

Sex differences in the effects of recruitment practices?

A multi-method research concerning the effects of recruitment practices by
the Royal Dutch Armed Forces on male and female job-seekers



Master thesis

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Foreword

Issues concerning diversity have always intrigued me, not at least because of the personal conviction that complementation of skills and talents can and will only take place when differences are valued instead of downgraded.

While I started my educational career with writing reports on gender quotas within politics I decided to write my thesis about diversity within one of the most sex segregated governmental branches; the Royal Dutch Armed Forces. Before I could start with my master thesis I had to find someone who believed in my aspirations and shared the opinion concerning the importance of diversity. I would therefore like to give thanks to Colonel R. J. F. Bergman who, as Director of *Diensten Centrum Werving en Selectie*, gave me the chance to participate within the organization and to become part of the team responsible for the recruitment of young soldiers. His willingness to support my work and the loyalty of the staff, inter alia Mr. Wubbema who was so kind to share his office and stories with me, made me feel at home and gave me the motivation to fully commit myself to the research. After the translocation of Mr. Bergman, Lieutenant-Colonel Vaalburg took over his supporting role, of which I am very grateful as well.

I would also like to use this opportunity to express my thankfulness towards Pretty Liem who, with the greatest co-operation possible, supported and motivated me the entire journey. Not so much the educational advice as well as her personal stories and personality increased the confidence I had towards my abilities. She has been a great example for me and the words of her doctoral research have and will be my inspiration: *'Step by step forward'*.

At last, the never ending support of my mother has been my refuge not only during this research but my entire life. I love and respect her and she has inspired me to give sight to the great amount of potential women have, even though many of them are still unaware of it. I will end this foreword with a citation of my Father and wish you a pleasant time while reading this thesis.

'Trust your Father with all your heart and do not expect it of your own mind. [...] For the basis of all knowledge is a venerable awe for Him'. (Proverbs 2:5; 1:7)

Elske van Erkelens

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Abstract

The goal of this research has been to investigate if there are sex differences in the variables that best predict organizational attractiveness and how information days organized by the Royal Dutch Armed Forces affects these variables. By answering these questions insights are gained into the question how the Ministry of Defence can improve their information days so that more women will be attracted to work for the Armed Forces. The results showed that Diversity, Altruism and Autonomy aspects were significant predictors of the attractiveness expressed by female attendees and were most strongly negatively affected by the information days. Recommendations resulting from the analysis are the discouragement of specific women information days and the advice to focus more on Diversity and Altruism issues during the days through spoken and written information as well as through behaviour and other implicit signals send out by recruiters. Hence, attention to the Self-Efficacy Believes of women is also recommended as this will probably increase their self-confidence which results in higher expressed attraction.

Keywords: Recruitment, Organizational Attractiveness, Sex Differences, Armed Forces



1. Introduction

The contribution and surplus value of the knowledge and skills of employees to the performance of organizations has been increasingly recognized and underscored the last decades (Breaugh & Starke, 2000). The most common way to supplement the workforce of an organization is by recruiting new applicants and *'the ultimate cost of failure to attract applicants may be organizational failure'* (Barber & Roehling, 1993, p. 845 as in Ehrhart & Ziegert, 2005). Since the 1970s and 1980s, more attention has been paid by organizations to the recruitment of non-traditional target groups. The rationale behind focussing on these groups usually exists out of a combination of social, demographic and economic arguments (Research voor Beleid, 2010). Mainly ageing, longevity, multi colouring, a decreasing inflow of young adults and an increasing inflow of women into the labor market caused the demographic features of the pool of labor supply to shift (Glastra, Meerman, de Vries & IJssel, 2001). The Ministry of Defence, one of the largest employers of the Netherlands, explicitly senses this demographic shift of the labor pool and increased its recruitment practices towards non-traditional groups of job-seekers in order to satisfy the ongoing organizational need for new employees. Besides those needs the organizational awareness of the positive effects of enhancing a diverse workforce has also increased. The Royal Dutch Armed Forces emphasizes that employees with a different cultural background are, during missions, able to open doors which otherwise would have stayed closed for Dutch militaries. Hence the deployment of women during peace operations supports the creation of trust and respect with local, mostly female, citizens (Vries, 2009). In general three target groups are by the Armed Forces perceived as 'distinct' from the traditional labor supply: women, ethnic minorities and homosexuals. When focusing on the first target group specific affirmative actions are undertaken the last few decades such as the development of the emancipation policy *'Vrouwen in de Krijgsmacht'* in 1985, the *'Plan voor positieve actie voor de integratie van de vrouw in de krijgsmacht'* in 1989 and the *'Gender Action Plan'* in 2003. This final policy implementation was inspired by the UN Resolution 1325 in which the Dutch government assigned to *'strengthen women's role in the planning, preparation, decision-making and executing phases of crisis-response operations'* (United Nations, 2000). In 2007 Secretary of Defence, C. van der Knaap, wrote that, although he acknowledged the importance of focusing on women, the different target group policies for ethnic minorities, women and homosexuals was lacking coherence and synergy (Knaap, 2007). He therefore substituted the different policies with one overarching diversity policy called *'Actieplan diversiteit Defensie'*, in which the gender targets of the Genderforce Project were included. Everything changed in 2010 when, as ordered by the new Cabinet Rutte-Verhagen, the *Actieplan diversiteit* was shut down. According to the ministers of this Cabinet, diversity management was in times of financial pressures, the Dutch economy slipped into a recession in 2008, not a priority. This close down meant the end of extra training facilities for women, targeted career guidance and special women-recruitment days (Hillen, 2011). Despite this closure of specific gender attention the government, in their establishing



budget of 2011, again recognized the value of a diverse workforce, although not supporting diversity-enhancing policies and targeted recruitment (Middelkoop, 2011). Hence in the same document the government highlighted their continuing participation in the UN Resolution 1325.

1.1 Problem statement

In light of the current lacking policy support but on the other side ongoing organizational needs the Department of Recruitment and Selection (*DC WS*) has the difficult task to, sometimes against all odds, recruit a diverse pool of job-seekers for the Armed Forces. *DC WS* has different 'universal' recruitment practices and the responsibilities are divided into two sections called labor market communication (*AMC*) and Recruitment (*Werving*). The section *AMC* is responsible for, through the media, positioning the Ministry of Defence as an attractive employer. Supplementing *AMC*, the recruitment section tries to increase this interest of target groups through personal contact. Although several practices, such as information days for women, have stopped other more sophisticated practices aimed at women still exist and are supported by the Head Director Personnel (*HD*) (Leijh, 2011). *AMC*, for example, pays attention to the image of the Armed Forces as an employer by specifically displaying women in their ads and commercials. Due to the absence of targeted recruitment specifically aimed at recruiting women but the ongoing emphasis laid on the importance of enhancing a diverse workforce, the question arises what the effect is of the 'universal' recruitment practices on organizational attractiveness perceived by female job-seekers. One specific recruitment practice deserves in this light extra attention. The top priority of recruitment activities, in financial and time resources, are the information days which are monthly organized (Intranetportal, 2012). The goal pursued by organizing these days is to accurately reflect towards attendees what it is like to work for the Armed Forces. Hence, the desire is to attract and recruit through those days more people for the Armed Forces. Due to improved technology *DC WS* is since October 2012 able to digitally 'follow' attendees of information days and able to see which attendees of information days afterwards apply for a job. Comparing the attendee and application rates reveals that a significant amount of attendees of information days do not apply for a job. This withdrawing out of the recruitment process by former interested and attracted job-seekers is also called 'self-selection' and it appears to be different for men and women (Griepentrog, 2012). For example, on February the 20th 2013 *DC WS* organized an information day at the *Generaal Spoorkazerne*, Ermelo. 139 interested job-seekers applied for the information day. Three weeks later 48 out of the 139 attendees applied for a job at the Armed Forces. Nevertheless women withdrew at a higher percentage than men did. While the application rate of men was 37 percent that of women was 22 percent. Another example is that of the information day at the *Generaal-Majoor De Ruyter van Steveninck Kazerne* the same month. The male application rate afterwards was almost 37 percent while that of female attendees was solely 15 percent. In light of the importance of a diverse inflow this quantitative discovery reveals a possibly problematic process which should, according to the Ministry of Defence, be investigated in more detail. The main question



therefore is: *'Are there sex differences in the factors that best predict the attractiveness of the Armed Forces in the eyes of the job-seekers and what is the effect of the information day on these factors?'*. The purpose of investigating the effect on attractiveness is to understand if and how information days can be re-customized to increase the organizational attractiveness expressed by female applicants.

1.2 Social and scientific relevance

Although the *'Actieplan diversiteit Defensie'* has been ended, in the same document minister of Defence J. S. J. Hillen pleaded the on-going participation to the National Actionplan (NAP 1325) concerning the role of women in (post-) conflict areas (Hillen, 2011). The Ministry of Defence recognizes that in order to reach women they need women: *'Military interventions and peacekeeping operations usually imply that foreign troops – predominantly men – are deployed to impose a ceasefire or to control, and sometimes even fight, the local belligerent. In these male-dominated operations, the risk that 'soft' female ways will remain unnoticed is very real'* (NAP 1325, 2011, p. 28). In order to increase operational effectiveness soldiers are trained to be sensitive to gender aspects in their work and female soldiers are trained to make contact with female locals. Nevertheless, in order to train female soldiers there first of all have to be women in the army. Therefore the current inquiry highly interrelates with the NAP 1325 and contributes to one of the fundamentals of the action plan, that of intercalating women in every aspect of the Army and making use of their specific demographic and psychological distinctiveness with respect to their male counter partners.

Beside the societal and organizational relevance of this inquiry there are also some scientific lacunas to which the results of this research might contribute. First of all, although female more than male students are interested in pursuing a non-traditional career linked to their sex only a minority actually selects a career dominated by the opposite sex (Fiotentine, 1988 as in Bridges 1989). Despite the growing amount of scientific literature that scrutinizes sex differences in job and organizational choice none of these are carried out specifically for the Royal Dutch Armed Forces, one of the most gender segregated occupations within the Netherlands. Moreover, while much research is conducted on women who are between the twenty-five and fifty-five years old less research has been conducted on female students and young adults who are at the point of choosing their career path. At last, according to McKay & Avery (2006) little theoretical development has occurred concerning the stages later in the recruitment process, those of site visits, and their effects on job-seekers. All these remaining scientific questions support the need to conduct this research and we expect that the obtained results will contribute to padding some of these scientific voids.

1.3 ASW-justification

The educational requirement of justifying the 'interdisciplinary' feature extracted out of the faculty name will be satisfied by the upcoming research. On the one hand scientific methods are used to investigate the current knowledge about recruitment practices and their effects. This scientific knowledge is subsequently used to scrutinize a practical problem obtained out of everyday life. This



combination of science with practical problem solving gives meaning to the interdisciplinary requirements. This inquiry also sheds light not only on micro but also meso and macro level factors. The individual is the focus of analysis but organizational features and policies are incorporated. Hence, attention is paid to macro level changes in the labor supply. Finally both psychological (*information processing*) and sociological (*social identity*) theories are elaborated to shed light on above stated knowledge gaps which fulfills the requirement to incorporate different disciplines.

1.4 Bookmaker

The second chapter of this thesis will be devoted to the elaboration of theories that might explain the rationale behind job search behaviour and possible effects of site visits on the job-seeker. This chapter will result in a theoretical model which will be used as baseline of the quantitative and qualitative data collection and analysis. The third chapter enhances the operationalization of the theoretical concepts of the former chapter. The fourth chapter is used to display the results obtained by the quantitative and qualitative data collection. At last the fifth chapter will draw conclusion out of the results and state recommendations towards the Director of the Recruitment section of the Armed Forces. The final section will be used to review the major surplus values and pitfalls of the inquiry and give some indications for further research.



