineistot.lamk.fi/docview/210517326?accountid=16407>
- Schüler, J., Brandstätter, V., Sheldon, K. 2013. Do implicit motives and basic psychological needs interact to predict well-being and flow? testing a universal hypothesis and a matching hypothesis, Motivation and Emotion, 2013/37/3, 480-495 [accessed 18 May 2019]. Available at: <https://search-proquest-com.aineistot.lamk.fi/docview/1417960224?accountid=16407>
- Sosiaali- ja Terveystieteiden tutkimuskeskus. 2019. Work wellbeing [accessed 26 April 2019]. Available at: <https://stm.fi/en/wellbeing-at-work/data-and-research>

Statistics Finland. 2018. Gender equality in Finland 2018 [accessed 10 April 2019].

Available at:

http://www.stat.fi/tup/julkaisut/tiedostot/julkaisuluettelo/yyti_gef_201800_2018_19723_net.pdf

Sundby, D., Derr, C. 2007. Michael driver: A career life to remember, *career development International*, 12(4), 328-340 [accessed 5 July 2019]. Available at:

<http://dx.doi.org.aineistot.lamk.fi/10.1108/13620430710756735>

Tam, V., Le, K. 2018. Power spectral and bispectral study of factors affecting employee turnover, *Organization, Technology and Management in Construction: An International Journal*, 10(1), 1727-1734 [accessed 2 July 2019]. Available at:

<https://doi.org/10.2478/otmcj-2018-0006>

TE-Palvelut. 2014. TE Palvelut, Work in Finland guide for employees and entrepreneurs interested in Finland, on the labour market, at work and in a profession, Ministry for Employment and the Economy, Edita Publishing Ltd, 11/2014, 20 [accessed 26 April 2019]. Available at: <https://www.te-palvelut.fi/te/en/pdf/workinginfinland.pdf>

Terveystalo. 2019. Do you know the cost of work not carried out? [accessed 27 April 2019]. Available at: <https://www.terveystalo.com/en/Occupational-healthcare/What-we-can-offer/Costs-of-work-not-carried-out/>

The Economist Intelligence Unit. 2018. Worldwide education for future index, building tomorrow's global citizens The Economist Intelligence Unit Ltd, 1-31 [accessed 15 May 2019]. Available at:

<https://educatingforthefuture.economist.com/EIUYidanPrizeEducatingFortheFuture2018WP.pdf>

Verasai, A. 2018. The HR Digest, cost of employee turnover vs retention proposition [accessed 7 May 2019]. Available at: <https://www.thehrdigest.com/cost-of-employee-turnover-vs-retention-proposition/>

Walliman, N. 2011. *Research basics, the methods, the nature of data*, Routledge, New York, USA, 71 [accessed 24 April 2019]. Available at:

https://edisciplinas.usp.br/pluginfile.php/2317618/mod_resource/content/1/BLOCO%202_Research%20Methods%20The%20Basics.pdf

Watts, A. 2006. Career development learning and employability, learning and employability series two, the higher education academy [accessed 9 July 2019]. Available at:

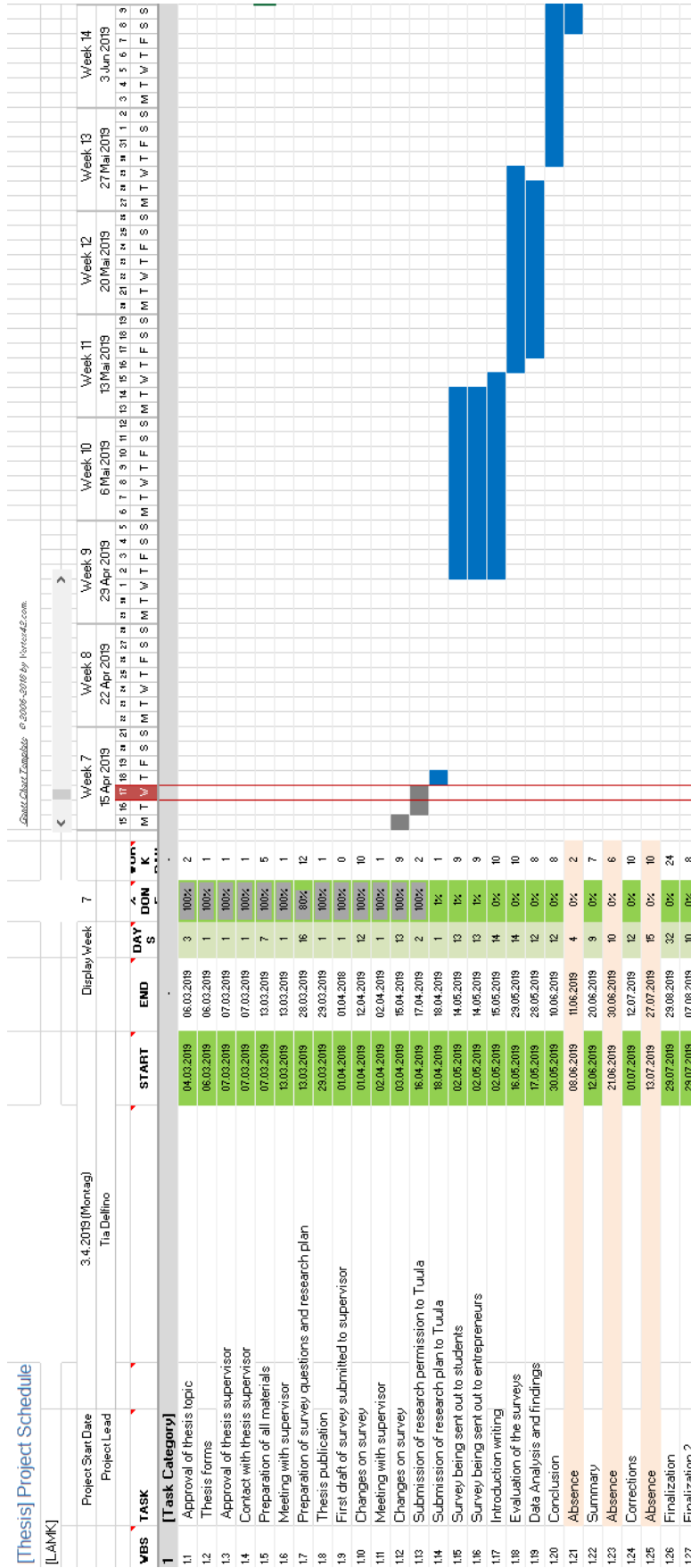
https://researchgate.net/profile/A_Watts2/publication/241130724_Career_development_learning_and_employability/links/542e6e360cf277d58e8eb526.pdf

Williams, M., Grobler, S., Grobler, A. 2014. Lifestyle integration-gender based stereotypes: a study on Schein"s career anchors within an ODeL HEI, Unisa Graduate School of Business Leadership Cnr Janadel and Alexandra Avenues Midrand, 1686, Gauteng, South Africa, African Journal of Hospitality, Tourism and Leisure Vol. 3 (2) [accessed 8 July 2019]. Available at: <http://www.ajhtl.com> 1 Lifestyle integration-gender based stereotypes: a study on Schein"s career anchors within an ODeL HEI

Wils, L., Wils, T., & Tremblay, M. 2010. Toward a career anchor structure: an empirical investigation of engineers, *relations industrielles*, 65(2), 236-256 [accessed 5 July 2019]. Available at: <http://dx.doi.org.aineistot.lamk.fi/10.7202/044301ar>

[Thesis] Project Schedule

[LAVMK]



[Thesis] Project Schedule

[LAIMK]

Project Start Date		3.4.2019 (Montag)	Display Week		14	
Project Lead		Tia Dellino				
VBS	TASK	START	END	DAY	DOM	K
1	[Task Category]					
11	Approval of thesis topic	04.03.2019	06.03.2019	3	100%	2
12	Thesis forms	06.03.2019	06.03.2019	1	100%	1
13	Approval of thesis supervisor	07.03.2019	07.03.2019	1	100%	1
14	Contact with thesis supervisor	07.03.2019	07.03.2019	1	100%	1
15	Preparation of all materials	07.03.2019	13.03.2019	7	100%	5
16	Meeting with supervisor	13.03.2019	13.03.2019	1	100%	1
17	Preparation of survey questions and research plan	13.03.2019	28.03.2019	16	80%	12
18	Thesis publication	29.03.2019	29.03.2019	1	100%	1
19	First draft of survey submitted to supervisor	01.04.2019	01.04.2019	1	100%	0
110	Changes on survey	01.04.2019	12.04.2019	12	100%	10
111	Meeting with supervisor	02.04.2019	02.04.2019	1	100%	1
112	Changes on survey	03.04.2019	15.04.2019	13	100%	9
113	Submission of research permission to Tuula	16.04.2019	17.04.2019	2	100%	2
114	Submission of research plan to Tuula	18.04.2019	18.04.2019	1	1%	1
115	Survey being sent out to students	02.05.2019	14.05.2019	13	1%	9
116	Survey being sent out to entrepreneurs	02.05.2019	14.05.2019	13	1%	9
117	Introduction writing	02.05.2019	15.05.2019	14	0%	10
118	Evaluation of the surveys	16.05.2019	23.05.2019	14	0%	10
119	Data Analysis and findings	17.05.2019	28.05.2019	12	0%	8
120	Conclusion	30.05.2019	10.06.2019	12	0%	8
121	Absence	08.06.2019	10.06.2019	4	0%	2
122	Summary	12.06.2019	20.06.2019	9	0%	7
123	Absence	21.06.2019	30.06.2019	10	0%	6
124	Corrections	01.07.2019	12.07.2019	12	0%	10
125	Absence	13.07.2019	27.07.2019	15	0%	10
126	Finalization	29.07.2019	29.08.2019	32	0%	24
127	Finalization 2	29.07.2019	07.08.2019	10	0%	8