2. Theoretical exploration

The upcoming chapter will elaborate theories which underlie human behaviour. A distinction will be made between theories concerning information processing and subsequent evaluation of the received information. Since the current inquiry aims at clarifying sex differences, theories which could explain these differences will be described in more detail.

2.1 Literature on recruitment research and organizational attractiveness

Recruitment is an often used term but definitions nevertheless differ across inquiries. Barber (1998) enhances a rather narrow definition of recruitment by including only purposeful actions undertaken by organizations. Through enhancing this description he excludes multiple important unintended factors such as the effect of organizational image on job-seekers or effects of the recruitment process. This inquiry will enhance the more extensive definition of Rynes (1991) who defined recruitment as *'encompassing all the organizational practices and decisions that affect either the number, or types, of individuals that are willing to apply for, or to accept, a given vacancy'* (Rynes, 1991, p. 429). Although there is no intention to scrutinize all organizational practices the surplus value of this definition is the recognition that also unintended factors might have an effect on job-seekers, something that will be proven to be a valuable notion when recommendations are given to the recruitment department of the Ministry of Defence.

As with the definitions, different outcome variables are used in recruitment inquiries concerning the effect of recruitment practices on job-seekers. Because we are interested in withdrawal behaviour of women this seems like the most suitable outcome variable. Research on withdrawal behaviour out of the recruitment process is scarce; solely two inquiries have so far been conducted on this topic. The first inquiry on self-selection was carried out by Ryan et al. in 2000, who investigated actual withdrawal behaviour. He showed in his inquiry that those who select themselves out of the recruitment process enhance a more negative perception of the organization. The second inquiry was carried out by Griepentrog anno 2012. He found that organizational attractiveness significantly predicts withdrawal behaviour, $r = .30$ $p < .001$ with low attraction predicting high dropout rates and vice versa (Griepentrog, 2012, p. 742). Because of the instructions of the Director of the Recruitment section to focus on information days it is not possible to investigate actual withdrawal behaviour; this occurs at a later stage. The former inquiries showed nevertheless that withdrawal is best predicted by organizational attractiveness. We therefore will use organizational attractiveness as outcome variable in the often used definition of *'getting potential candidates to view the organization as a positive place to work'* (Ehrhart & Ziegert, 2005 as in Rynes, 1991).

2.2 Review of the recruitment literature; three metatheories

In order to create a scientific model suited to the current inquiry the current literature on recruitment will be elaborated to extract useful theories. The current study aims at understanding which considerations attendees of information days make and theories related to the point of view of the job-seeker will therefore first be elaborated. At first the *environmental processing metatheory* will be discussed since this will reveal the rationale behind the expectation that information days affects organizational attractiveness. Subsequently in the second section the *interactionist metatheory* will be elaborated which sheds light on the psychological process of job-seeking behaviour. Finally in the third section the *self-processing metatheory* will elaborate how self-efficacy beliefs and social norms affect organizational attractiveness. The final section will reveal the mutual relations between the different theories.

2.2.1 Environmental processing metatheory and the effect of information days on organizational attractiveness

The environmental metatheory is concerned with the psychological processes lightened by information days. Theories subdivided under this metatheory explain simply how people perceive their environment, through which sense, and how these perceptions affect organizational attractiveness (Ehrhart & Ziegert, 2005). This theory is of surplus value for the inquiry because it highlights the aspects that could, if necessary, be adjusted by the Armed Forces in order to increase the attractiveness in the eyes of the job-seeker.

The rationale behind the information day is that by providing the job seeker with written, spoken and visual displayed information, he or she will be able to make a balanced consideration about the attractiveness to apply for a job. The main theory used under the environmental processing metatheory is the *elaboration likelihood model* of Petty & Cacioppo (1986). According to this model there are in general two ways how information is absorbed by individuals. The first is high level elaboration during which individuals carefully scrutinize the content of messages. The other modus is called low level elaboration during which peripheral cues are processed. Both high and low level elaboration bolsters' an individual's perception about an organization. The Recruitment section of DC WS responds to the process of high elaboration by offering information through for example presentations, which can be elaborated by the attendees. Low elaboration and occurs when the ability or motivation to enhance high elaboration is low. When a person engages in low elaboration peripheral cues are processed in order to form opinions about certain possibilities. DC WS specifically anticipates at offering peripheral cues which trigger low level elaboration such as watching so called *static shows* which give an impression of the materials the Armed Forces work with. Besides the intention of DC WS the likelihood that attendees automatically engage in low level elaboration is also sufficient due to both ability and motivational factors. The ability is likely to be low because attendees

have not had sufficient exposure to acquire adequate information about job and organizational characteristics to scrutinize (Uggerslev et al., 2009 as in Uggerslev, 2012). Hence, the motivation might be low because attendees are likely to skim and loosely consider a number of job opportunities (Jones et al., 2006 as in Uggerslev, 2012). This short discussion on information processing makes clear that the information day is expected to influence the attendees not only by intended spoken or written information but that the whole ambiance might affect the image the job-seekers enhance at the end of the day. This means that if results show that improvements could be made both sorts of environment elaboration should be taken into account.

Expectancy Theory

Besides the above stated theories that explain how features of a person's environment are conceived there are also three theories that explain how these perceptions affect organizational attractiveness. Despite some interesting features of the *exposure-attitude hypothesis* (Zajonc, 1968 as in Ehrhart & Ziegert, 2005) and the *generalizable decision processing model* (Soelberg, 1967), the most important and frequent used theory is the *expectancy theory* of Vroom (1964). When the theory is applied to organizational attractiveness it is concerned with the desirability of a certain outcome in the eyes of the job-seeker, so called *Instrumentality*, and the *expectation* that membership of an organization is associated with achieving the desired outcome, referred to as *Valence*. This model has been mathematically represented by Mitchell & Beach (1977, p. 206) (Figure 1.1).

Figure 1.1: Mathematical representation of the Expectancy Theory

$$A_j = f \sum_{k=1}^n I_{jk} V_k$$

Related to organizational choice, the A stands for attractiveness of a certain outcome j , which is a certain organization. K are the organizational attributes (such as pay and job security), I is the attractiveness of those attributes and V is the believe the attributes are associated with the particular organization. N is the number of outcomes, so the number of attributes. The *expectancy theory* and the associated model provides an analytical tool for replicating the psychological process behind attraction. When a job-seeker attends an information day and therefore shows attraction to an organization, this means that he thinks there is a certain amount of fit between personal desires and expectancies about the fulfilment of those desires, the person-organisation fit (see section 2.2.2). The information day is developed to increase this attractiveness. When attendees, after the site visit, select themselves out of the recruitment process, their association between membership and achieving a certain outcome has diminished. So the attractiveness might be decreased due to the fact that a certain

outcome might not be established by pursuing the job. This is the first hypothesis will be the baseline of the inquiry and enhances the observation that women apply to a lesser extent than men after they visited an information day.

Hypothesis	Concept	Statement
SH1	Pre Organizational Attractiveness	<i>There will be no sex difference in the Attraction men and women express before the information day.</i>
SH2	Post Organizational Attractiveness	<i>There will be a sex difference in the Attraction men and women express after the information day.</i>

2.2.2 Interactionist processing metatheory

Besides understanding how information days might affect organizational attractiveness it is also important to understand which factor contribute to a certain amount of organizational attractiveness, which factors people desire. The *interactionist metatheory* of Ehrhart & Ziegert (2005) explains that interaction between a person's needs & preferences and characteristics of an organization results in attraction. This interaction effect is defined as the person-organization 'fit' and has been described as: '*the compatibility between people and organizations that occurs when: (a) at least one entity provides what the other needs, or (b) they share similar fundamental characteristics, or (c) both*' (Kristof, 1996, p. 4–5). The opposite of a certain 'fit' is a mismatch. This happens when at least on entity does not provide what the other needs or if they do not share similar fundamental characteristics. Argyris (1957) argues that too much perceived incompatibility between desires and offerings can create individuals that are unmotivated to undertake a certain behaviour. This means that, when job-seekers perceive too much incongruence between their personal needs and the offerings of an organization, they are expected to renounce action.

Organizational attributes

Various definitions of P-O fit are researched last decades out of which the symbolic and instrumental congruence definitions have been used most often (Chapman, 2005). Symbolic P-O fit describes organisations in terms of subjective, tangible and abstract traits which are mostly based on inferences instead of what people think an organisation actually constitutes of. The pendant of symbolic congruence is instrumental congruence. The instrumental fit describes the organization in objective, factual and concrete terms such as pay, advancement opportunities and job security. People show attraction to these attributes based on their utilitarian needs to maximize benefits (Katz, 1960, as in Hoye & Saks, 2011). Although not all attributes are significant predictors of organizational attractiveness as a set they explain a significant amount of variance in organizational attraction. Uggerslev et al. (2010) found in his meta-analysis nineteen attributes important to job-seekers (such as salary and benefits). Nevertheless, the Armed Forces is a unique employer that enhances very explicit attributes not offered by other organizations and possibly not included in standard attribute lists (Lievens, 2007). Lievens (2005) was the first to set up an attribute list adapted to Belgian Defence organization by interviewing 195 military employees. The respondents were asked to circumscribe



their reasons for joining the Army and a set of nine attributes was derived out their answers which subsequently served as basis for Lieven's survey questions; salary, job security, advancement, physical activities, educational opportunities, task variety, social activities, travel opportunities and well-defined structure. Besides the organizational attributes suited for the Armed Forces some 'general' attributes are shown to have strong predicting value on organizational attractiveness and therefore should be incorporated into inquiries concerning organizational attractiveness. Autonomy ($R = 0.20$) and challenge ($R = 0.39$) are some of those attributes proven to be important for many job-seekers (Uggerslev et al., 2012, p 617).

Hypothesis	Concept	Statement
HH1	P-O fit	<i>The higher the expectations job-seekers have concerning the presence of attributes within an organization the higher the organizational attractiveness.</i>

Sex differences in instrumental attribute preferences

Jurgensen (1978) was one of the first to investigate a hypothesized sex difference in attribute preferences and showed in his research that women emphasize different aspects of jobs than men do. Others (Bigoness, 1988 as in Konrad, 2000) have argued that mixed results are obtained which neither solely support nor refute the hypothesis that men and women have different attribute preferences. In order to explain the observed gender differences in withdrawal behaviour at information days of the Dutch Armed Forces it is important to investigate if men and women are dissimilar attracted to job and organizational attributes. First a distinction has to be made between gender and sex. While sex refers solely to the biological state as having male or female reproductive organs, gender is 'a psychological and cultural term, referring to one's subjective feelings of maleness and femaleness.....or to society's evaluation of behaviour as masculine or feminine' (Basow, 1992, p. 2 as in Freeman, 2003). Although the Ministry of Defence is targeting sex and not gender it is important to make this distinction because gender roles are proven to account for a greater proportion of variance in outcomes than sex does (Korabik, 1999, as in Freeman, 2003). Nevertheless unsurprisingly there are some similarities between inquiries conducted on sex and gender. For example, research has supported the 'theory that males and females are differentiated along the agentic versus communal continuum described by Bakan (1966), which posits that males are higher than females on agentic (sometimes known as instrumental) traits and that females are higher than males on communal (sometimes known as expressive) traits' (Feingold, 1994, p449, as in Freeman, 2003).

The theories underlying a hypothesised sex difference in preferred organizational attributes are those of gender roles, stereotypes and gender socialization (Konrad, 2000). Gender roles are concerned with activities and behaviours appropriate for each sex. Stereotypes are concerned with a shared set of beliefs about psychological features of men and women. Gender roles and stereotypes are derived out of gender socialization, a process during which 'agents encourage and model desired behaviours, with the ultimate aim that these values become internalized' (Ruble, 1997, p. 46). Gender socialization



prepares, by the use of social pressure, men and women for the social structures appropriate to them. Subsequently the attained gender role, ascribing appropriate activities, affects preferred job characteristics. For example, men are traditionally assigned as income providers which should make them value high earnings more than women do. Women, due to the by traditional gender roles ascribed caring task, should be more attracted to firms that provide flexible work schedules which enable them to combine work with care responsibilities. Eccles (1993, as in Freeman, 2003) describes the effect of internalized gender roles as men and women having different life goals which result in different career choices. Besides gender roles stereotypes, a shared set of beliefs concerning psychological features by sex, might also explain gendered preferences of job and organizational characteristics. For example, the masculine stereotypes are, according to Williams & Best (1990, as in Konrad, 2000), associated with traits like autonomy, dominance and aggression. Due to internalization men are expected to express stronger preference to job characteristics which are linked to these stereotypes such as high preference to jobs that provide autonomy. Feminine stereotypes are *inter alia*, affiliation, nurturance and abasement and women are expected to be more attracted to job characteristics linked to these stereotypes such as the preference for jobs which involve altruism and helping others.

Many people believe that gender socialization has weakened during the last centuries due to increased labor participation of women and increasing divorce rates, making more women heads of single parent households. Hence, according to scientists stereotypes have changed over time and feminine ones have become less stereotypical (Coltrane, 1996 as in Konrad, 2000). Nevertheless, Twenge (1997, as in Konrad, 2000) showed that masculine stereotypes have not lessened but have increased which causes the gap in sex differences not to diminish but to be maintained. Focussing on the gender role theory and the outcomes of gender socialization, the division of household labour is still far from equal. Almost 75 percent of the Dutch women who work do this part-time because of the wish and need to both take care of the household and earn money as supplement to the spouse's income (SCP, 2008). This shows that taking care of the household still significantly impacts women's behaviours. According to Russell & Rush (1987) women appear to be alert to the challenge of combining work with a private life already early in their career planning. To conclude this short section concerning the ongoing sex differences in organizational preferences Freeman (2003) provided an indication that regardless of the popular view that organizational attributes preferences of men and women are converging, female undergraduates, the same group to which the attendees of information days belong, still value specific 'feminine' attributes more than their male counter partners. All these findings suggest that although gender socialization might have changed the last decades sex differences certainly have not diminished and are therefore expected to play a role in sex segregation between organizations.



Konrad (2000) incorporated both the theory of gender roles and stereotypes into a metaanalysis of 242 inquiries and divided job characteristics by masculine and feminine trait inferences. Subsequently he showed that women were more attracted to feminine job attributes, such as the emphasis put on 'working with others' and 'easily commuting' while men were more attracted to jobs that provided 'high earnings' and 'promotion opportunities' (Appendix 1). Moreover, contrary to the expectation that sex differences would have decreased during the last four decades, Konrad showed that gender differences increased. We therefore, in line with results obtained out of the metaanalysis of Konrad and based on the gender role and stereotype theory, expect to find a gender difference in preference of organizational attributes. More specific, we expect female attendees to lay more emphasize on feminine and men more on masculine attributes.

Sex differences in symbolic attribute preferences

Besides the instrumental fit that job-seekers seek to establish symbolic congruence has also been proven to be of importance (Lievens & Highhouse, 2003). Eccles (1987) was the first to study sex differences in preferred organizational values and according to him women value 'helping others' in their job more than men do. This value he described as 'altruism'. Hence, women also tend to choose organizations that share those same altruistic values. Again the sex role theory/gender role theory of Eagly (1987) explains that this sex difference occurs due to gender socialization which causes women to be more caring and nurturing and therefore enhancing more altruistic values than men.

Although not mentioned in the metaanalysis of Chapman et al. (2005) nor in the typology of William & Best (1990) one other important symbolic factor is discovered by scientists and should be incorporated into the current inquiry, that of Corporate Social Performance (CSP). CSP is defined as '*a business organization's configuration of principles of social responsibility, processes of social responsiveness and policies, programs, and observable outcomes as they relate to the firm's societal relationships*' (Wood, 1991, p. 693). Five dimensions of CSP have become widely used in recruitment research; environment, community relations, diversity, product issues and employee relations (Backhaus, 2002). Diversity is expected to be most relevant to the current study since it might contain sex differences. Williams (1994) investigated the effect of a diverse workforce on organizational attractiveness perceived by minorities. He hypothesized that women and ethnic minorities are valuing diversity supporting practices and outcomes of organizations more strongly than men and ethnic majorities do. He explains this by arguing that a company putting effort in enhancing a diverse workforce is communicating to the minority job-seeker that he is concerned with maximizing the potential of the employee regardless of demographic features. Williams found in his inquiry that women, as he expected, value organizations that put effort in enhancing a diverse workforce more than men do. Cable & Judge, (1996) also showed that job-seekers perceived a greater fit when their demographic features were similar to the representatives they see from an organization. Both the results of Williams (1994) and Cable & Judge (1996) point to the direction of increasing attractiveness

due diversity sensitive policies. We will therefore add both altruism and diversity attributes into attribute list used to analyse the fit between job-seekers and the Armed Forces.

Hypothesis	Concept	Statement
SH3	Sex differences attribute preference	<i>Some organizational attributes will be more important for male than female respondents and vice versa, with those attributes consistent with feminine organisational attributes being more important to the female respondents and those with masculine organisational attributes more important to male respondents.</i>

2.2.3 Self-processing metatheory

The third and final metatheory is the self-processing metatheory. The essence of this metatheory is that perceptions of the self, such as self-efficacy believes, shape perceived attraction. When focusing on the *social learning theory*, the main theory used by scientists, one of the main influentials argues that ‘*people’s behaviour is strongly influenced by their confidence in their ability to perform it*’ (Ajzen, 1991, p. 184). People solely choose activities of which they believe they are able to accomplish and will therefore be attracted to firms based on the expectancy that they are able to be successful. One of the first to scrutinize this hypothesis were Cable & Judge (1994). They proved that people with higher self-efficacy believes are indeed more attracted to organizations that reward their capabilities. Hence, Ajzen (1991) incorporated this variable together with P-O fit in the *Theory of Planned Behaviour*, by which he argues that both perceived ‘fit’ and self-efficacy believes shape organizational attractiveness.

Hypothesis	Concept	Statement
HH2	Self-Efficacy Believes	<i>The higher the Self-Efficacy Believes job-seekers enhance concerning their ability to be successful within the organization the higher the organizational attractiveness.</i>

In light of the observed gender-difference in self-selection the question is if this might be ascribed to gender differences in self-efficacy believes. Palomino & Peyrache (2010) found that women are less self-confident than men. Hence before Palomino & Peyrache Beyer (1990) showed that men have the tension either to accurately or over-estimate their abilities while women tend to systematically underestimate their abilities. When the hypothesized sex difference is applied to non-traditional occupations Betz & Hackett proved that ‘*females reported significantly lower levels of self-efficacy with regard to non-traditional occupations*’ (Betz & Hackett, 1981, p. 404 as in Freeman, 2003) with ‘non-traditional’ referring to organizations that constituted for less than 30 percent out of women. Although there is in the current study sufficient reason for women to expect more difficulties in successfully completing the selection process of the Armed Forces or to be successful in their job, due to the fact that both require sufficient conditional premises, the question is if low self-efficacy believes are present.

Hypothesis	Concept	Statement
SH4	Self-Efficacy Believes	<i>Female respondents will enhance lower Self-Efficacy Believes than men.</i>

Social norms



Although it is generally recognized that potential applicants are influenced by what other people such as family or friends think about jobs and organizations, most recruitment studies have treated job seekers as individual decision-makers in social isolation (Highhouse & Hoffman, 2001, as in Hoye & Saks, 2011, p. 316). Social norms are about the perceived social pressure to perform a certain behaviour and the intrinsic motivation to comply with it or not (Ajzen, 1991, p. 188). Liden & Parson (1986) were one of the first who showed that peer and parental pressure on young applicants influenced their job decisions. A more recent example showed that the expected social support had a significant effect on job pursuit intentions (unstandardized probit coefficient of .30; Griepentrog, 2012, p. 742).

Hypothesis	Concept	Statement
HH3	Social Norms	<i>The higher the expected Social Support job-seekers experience concerning their choice to apply for a job at the organization the higher the organizational attractiveness.</i>

Hence gender differences might be expected in the relationship between social pressure and organizational attractiveness. Women tend to put more emphasis on interpersonal relationships than men do (Konrad et al., 2000). Hence, according to Hooft et al. (2006) women define themselves more in relationship to others which causes them to be more sensitive to opinions of those with whom they have an interpersonal relationship, such as parents, partners and friends. He hypothesizes therefore that women are more sensitive for social pressure while men are more independent of the value of others.

Hypothesis	Concept	Statement
SH5	Social Norms	<i>Women consider the opinion of their social environment more strongly than men do</i>

Besides the emphasis women tend to put on opinions of their social environment the support from this environment concerning the decision of a female job-seeker to join a so called 'masculine' organization is also expected to play a role in the evaluation of the job-choice. Although ideas concerning the appropriateness of certain jobs related to sex seems to be more rigid for men than for women '*significant negative consequences can still be expected if women engage in gender role deviant behaviour*' (Phillips & Imhoff, 1997, p. 35). This shows that gender expectations still occur and are therefore expected to play a role in perceived organizational attractiveness.

Hypothesis	Concept	Statement
SH6	Social support	<i>Women will experience less social support than men concerning pursuing a job at the Armed Forces</i>

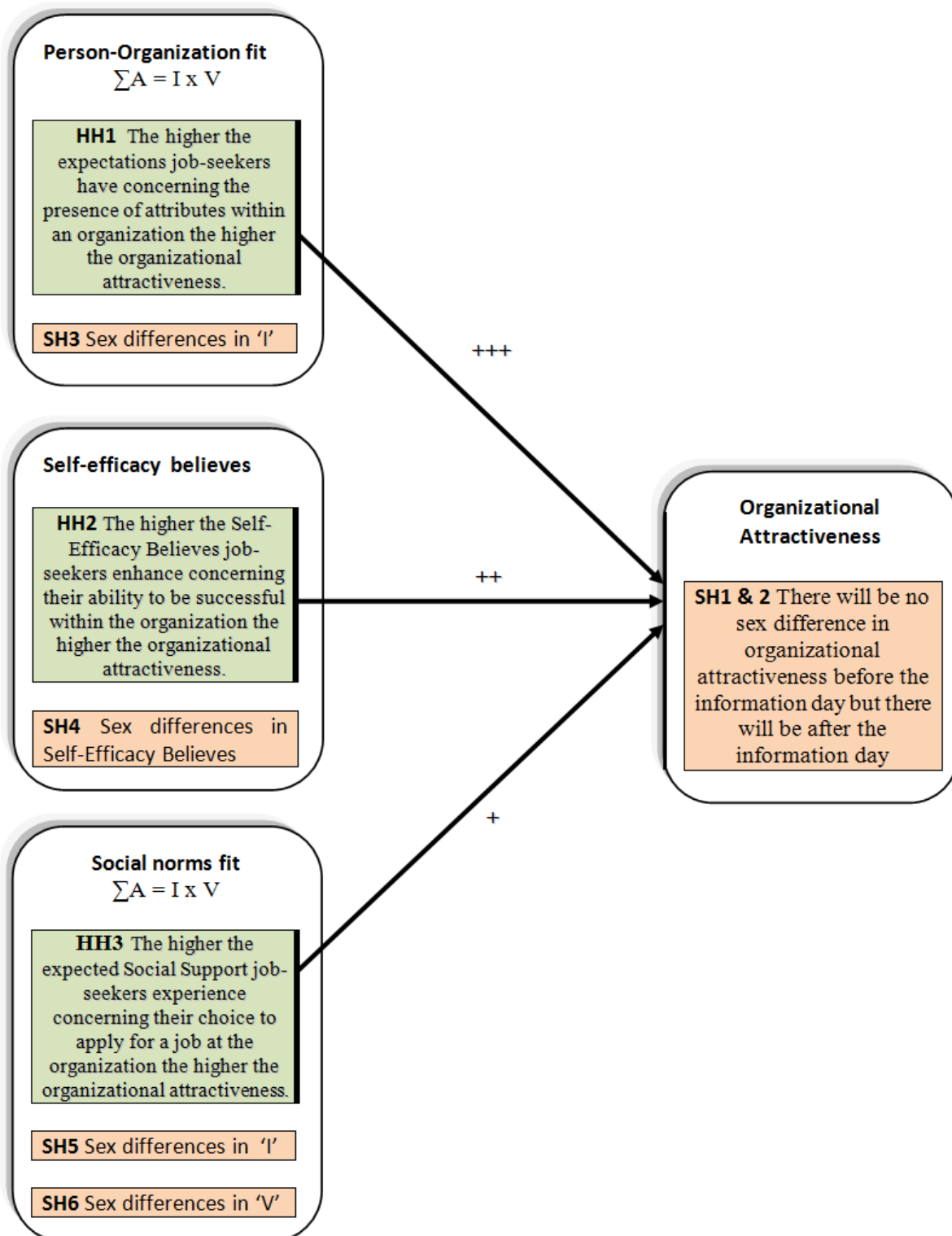
2.3 Conceptual framework and research questions