SmallChartTimeline © 2006-2016 by Vorwerk42.com

Appendix 2 Thesis Permission



THESIS RESEARCH APPLICATION DECISION

I hereby confirm that I have decided to grant Tia Delfino permission to proceed with research for her thesis "The female future workforce and their expectations to the job market of tomorrow from the perspective of female students at Lahti University of Applied Sciences".
Thesis supervisor is Tarja Ahonen.

Lahti 16.4.2019



Tuula Kilpinen
Dean
Faculty of Business and Hospitality Management
Lahti University of Applied Sciences

Appendix 3 Student Survey

Dear LAMK students,

This short survey is part of my thesis process and focuses on female LAMK students. The main aim is to explore female students studying at LUAS expectations to their future work positions. By answering this 3-minute confidential survey you will help to define these expectations. This survey will be open from 23.4.2019 until 5.5.2019. Thank you for your time and participation in this survey.

Best Regards,

Tia Delfino Second year LAMK student

1. Are you a female student at Lahti University of Applied Sciences?

Yes, Skip to question 2. No Stop filling out this form.

2. What degree program are you studying?

3. Which of the age groups do you belong to?

18-21

22-25

26-29

30-35

35+

5. Are you working while you are studying at Lahti University of Applied Sciences?

Yes, Skip to question 5. No Skip to question 6.

6. How long have you been working in your recent workplace?

1-6 months

6-12 months

12-18 months

18-24 months

longer than 24 months

6. Choose the top three values that are important to you in a company?

Honesty towards customers and employees

Trust in employees

Teamwork

Positive work environment

Appreciation of work and effort

Passion for the product, service or company

Company that offers long term employment

Other:

7. Which are the top two benefits offered by a company?

Good Salary

Flexible Working Hours

Work Life Balance

Parental Options

Educational Support and Training

Home Office

Other:

8. List one reason why you would apply to a company? *

9. Choose the three most important skills for your future work life.

Communication skills

Creativity

Work ethic skills (punctuality, reliability)

Teamwork skills

Problem solving skills

Flexibility

Social skills

Working under pressure

Other:

10. What do you think are the three biggest challenges when entering the future job market?

Too much competition

Lack of needed skills

Getting to the interview

The interview

General availability of positions

Combining family and career

Commuting Language skills

Other:

11. What could a company do, to headhunt you to their company? Offer you...

Bonus payments

Flexible working hours

Work life balance

Parental options

Educational support and training

Home office

Lunch vouchers

Other:

12. What would be the three main reasons for you to leave a future workplace?

Lack of motivation

Stress

Unproductive work environment

Uncreative work environment

Unorganized work environment

Bad time management

Lack of encouragement

Uncertainty

Constant change of employees

Unmanageable workload

Not being appreciated or valued

Other:

13. Which workplace well-being initiative is the most important for you in a future work environment?

Pleasant workspace

Fitness and sport courses

Mindfulness initiatives

Office snacks and free lunches

Flexible working hours

Free transportation

Team holidays

Other:

Appendix 4 Business Survey

Dear participants,

This short survey is part of my thesis process and focuses on female LAMK students. The main aim is to explore female students' expectations to their future work positions. By answering this 3-minute confidential survey you will help to define these expectations. This survey will be open from 23.4.2019 until 16.5.2019. Thank you for your time and participation in this survey.

Best Regards,

Tia Delfino

Second year LAMK student

1. Email address
2. Which company and industry do you work for?
3. List the top three values you expect from female applicants
4. List the top three benefits your company offers to female employees:
5. What are your criteria in choosing a female applicant?
6. What do you think the most important skills are in a female employee?
7. What do you think the biggest challenges are for female students entering the future job market?
8. What advice can you give the future female workforce entering the future job market?
9. Why do you think female employees leave a company?
10. Which workplace well-being options are offered to female employees by your company?