In the above stated sections the factors influencing organizational attractiveness have been discussed in detail. Subsequently hypothesis have been conducted concerning the relationship between the concepts (attribute valence, self-efficacy beliefs and expected social support) and the outcome (organizational attractiveness) and internal sex differences. Due to statistical limitations to perform multivariate analysis with fit scores, which will be explained in the third chapter, the testing of the model will be done per factor. Only the valence (expectation) scores of attributes and social norms and



the self-efficacy beliefs will be incorporated into a multivariate analysis in order to test which factors have the strongest predicting power. Multiple studies show that some aspects might be stronger predictors of organizational attractiveness than others. According to the inquiry of Griepentrog (2012) attribute expectations have the strongest predicting value concerning organizational attractiveness (unstandardized probit coefficient of .54, $p < .001$). Subsequently after the expectations, self-efficacy beliefs is the second most strongest predictor of attractiveness with an unstandardized probit coefficient of 0.35, $p < .001$. At last social norms valence (expectations) have the weakest predicting value of the three factors with an unstandardized probit coefficient of .10, $p < .05$ (Uggerslev, 2012, p. 742).

Figure 2.1: Theoretical Model





Through testing the hypotheses stated in the conceptual model we are generating results by which the main research question of the inquiry can be answered. The following research question is central for the inquiry:

Main research question

Are there sex differences in the factors that best predict organizational attractiveness and how does the attendance of an information day affect these factors?

Sub-questions

1. *Are there sex differences in organizational attractiveness expressed by attendees and how does the information day affect this?* (SH1 & SH2)
2. *Are there sex differences in the importance attendees attach, and the expectation they have concerning organizational attributes and what is the effect of the information day on these expectations?* (SH3)
3. *Are there sex differences in self-efficacy believes attendees enhance about themselves and what is the effect of the information day on these believes?* (SH4)
4. *Are there sex differences in the importance attendees attach- and in the support they receive from their social environment and what is the effect of the information day on the perceived support?* (SH4 & SH5)
5. *Do the valence scores of the attributes and of social support and the scores of self-efficacy believes predict organizational attractiveness?* (HH1, HH2, HH3)

3. Data and method

In this chapter the chosen research method will be justified. Subsequently the way in which the data is collected will be elaborated. At last the concepts of the theoretical model will be operationalized.

3.1 Research method

The first justification begins with explaining why this research is qualified as a deductive inquiry. According to Neuman (2012) an deductive approach '*starts with a summary idea [...] of what you think might occur and then moves towards specific, observable evidence to test or verify ideas*'. We started off with an idea slowly working our way towards specific hypothesises which in a later stage can be tested, suiting the above stated description of a deductive inquiry. Hence, according to 't Hart et al. '*the goal of a theory is to give an explanation for a certain phenomenon which is empirically proved*' ('t Hart, Boeije & Hox, 2005, p. 78). The goal of our current inquiry is to explain how it could be that women, who already show a significant lower attraction towards working for the Dutch Armed Forces, also in a significantly lower amount apply to work for the Armed Forces. In order to obtain information both quantitative and qualitative methods will be used. The surplus value of this approach will be elaborated in section 3.2.2

3.2 Data collection

The current inquiry consist out of quantitative data as base element, supplemented with qualitative information. The goal population of the inquiry were all the high educated job-seekers who attended an information day of the Ministry of Defence between April 5th and July 15th 2013.

3.2.1 Quantitative data collection

In order to collect the data the different information days of different operational commando's had to be visited. Between April 5th and July 15th six days were organized specifically for high educated job-seekers, so called KIM- KMA- and Pilot-days, out which five were attended to collect data. Due to rather low attendance rates of women the data of the middle and lower level marine information days were also included and high educated job-seekers are extracted out of the data.

In order to understand how information days affected the perceived organizational attractiveness two surveys were carried out, one before and one after the information day (Appendix 2). On forehand the recruiter in charge of the information days was informed about the inquiry and asked for cooperation. The total sample size of the attendees included 366 persons. Nevertheless not all attendees were able to fill in the survey. Fifteen minutes before the day started no surveys could be carried anymore because of the short time to fill it in. This would seriously damage the reliability of the answers given. Hence, some attendees left the day before the end and therefor did not fill in the second part of the survey. In total 303 surveys were returned which results in a response rate of 82.8 percent (table 3.1). '*IBM SPSS statistics 20*' has been used to carry out the subsequent statistical analysis.

Table 3.1: Response rates by attended information day

Information day	Sex	Attendees	Responses	Response-rate									
KMA April 5th	Male	-	-	-									
	Female	17	17	100%									
KIM April 17th	Male	51	35	69%									
	Female	14	14	100%									
Pilot-day May 24th	Male	91	71	78%									
	Female	9	8	89%									
KMA Mei 17th	Male	77	66	86%									
	Female	22	20	91%									
KIM May 23th	Male	45	32	71%									
	Female	10	10	100%									
KL Universal* April 17th	Male High Educ.	-	-	-									
	Female High Educ.	5	5	100%									
KM Universal* May 8th	Male High Educ.	18	18	100%									
	Female High Educ.	7	7	100%									
Age	<15	16	17	18	19	20	21	22	23	24	25	26	27<
Male	3	29	51	38	26	16	11	7	15	7	10	2	3
Female	2	16	23	9	8	4	7	4	2	3	3	0	1

*Information days where the higher educated attendees are extracted out of the total group

3.2.2 Qualitative data collection

After each information day some of the attendees were approached with the question if they would like to join a phone-interview. The female attendees were all imported into SPSS and out of them fourteen were randomly extracted to be called. The decision to do telephone-interviews was mainly based on the fact that the attendees did not share any geographical feature. Traveling to all of the respondents would therefore be impossible. Nevertheless the attendees were before the interview extensively informed about the background of the inquiry and their willingness to participate. All the female respondents agreed to join in the inquiry. During the interview a topic-list was used so that all the respondents were exposed to the same questions (Appendix 3)

Reliability and Validity

‘Reliability is primarily a matter of stability: if an instrument is administered to the same individual on two different occasions, will it yield the same result?’ (Easterby- Smith *et al*, 1991, p121). Besides the split-half test carried out by SPSS as part of the operationalization also other aspect contributed to the increase or decrease of the reliability. Ensuring that respondents would have sufficient time to complete the questionnaire was one of the main concerns. The pre day survey was handed out till fifteen minutes before the day started so that respondents would have enough time. After the information day finished the attendees could take as long as necessary to complete the second questionnaire.

Validity is the concern whether the measure is 'true' - e.g. if it measures the attribute that it is supposed to measure (Freeman, 2003). There are different kinds of validity which should be applied, based on the purpose of the instrument. First the distinction has to be made between internal and external validity. While the latter is concerned with the possibility to make inferences about a population outside the study the former has everything to do with the question if there appears to be a correspondence between the measure and the concept in question. Focussing on external validity a select randomization takes in a rather crucial place. When the respondents in the sample accurately reflect the characteristics of the population the researcher could generalize its conclusions to the bigger population. In the current inquiry all the attendees of information days are incorporated so randomization was not necessary. Nevertheless there was/is a risk that the sample does not accurately reflect the population due to the very select time period of data collection; the spring of 2013. More important is a sufficient response rate; necessary to make sure that all features of the population are represented within the sample. The response rates were particularly high (92 %) which therefore highly contributed to the validity.

In order to check the internal validity of the items and the latent factor which they should represent a factor analysis is conducted (chapter 3.3). Another way of improving the validity of the study has been to administer triangulation of which the benefits are described as: '*increasing confidence in research data [...] and providing a clearer understanding of the problem*' (Thurmond, 2001, p. 254). Investigator triangulation, the use of different investigators in the analysis process, has been one way the validity is increased. Methodological triangulation is the use of multiple qualitative and/or quantitative methods in one inquiry. In this research both quantitative and qualitative methods are used to collect data. By combining qualitative and quantitative data collection one extracts best out of both worlds. For example critics of the quantitative survey argue that '*contrary to the aims of the strategy, the researcher's conceptual system is imposed wholesale upon the flow of information*' (Pawson & Tilley, 1997, p.156). They mean that it is hard for respondents to understand the researcher's theoretical framework which causes misunderstanding and invalid answers. The qualitative interviews much more lend themselves for extensive explanation and concept conformity which increases the validity of the data. But on the other hand, critics of the qualitative interviews argue that '*information collected in such a situation is diverse and discursive and thus hard to compare*' (Pawson & Tilley, 1997, p. 158). They argue that the researcher again selects the information most useful. By combining both approaches the validity and the reliability of the inquiry increases sufficiently.

3.3 Conceptualization and operationalization

Conceptualization is the creation of precise variables based on a certain concept ('t Hart, Boeije & Hox, 2005). Operationalization is the translation from an in the theory rooted concept to a measurable

variable. First the main theoretical concept of P-O fit will be conceptualized after which the constructs will be operationalized into survey questions.

3.3.1 Conceptualization of P-O fit

In general three types of 'fit measures' (the match between *Instrumentality* and *Valance* of attributes) can be discerned, that of objective, subjective and perceived fit. The perceived fit is most suitable for the current inquiry because it analysis fit perceptions in the eyes of the job-seeker, who are the subjects under scrutiny. Perceived fit is usually measured by asking an individual's preferences on certain dimensions and letting the individual score the organization on the same dimensions.

Multiple approaches are used to calculate the difference between the importance (*Instrumentality*) and expectation (*Valence*) measures. While some use the difference between the P-O measures others use intra-individual correlation which is concerned with the relative ordering of factors in terms of importance to the individual (Verquet et al. 2002). Another distinction is made between global and facet measurements. Global measurements ask individuals how they, in general, view the fit between their personal desires and the offerings of the organization; for example *'Till what degree do you believe your skills and abilities 'match' those required by the job?'* (Cable & Judge, 1996, p. 299) or let them score on statements like *'There is a good match between the requirements of this job and my skills'* (Kroustalis, 2009, p. 71). Because it is important to the recruitment department to understand how information days affects expectations on a more specific level the facet approach is more suitable for the current research. The facet level approach lets respondents score themselves and organizations on specific attributes and is much more specific and gives more detailed information.

Because of our choice to use the facet level approach a challenge occurs. The original Expectancy Theory is, according to us, not suitable for the current inquiry. The original calculation of multiplying *instrumentality* with *valance* is not suitable since the total score of '25' can be either obtained by scoring a '1' on importance and a '5' on expectation of organizational attributes or by scoring a '5' on importance and a '1' on expectation of organizational attributes. When one choses to multiple a sufficient amount of information would get lost since '5' times '1' means certainly something else than '1' times '5', with the former representing a mis-fit while the latter represent an high fit. To overcome this loss of information we chose not to multiply the score with each other but to do the opposite, divide the *instrumentality* score by the *valence* score. By doing this the relative distance between the first and second score will stay intact. All the results obtained of this calculating between '0.2' and '1' would represent a good fit (scoring a '1' on importance and a '5' on expectation results in a score of '0.2', the biggest overmatch possible). All the results between 1.0 and 5.0 would represent a misfit with '5' being the biggest misfit possible ('5' on importance divided by '1' on expectation results in a fit score of '5').

3.3.2 Operationalization of the Attributes, Social Norms, Self-Efficacy Beliefs and Organizational Attractiveness

As described in former sections, instrumental attributes are objective, factual and concrete features of a job/organization such as pay, advancement opportunities and job security. Aggregating the specific organizational attributes of the Armed Forces discovered by Lievens (2005) and the general attributes discovered by Uggerslev et al. (2010) and Chapman et al. (2005) results in a 27-item list of attributes important for the needs-structure fit (Appendix 4).

Factor Analysis

Whenever there are large sets of variables/items in a study the researcher has the option to statistically reduce this amount or to check its validity by conducting a so called factor analysis which in essence reduces the variables to *'a minimum number that can still describe the phenomena of interest without leaving a large amount of the variance unexplained'* (Calder & Sapsford, 1996, p278, as in Freeman, 2003). By carrying out a factor analysis it is possible to *'reveal a common unobserved factor or hypothetical construct'* (Neuman, 2000, p. 502). A factor analysis screens the correlations between variables to see if they cluster together on so called factors. If this is the case these variables share a common underlying latent variable or in a more used term a factor. Barlett's Test of Sphericity can be conducted to analyse if the correlation between variables is not too low with significant values indicating a sufficient correlation. Conducting this test shows a significant score $p = .000$, indicating that there is at least some correlation between the variables. When the opposite happens, multi collinearity, this indicates the existence of an extreme high correlation or in the case of singularity a perfect correlation which causes problems because the one variables than eats the other, they measure the same thing. To check if this is the case the correlation matrix should be scanned on correlations above .90. This having said and done shows that the assumption of multicollinearity and singularity is not violated, none of the correlation scores pass .90.

With the order to extract all the factors with eigenvalues above 1.00 SPSS gives ten factors for the attributes, four one-item factors, two for Self-Efficacy, two for Social Norms and one for Organizational Attractiveness. The items that will be used as single factors are respectively 'Teamwork', 'Altruism', 'Function variety' and 'Task variety. After the scales are set up a reliability check is conducted to screen if the scales are reliable for those factors enhancing four or more items. In Appendix an overview is represented with the original items, the questionnaire where they were distracted from and their name in the new questionnaire. The scale name is also represented within the table to make clear which variables are incorporated into which scale. Table 3.2 to 3.12 represent the factors along with the Cronbach's Alphas.



Working Conditions

Salary, the first concept, refers to monthly payments which serve as compensation for the work the employee carried out. This item is extracted out of the inquiry of Cable & Judge (1996) which questions salary prospects. Because it will be questionable if attendees at information days have sufficient knowledge concerning what accounts as high and low salary we chose not to operationalize it in numbers but by stating that the salary is above or below average. The second concept, job security, refers to the long term prospect of retaining a job at the Dutch Armed Forces. Job security is measured with one item out of the inquiry of Lievens (2005). Career opportunities, the third item, refers to the transition of an employee to a better, higher function.

Table 3.2

Factor 1 Working Conditions	Loading
Job Security	.686
Salary	.655
Career opportunities	.597

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalisation.

Army Attributes

Army Attributes refers to those aspects unique for the Armed Forces. The items are obtained out of the inquiry of Lievens (2005) who discovered, through qualitative data collection, that going on bivouac, going on a mission, working abroad, using weapons, marching and working in a hierarchical setting as unique for the army. These aspects are incorporated under one factor which by the factor analysis is discovered as all representing one latent variable.

Table 3.3

Factor 2 Army Attributes	Loading	Cronbach's Alpha = .524 Alpha if item Deleted
Going on Bivouac	.567	.298
Going on Mission	.516	.439
Working Abroad	.733	.646
Weapons	.629	.401
Marching	.494	.505
Working in a hierarchical setting	.567	.475
Uniform	.516	.298

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalisation.

Autonomy

Autonomy is described as *'the degree to which the job provides substantial freedom, independence, and discretion of the employee in scheduling the work and in determining the procedures to be used in carrying it out'* (NTIS, 1974, p. 57). The items that measure autonomy are adopted out the study of *Job Dimension Scale* of Hackman & Oldham (1975).

Table 3.4

Factor 3 Autonomy	Loading
Participate in decision making	.738
Having a leadership position	.654
Intellectual challenge	.630

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalisation.

Challenge

Challenge is conceptualized as being able to perform tasks which one could not have done or had not done before. The items are based on an inquiry of Saks (1994) who questions till which extend job-seekers look for jobs that require that mentally and physically demand the best out of them.

Table 3.5

Factor 4 Challenge	Loading
Mental challenge	.865
Physical challenge	.508

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalisation.

Work-Life Balance

Work-life balance, the first feminine attribute, is conceptualised as the extend till which an organisation provides policies that make is easier for employees to combine work with family life. Caspers (2004) distinguished three main arrangements which can be divided under work family arrangements; those of flexible working hours, paid leave and part-time contracts. The items which measure these features are extracted out of Turban et al. (1998), Saks (1994) and the inquiry of Catanzaro (2010). Commuting is also proven to be an important factor as well as being able to take charge over ones work rate.

Table 3.6

Factor 5 Work Life Balance	Loading	Cronbach's Alpha = .742 Alpha if item Deleted
Flexworking	.801	.674
Paid leave	.670	.687
Control over work rate	.654	.678
Parttime working	.526	.722
Commuting	.482	.725
Combining work with private life	.445	.718

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalisation.

Diversity

Diversity is defined as an 'organizational climate wherein workers can develop regardless of race or gender' (Williams, 1994, p. 295). The two items that operationalize diversity management are extracted out of the inquiry of Williams (1994) and Avery (2004). The former is directly extracted out of the definition of enhancing a climate wherein workers are valued on their skills instead of race or



sex. The second stems from the organizational emphasis put on diversity and questions the importance of affirmative action for women.

Table 3.7

Factor 6 Diversity	Loading
Importance of skills above sex	.816
Career opportunities for women	.452

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalisation.

Teamwork (Factor 7)

The concept of social/team activities used by Konrad (2000) refers to teamwork and is defined as the process of working collaborative with a group of people in order to achieve a goal. The item that measures teamwork is extracted out of the inquiry of Rau & Hyland (2006) and is used as a single item due to the rather straight forward meaning of the concept.

Altruism (Factor 8)

Altruism is defined as *'the degree to which the job has a substantial impact on the lives or work of other people--whether in the immediate organization or in the external environment'* (Hackman & Oldman, 1975, p. 1) and the corresponding item is directly extracted out of Hackman & Oldman's (1975) research.

Task Variety and Function Variety (Factor 9 & 10)

Although we expected that both task and function variety would represent one factor, that of variety in general, this seems not to be the case. Therefore both task and function variety will be treated as distinct variables.

Self-Efficacy Believes

Self-efficacy believes refers to the expectation of being able to accomplish something. Related to the current inquiry two situations have to be considered by job-seekers, their physical and psychological abilities. Vranken (2002) incorporated both aspects into his inquiry and these items are reprinted.

Table 3.8

Factor 11 Physical Self-Efficacy Believes	Loading	Cronbach's Alpha = .809 Alpha if item Deleted
Self-Efficacy pass the selections	.804	.730
Self-Efficacy physical requirements	.758	.746
Self-Efficacy becoming employed	.745	.779
Self-Efficacy having the physical skills for the job	.537	.781

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalisation.

Table 3.9

Factor 12 Psychological Self-Efficacy Believes	Loading	Cronbach's Alpha = .779 Alpha if item Deleted
Self-Efficacy having psychological skills for the job	.738	.695
Self-Efficacy performing tasks of a soldier	.654	.687
Self-Efficacy being a good soldier	.630	.705
Self-Efficacy psychological requirements	.541	.801

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalisation.

Social norms

Social norms refer to the importance and opinion of the social environment in the perception of job-seeker. According to the Ministry of Defence, who calls this social environment the 'influentials', these are the parents, friends and partner of the job-seeker. This operationalization is therefore used in this inquiry and questions are subdivided into importance and opinion of parents, partner and friends.

Table 3.10

Factor 13 Importance Social Environment	Loading	Cronbach's Alpha = .861 Alpha if item Deleted
Importance opinion partner	.850	.826
Importance opinion introduce	.850	.802
Importance opinion parents	.829	.817
Importance opinion friends	.623	.842

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalisation.

Table 3.11

Factor 14 Opinion Social Environment	Loading	Cronbach's Alpha = .840 Alpha if item Deleted
Opinion partner	.817	.772
Opinion introduce	.815	.788
Opinion parents	.704	.802
Opinion friends	.661	.823

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalisation.

Organizational attractiveness

For this study, we viewed organizational attractiveness as an attitude or expressed affect toward the organization. The measure for the dependent variable of organizational attractiveness consisted of five items. Example items included "*This would be a good company to work for*" and "*I find this a very attractive company.*"

Table 3.12

Factor 15 Organizational Attractiveness	Loading	Cronbach's Alpha = .879
		Alpha if item Deleted
If there is a vacancy I am going to apply for the job	.820	.849
I will proactively try to get a job at the Armed Forces	.814	.847
A job at the Armed Forces is attractive in my opinion	.764	.847
The Ministry of Defence is an attractive organization to work for	.697	.860
The army would be a good place for me to work	.653	.862
I would like to know more about working for the Armed Forces	.586	.877
I am not interested in working for the Armed Forces, I see it only as a last resort (Reverse)	.555	.885

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalisation.

Assigning the scales with masculinity and femininity

After having discovered the variables the question which can be assigned as feminine or masculine should be answered. We will therefore use the typology developed by Williams & Best (1990). This categorization is chosen because it includes both positive and negative aspects of stereotypes and because it is based on a large amount of items and most. Moreover the typology has often been used to document stereotyping among undergraduates and students, which matches the current research sample. According to the typology of Williams & Best Working Conditions, specific Army Attributes, Autonomy and Challenge are masculine attributes. Hence, Work-Life Balance and Teamwork are feminine attributes. As described in chapter two Diversity and Altruism are considered as feminine symbolic attributes. For the variety variables there are no upfront stated hypothesis whether they are masculine or feminine.

Men	Statement
Working Conditions	Working Conditions are more important to men than to women
Army Attributes	Army Attributes are more important to men than to women
Autonomy	Autonomy is more important to men than to women
Challenge	Challenge is more important to men than to women
Women	Statement
Work Life Balance	Work Life Balance is more important to women than to men
Teamwork	Teamwork is more important to women than to men
Diversity	Diversity is more important to women than to men
Altruism	Altruism is more important to women than to men
Neutral	Statement
Task Variaty	Neutral
Function Variaty	Neutral



3.4 Statistical techniques

The data collected with the surveys is mostly interval provided by a five-point Likert scale that was used as response code with respectively the following answers: 'Completely unimportant', 'Rather unimportant', 'Neutral', 'Rather important', 'Very important' or 'Unknown'. This response-scale is obtained out of the inquiry of Vranken (2002). The notation should be made that usually Likert-scales cannot be assumed to be the equivalent of interval measurements and is strictly spoken ordinal (ranked). Nevertheless, *'most researchers take a pragmatic approach, however, and continue with the practice of treating ratings ... as interval data'* (Calder, 1996, p. 228, as in Freeman 2003). We therefore follow this practice and assume that the data is at interval level. Because of the choice to collect interval data it has become possible to carry out several parametric tests such as comparing means and conducting regression analysis. These kind of parametric tests are assumed to be more powerful than non-parametric tests. Hence, it enables us to investigate relationships among one, *univariate*, two, *bivariate*, or more, *multivariate*, variables (Neuman, 2000).

Before we elaborate the techniques used in this research we have to make some points on statistical significance. Statistical significance is a measure of the likelihood that a result has not occurred by chance. For example, if a score is significant at the .05 level (reported as $p > .05$) this means that the chance that the results are based solely on chance is less than 5 percent. The decision about the significance level should be made on forehand (Black, 1999) to withhold scientist from the urge to shift the significance level up and down along with the results they would like to obtain. In Social Science it is often more difficult to identify significant results due to the fact that humans are involved along with their very own rationale and behavioural choice. We therefore choose to use the 'lower' significance level in this inquiry of $p = .05$. If there are significant differences found at this level, one can state that there really is a great chance that this has not happened by accident.

Secondly, some considerations have to be made on the choice to do either one or two-tailed tests. A one-tailed test is solely appropriate if there are upfront stated hypothesis concerning the direction of the results, for example a positive relation. Nevertheless in this inquiry it is important to stay open for possible unexpected results and therefore the two-tailed tests are used.

3.4.1 Bivariate Analysis

One of the most reoccurring situations in social science, and in this inquiry, is the desire to compare the means of two or more groups. The most often used technique to compare two means is to conduct an Independent or Repeated T-Test which tests if there is a significant difference in mean scores of groups. Independent means that the groups who are compared are different from each other in that both consist out of different respondents, men and women. This technique will be used to analyse sex differences within variables. A Repeated design is used when one group is measured multiple times and each measurement is taken out of the same group. This technique is used to measure the fit scores for women before and after the information day. Then there is also the so called Mixed Within-

Between ANOVA. This kind of test is used to analyse the effect of the information day on certain variables by calculating the difference between groups, the difference within groups through time and the interaction effect of the within and between variables.

There are several assumptions which should be met in order to carry out a valid T-Test. Besides the assumption of the data being on interval or ratio level there is the assumption of Homogeneity of Variance which means that for both groups the Variance within each group should be roughly equally distributed. To test the equality of variance assumption SPSS automatically performs the Levene's test as part of the analysis and is represented with every test.

Besides the assumption of equal variances there is another requirement that should be met, that of Normality. Normality, or a normal distributed data, means that the distribution is symmetrical with the modus in the middle tapering off towards the ends.. The normality assumption can be checked either statistically or visual. When checking for normality enhance a statistical analysis people usually refer to the Skewness and Kortoio scores. Nevertheless this analysis should not be used in large sample because these scores might be significant even when the distribution is roughly normal. Same holds true for the Kolmogorov-Smirnov test, another analysis that checks the normality assumption. The best way to check for normality in this case, since there is a rather large sample, is to visually analyse the distributions to see if they are normally shaped. Due to the large amount of variables included in the analyses these plots are not represented in the upcoming section but can be requested by E.van Erkelens. Nevertheless all are, more or less, normally distributed.

An additional assumption for the Mixed Within-Between analyses is the Homogeneity of inter-correlations. This means that for each of the levels of the between-group variables the pattern of the inter-correlations of the within-groups should be the same. This assumption does not have to be tested on preliminary but is automatically generated by SPSS and is represented in the Box's M Statistic. In opposite to other analysis this statistic is very sensitive and therefore the alpha level is increased to .001, with a non-significant value indicating a non-violation of the assumption.

3.4.2 Multivariate Analysis

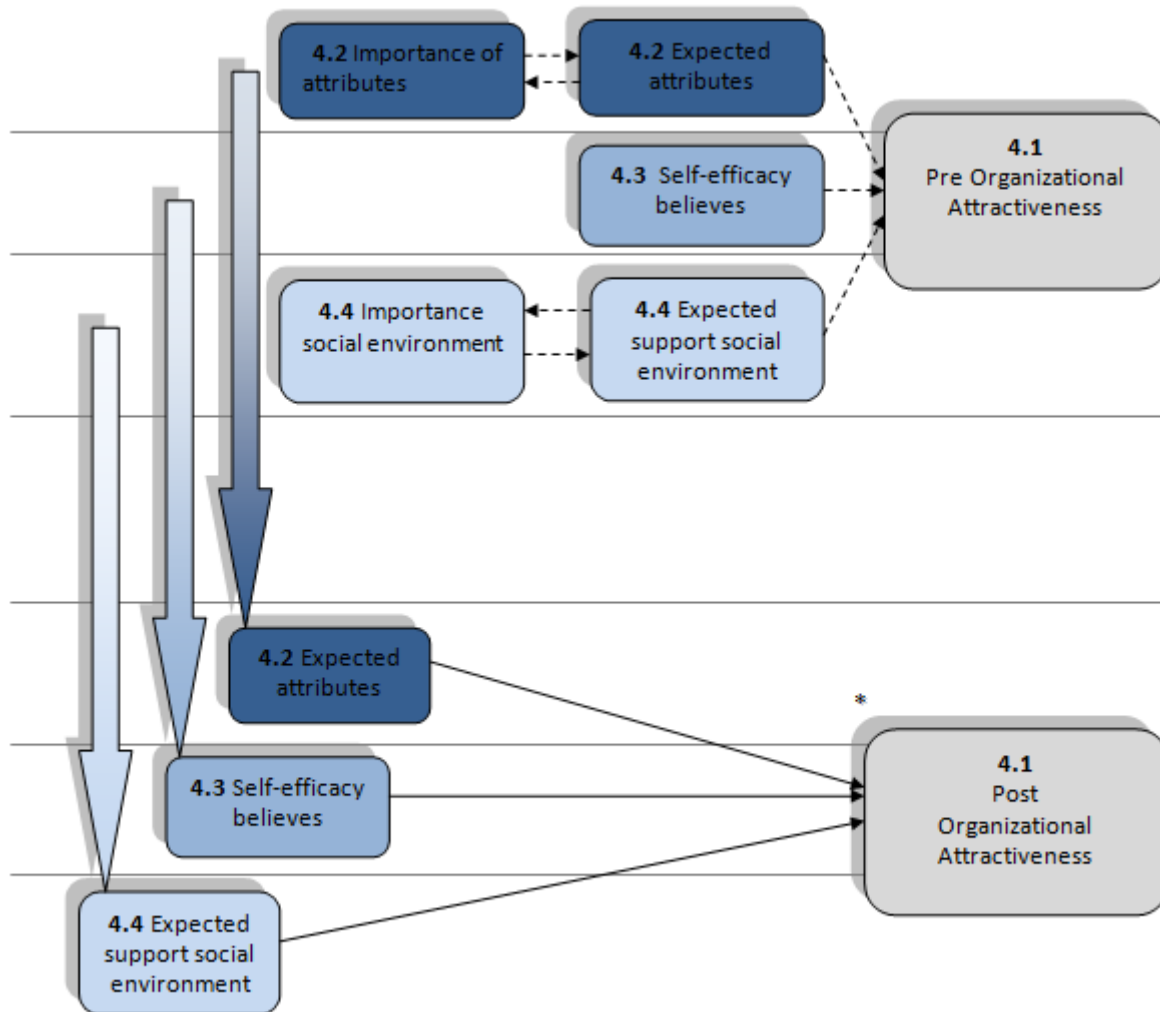
When one wishes to analyse the relationship between two variables and to make predictions based on the relationship the most often used technique is that of regression. The principal behind this analysis is that when there is a linear relationship between variables an imaginary line can be drawn that represents that relationship and that can be used to predict one variable by the score of the other (Gravetter & Wallnau, 2009). Including three or more variables automatically results in a multiple regression and allows to make a prediction from a combination of variables while at the same time correcting for inter-correlation between them. The two main important pieces of information provided by regression are the R-squared (R^2) score, which tells us how much the independent variable explains the dependent variable, and the *beta* (B) which shows us the strength and the direction of the relationship. Assumptions that should be met to conduct a multiple-regression are to make sure there is



no autocorrelation, that the variance of residues is the same for all the variables and is normally distributed (Lammers & Pelzer, 2006) and that there is no multicollinearity. These diagnostics shows no problematic situations and are added as appendix seven and eight to this inquiry.

4. Results

In line with the formulated hypotheses and with the sequence of the factors discussed in the literature review, the results of the statistics will be discussed. We first start by exploring the difference in sex for the variables mentioned in the section followed by exploration of the effect of the information day on the same variable. The analysis of the results will be elaborated in chapter five.



* The post-day model is the only multivariate analysis carried out within this inquiry



4.1 Sex differences in Organizational Attractiveness

Are there sex differences in the expressed organizational attraction of male and female attendees of information days and what is the effect of the information day on the attraction?

There are two hypotheses set up concerning the variable of organizational attractiveness. The first is related to the absence of sex differences in attractiveness scores before job-seekers have attended an information day and the second one is about the presence of sex differences after the information day.

Pre Organizational Attraction

In order to compare the mean scores of two groups, in this case of men and women, an Independent Samples T-Test is conducted (table 4.1). This shows a non-significant score ($p > .05$) for the mean difference between the scores for men ($M = 4.39$, $S.E. = .036$) and women ($M = 4.28$, $S.E. = .068$) indicating that there are no differences between the attraction scores for male and female attendees of information days before the day actually started.

Table 4.1: Independent T-Test Pre Organizational Attractiveness between sexes

Pre Organizational Attractiveness		N	Mean	S.E.	Mean Difference	Levene's Test	α
Between	Men	221	4.39	.036	0.11	.075	.140
	Women	82	4.28	.068			

Post Organizational Attraction and the effect of the information day

The second hypothesis stated that the attraction scores would differ significant for men and women after the information day. Doing again an Independent Samples T-Test is not sufficient at this point because the difference in scores for men and women before the day (Mean Difference = 0.11) has to be taken into account when analysing the difference between men and women after the information day so a Mixed Within-Between ANOVA is most suitable. The results of table 4.2 show a significant difference ($p = .017$) between de Post Organizational Attractiveness scores for men ($M = 4.35$, $S.E. = .043$) and women ($M = 4.13$, $S.E. = .063$) and an also a significant difference in the Pre and Post scores within both groups ($p = .002$). This decrease in organizational attraction is supported by answers female respondents gave to the interview question if they, in comparison to how they felt before the information day, were afterwards more or less attracted to the Armed Forces.

'I think I am less attracted to work for the Marine because of the technical aspects of the job. I also found out that I do not want to become an officer'. (Woman, 18 years)

'Afterwards I was less attracted because I did not like the idea of having to go intern for so long. I already studied for some years and although I would like to work for the Armed Forces I also would



like to settle a bit more and I know that for this education you'll also have to go to the U.S. for some time, which is not really appealing to me'. (Woman, 24 years)

An interaction effect between the attraction scores and both groups has not been detected, which shows that the effect of the information day is the same for men and women. The results confirm the second hypothesis of a significant sex difference in the attractiveness of the Dutch Armed Forces as employer with women experiencing less attraction than men. The sub-questions answer is also provided by the results showing that the effect of the information day for both groups separately is significant. The attraction of the Ministry of Defence has decreased in the eyes of the male and female job-seekers. Nevertheless, around 80 percent of the other respondents who were interviewed argued that they, afterwards, felt more attracted to the Armed Forces compared to how they felt before. This information, together with the notion that the post scores are still relatively high with a mean score above four on a five point-Likert scale, shows that although attraction has decreased this does not automatically imply that this will lead to fewer applications.

Table 4.2: Mixed Within-Between ANOVA Within Pre & Post Organizational Attractiveness between Sexes

Organizational Attractiveness		N	Mean	S.E.	Mean Difference	Levene's Test	Box's M	α	R ²
Between	Men	170	4.35	.043	0.22	.036	.001	.017*	.023
	Women	81	4.13	.063					
Within	Men	171				.000***		.002**	.039
	Women	81							
Interaction								.073	.013

* $p = .05$

** $p = .01$

4.2 Sex differences in Attribute importance & expectancy scores

Are there sex differences in the importance attendees attach- and expectations they have concerning the instrumental and symbolical attributes and how does the information day affect those expectations?

The second sex-hypothesis is related to the concept of attributes. According to the supposition male and female attendees will emphasize different attributes as important. The results of the Independent Samples T-Test shows that this is the case for three out of the eight attributes with women laying more emphasize on Work-Life Balance ($M = 3.23$, $S.E. = .06$) and Diversity ($M = 4.45$, $S.E. = .06$) and men more on Working Conditions ($M = 4.05$, $S.E. = .03$) such as salary, job security and career opportunities.

Table 4.3: Mean Ratings of Attributes by Importance

Attributes		N	Mean	S.E.	Mean Difference	Levene's Test	α
Working Conditions <i>Masculine</i>	Men	222	4.05	.03	.26	.001	.001**
	Women	82	3.79	.07			
Army Attributes <i>Masculine</i>	Men	222	3.82	.03	.06	.553	.343
	Women	82	3.76	.06			
Intellectual Autonomy <i>Masculine</i>	Men	222	3.91	.04	-.02	.108	.831
	Women	81	3.93	.06			
Challenge <i>Masculine</i>	Men	222	4.27	.04	.01	.820	.962
	Women	82	4.26	.07			
Work Life Balance <i>Feminine</i>	Men	222	3.00	.04	-.23	.930	.002**
	Women	82	3.23	.06			
Diversity <i>Feminine</i>	Men	219	4.18	.04	-.27	.045	.000***
	Women	82	4.45	.06			
Teamwork <i>Feminine</i>	Men	220	4.51	.04	-.05	.681	.541
	Women	82	4.56	.07			
Altruism <i>Feminine</i>	Men	218	4.34	.05	-.06	.146	.540
	Women	82	4.40	.09			
Task Variety <i>Neutral</i>	Men	219	4.13	.05	-.01	.691	.920
	Women	80	4.14	.08			
Function Variety <i>Neutral</i>	Men	215	3.53	.06	-.04	.503	.723
	Women	80	3.56	.09			
Significant difference in importance of attributes							
Men				Women			
Working Conditions				Diversity			
				Work-Life Balance			

** $p = .01$

*** $p = .001$

Although knowing that men and women differ in the importance they attach to different attributes this sex difference might not have the meaning one would assume when one volatile scans the data. The relative ordering of the attributes might explain more and shows if, relative to other aspects, men and women assign different attributes as most and least important. If this is not the case, assuming that men and women do not extremely differ, we expect a roughly linear relationship between the ranking

order of men and women, the higher an attribute is ranked by men, the higher it will be ranked by women. Spearman's Rho is a correlation coefficient based on the rank orders of variables which is extremely suitable for data on ordinal level. Table 4.4 shows the attributes ranked by importance. Spearman's Rho (Table 4.5) is very high ($\rho_s = .952$) which indicates a high correlation (Gravetter & Wallnau, 2009) between the rankings of men and women. We can therefore argue that both groups value more or less the same attributes. The information obtained out of the qualitative interviews show very similar pictures for all the respondents. Almost all the participants named teamwork, altruism, challenge and task variety as the main important aspects of what they were looking for in a job.

Teamwork

'I really value the teamwork setting of the army. You really work together and that is important to me, I like to work together'. (Woman, 21 years)

'I do not want to sit behind a desk all day being some sort of a manager. I would like to work together with others, and that is what I expect to be doing a lot when I join the Armed Forces'. (Woman, 27 years,)

Altruism

'You are really helping other people and supporting the Dutch citizens and other societies'. (Woman, 27 years)

'You have to protect people and so on...I don't know....That is really appealing to me'. (Woman, 21 years)

'There is really a challenge to do something for other people and to help them in difficult situations where the Army is situated'. (Woman, 18 years)

'We will be helping people in a very fundamental area, that of peace and security, what can be more important than that'? (Woman, 23 years)

Task Variety

'I just think there is more challenge so you will have to pay more attention and be more focussed which ultimately increased your achievements. I do not mean with challenge that it is difficult but I mean that the work is very variably and that keeps you busy and focused'. (Woman, 18 years)

Surprisingly none of the female respondents by their own mentioned aspects of diversity as important, contrary to the quantitative findings. Nevertheless when they were specifically asked about the importance they attach to an organization providing equal chances for men and women and their expectations concerning the Armed Forces they did express some clear expectations, which will be elaborated in the following section. The answers concerning combining work with a private life showed clearly that this not a big issue for most of the respondents.



‘ I do not have problems with being from home for a longer time. I have been for my study away from home for three months and I had no problems with that either. When you return everything is still the same and you miss nothing. So for me it is totally not a problem to stay away from home for a longer time, I like that particularly’. (Woman, 21 years)

‘I think about combining work and private life the same as it is going right now. I graduated last year and at that time I saw my friends and family only in the weekends so I think that will stay the same. It is certainly no problem for me to be away from home’. (Woman, 23 years)

Table 4.4: Ordering by Importance mean score of Attributes for men and women

Attributes most important to			
Mean	Men	Mean	Women
4.51	Teamwork	4.56	Teamwork
4.34	Altruism	4.45	Diversity***
4.27	Challenge	4.40	Altruism
4.18	Diversity	4.26	Challenge
4.13	Task Variety	4.14	Task Variety
4.05	Working Conditions**	3.93	Autonomy
3.91	Autonomy	3.79	Working Conditions
3.82	Army Attributes	3.76	Army Attributes
3.53	Function Variety	3.56	Function Variety
3.00	Work-Life Balance	3.23	Work-Life Balance**

**p = .01

***p = .001

Table 4.5: Spearman’s Rho calculation for ranked scores

Attribute	Male Rank	Female Rank	D	D ²	ρs = .952
Teamwork	1	1	0	0	
Altruism	2	3	-1	1	
Challenge	3	4	-1	1	
Diversity	4	2	2	4	
Task Variety	5	5	0	0	
Working Conditions	6	7	-1	1	
Autonomy	7	6	1	1	
Army Attributes	8	8	0	0	
Function Variety	9	9	0	0	
Work Life Balance	10	10	0	0	

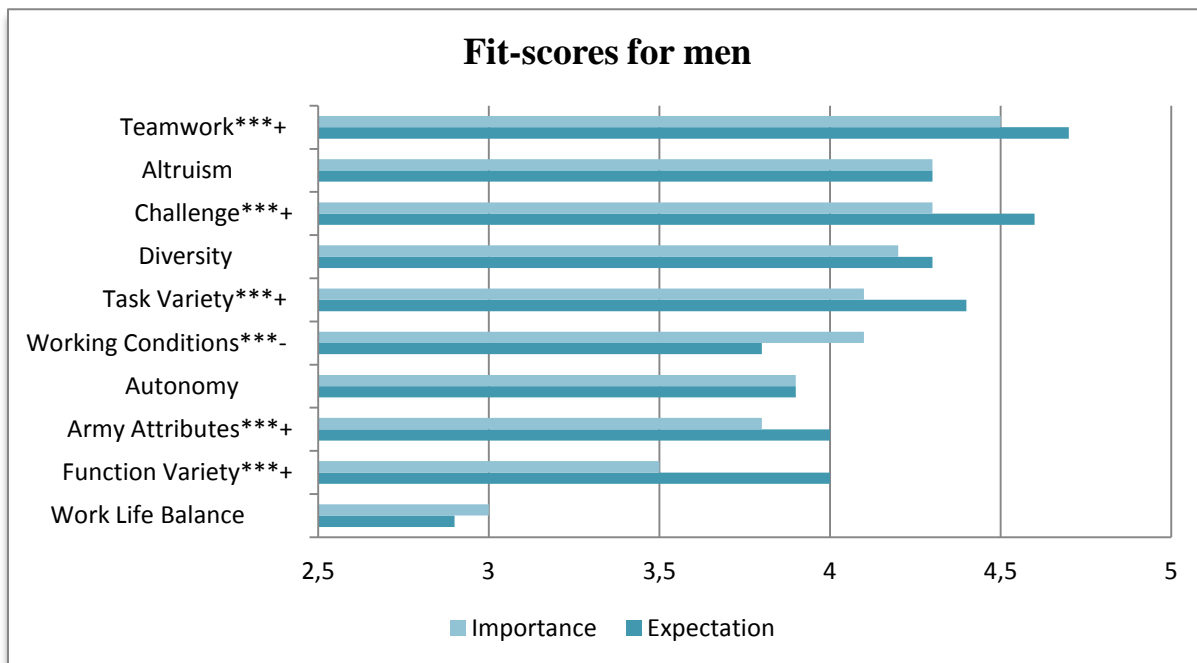
Difference between importance and expectation

The subsequent question is if the importance scores significantly differ from the expectancy scores. When there is a low fit this means that the importance someone attached to an attribute is higher than the expectation that this will be realized by the organization. A high fit means that expectations equal or surpass the importance which will have a positive effect on the attractiveness of the organization. Figure 4.1 and 4.2 visually display the ‘fits’ between importance and expectation and shows that men perceive a significant misfit solely on Working Conditions. Women experience a severe and significant misfit on Diversity. This suits the information provided through interviews with female



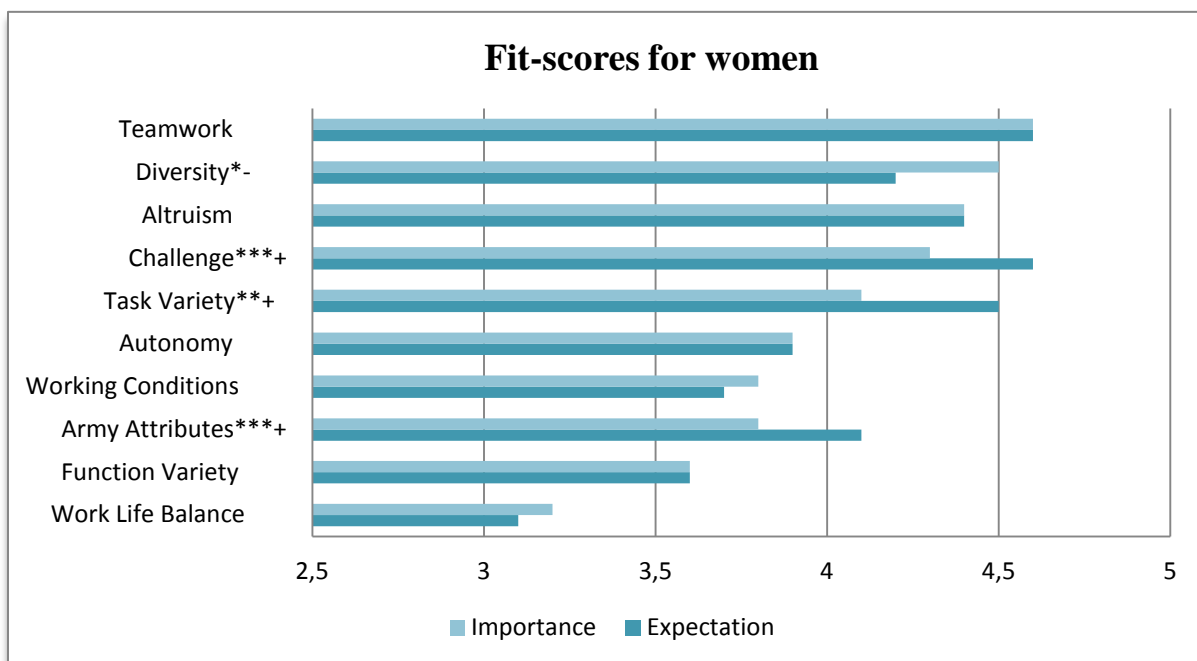
attendees, which shows some particular concerns related to the position of women within the Army and the unequal treatment or stereotyping (see upcoming section).

Figure 4.1: Pre fit-scores between importance and expectation of attributes for men



***p = .001

Figure 4.2: Pre fit-scores between importance and expectation of attributes for women



*p = .05

**p = .01

***p = .001

The effect of the information day on the fit scores for women

To answer the sub-question, concerning the effect of the information day on the fit between importance and expectation, so called fit-scores have to be calculated. Comparing the fit scores between men and women is not appropriate because due to different importance scores the relative weight of the expectancy gets lost. For example, $4 / 3 = 1.33$ and $3 / 2 = 1.5$. It is not possible to state that, when looking at the end results, the second fit is worse than the first because in essence they both have a misfit of one point. We have not found any calculation yet that overcomes this problem. Comparing differences in fit scores within the group of women results in the same problem. Therefore, instead of comparing between men and women, we compare scores within time. Since the importance scores do not change and are used to calculate both the pre and post fit scores the relative increase or decrease in fit becomes observable.

Because a high score does not necessarily mean a worse fit compared to other scores it is not possible to scale the fit-scores. For example, a misfit of two point with high importance ($5 / 3 = 1.67$) gives a lower fit-score than a misfit of two points with a lower importance ($3 / 1 = 3$). If these scores would be combined the mean of the originally scale, for example Working Conditions, loses its meaning. Therefore the comparison of the fit scores will be done per variable instead of per scale. Because we are interested in answering the question which factors cause women to feel less attracted to the Armed Forces this calculation will only be carried out for women.

Table 4.6: Repeated Measure T-Test on the P-O fit for women

	Variables		Mean	t	α
Teamwork	Teamwork	Pre	1.01	3.107	.003**
		Post	0.96		
Diversity	Chances for Women	Pre	1.05	<u>-2.675</u>	.009**
		Post	1.19		
	Quality above sex	Pre	1.12	<u>-2.173</u>	.033*
		Post	1.27		
Altruism	Altruism	Pre	1.03	<u>-2.248</u>	.027*
		Post	1.11		
Challenge	Mental	Pre	0.97	-0.327	.745
		Post	0.98		
	Physical	Pre	0.92	0.739	.462
		Post	0.90		
Task Variety	Task Variety	Pre	0.93	0.142	.887
		Post	0.93		
Autonomy	Intellectual Challenge	Pre	1.01	2.035	.045*
		Post	0.97		
	Decision making	Pre	1.15	2.011	.048*
		Post	1.07		
	Leadership	Pre	0.99	2.578	.013*
		Post	0.87		
Working Conditions	Salary	Pre	1.04	3.523	.001**
		Post	0.95		

	Job Security	Pre	1.22	1.294	.200
		Post	1.15		
	Career	Pre	0.95	-1.045	.164
		Post	0.98		
Army Attributes	Working Abroad	Pre	0.96	0.15	.988
		Post	0.96		
	Hierarchical setting	Pre	0.84	0.841	.403
		Post	0.82		
	Marching	Pre	0.96	-0.224	.824
		Post	0.96		
	Uniform	Pre	0.84	-1.072	.288
		Post	0.86		
	Weapons	Pre	1.02	-0.777	.441
		Post	1.04		
	Training	Pre	1.04	-0.425	.672
		Post	1.05		
	Mission	Pre	1.14	0.795	.430
		Post	1.11		
Function Variety	Function Variety	Pre	1.06	0.324	.746
		Post	1.04		
Work-Life Balance	Charge of work rate	Pre	1.35	1.985	.510
		Post	1.23		
	Flex working	Pre	1.09	-0.423	.674
		Post	1.11		
	Paid leave	Pre	1.06	<u>-3.118</u>	.003**
		Post	1.31		
	Part-time working	Pre	1.06	<u>-3.200</u>	.002**
		Post	1.23		
	Combining work-private life	Pre	1.17	-1.302	.197
		Post	1.26		
	Commuting	Pre	1.00	-1.260	.212
		Post	1.08		

*p = .05

**p = .01

The results in table 4.6 show that within the most important attributes for women, Diversity and Altruism, there has been a significant decrease in perceived fit. Hence, in the items that are assumed to be not so important to women, Work-Life Balance, also a significant worsening has taken place. Salary, Leadership, Decision-making and Intellectual Challenge, together representing the variable 'Autonomy', also show a significant change but this time an increase in fit. Because some of those attributes are important to women they might explain why their attractiveness scores have decreased. First we analysed the correlation between the variables and attractiveness and concluded that this was a negative one for Diversity, Altruism and Work-Life Balance; the higher the misfit the lower the attractiveness, and a positive one for Leadership, Decision-Making, Intellectual Challenge and Salary (Appendix 5). This positive relationship, the lower the misfit the lower the attractiveness, suits the



hypothesized sex difference in that women aspire autonomy, a masculine attribute, less than men. For salary an explanation for the relationship is absent.

Subsequently we carried out a regression analysis (Appendix 6) with the difference in Pre and Post fit scores of the nine variables as predictors and the difference in Organizational Attractiveness as dependent variable. These results show that the changes in fit scores significantly predict the change in organizational attractiveness ($p = .000$, $R^2 = .605$). We may therefore assume that the decrease in attractiveness is partly caused by a decreased perceived fit in attributes that are important to women, especially Diversity and Altruism and an increase in fit for Salary and Autonomy. This conclusion suits the information obtained out of the interviews with female attendees. Especially concerning Diversity, the negative weight they expect to be putted on their sex and the lack of opportunities for women are concerns frequently brought up.

'I do think that as a woman you have to stand rather firm in your shoes.....but once you are in I think they will treat you with respect and as equal to male colleagues'. (Woman, 24 years)

'You really have to prove yourself as a woman. If you have in in you than there is no problem. But you have to fight harder for it. I see that as a challenge'.(Woman, 24 years)

'If it is important for me to see female soldiers during site visits? Yes a bit I think...because the more women you see also tells you something about the idea you get concerning the accessibility of the Armed Forces for women'. (Woman, 19 years)

'According to me there were not enough female recruiter with whom I could relate to. There was one woman who did the administration on the ship and I do understand that that is her job which she should continue to do if that makes her happy but that was not what I was looking for. I did not see any women who did the same as what I wanted, being a naval instead of being in the administrative department. [...] The most recruiters I talked to immediately asked if I wanted to do administration [...] they do not really look at women who are able and willing to do more than that'. (Woman, 18 years)

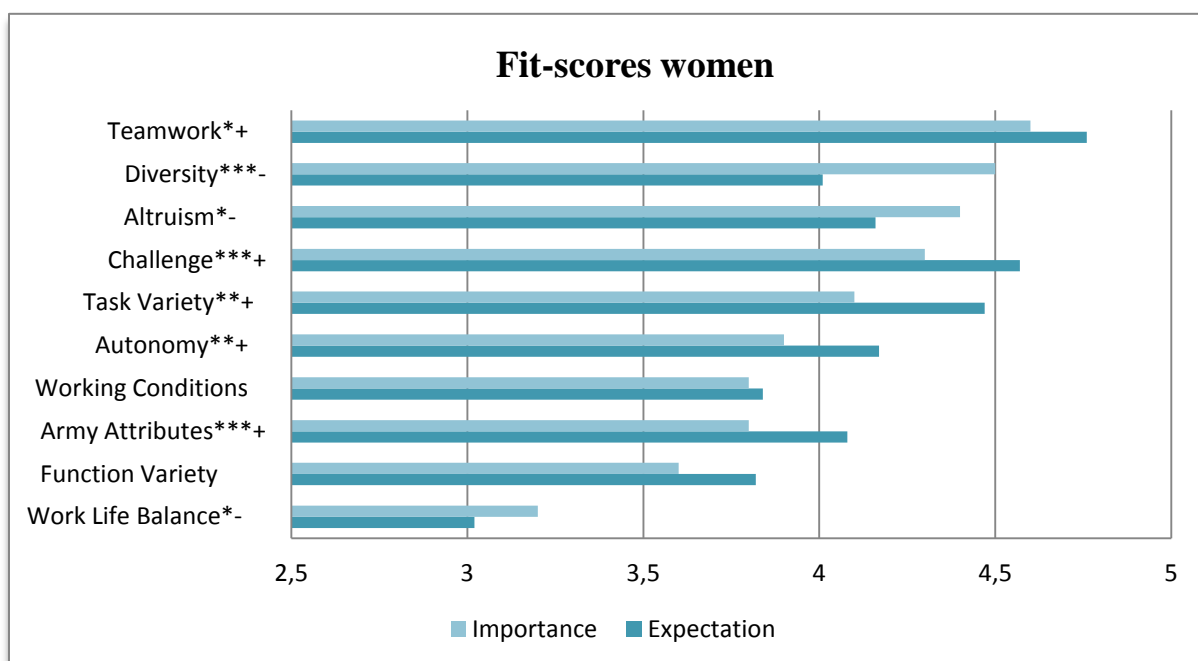
'One of the recruiters of the information day was wearing no make-up and nail polish while I did. When I asked her about women in the Army she immediately started to say that there are also 'feminine' women in the Army. [...] That was a bit of a wrong approach because despite that she meant it in a good way I felt treated more different because of being a woman'. (Woman, 22 years)

'I felt women were treated a bit different than the men. For example, during the tour the male recruiter told that when they went on training they would propose to the women in the group to carry their bags so that they could go to them camp and prepare the food. I think that was rather funny....'(Woman, 20 years)

The answers provided by the respondents show some concerns about the challenges and stereotypes they expect within the Army or experienced during the site visit. The most important notion is the fact that women want to be seen and treated as equals compared to their male colleagues, which is in essence about the skills of an employer being more important than sex. They expect that they will experience more friction when they are employed because of their sex.

Concerning autonomy the answer might be sought in relationship with self-efficacy beliefs and diversity. The results here show that the more a position is related to leadership the less attracted this is to women. This makes sense, especially if a woman feels that she is judged on the base of her sex instead of her skills. Moreover, as we will see in chapter 4.3, women feel less secure about themselves and it seems logical that this will result in less attraction towards positions containing many responsibilities.

Figure 4.3: Post fit-scores between importance and expectation of attributes for women



*p = .05

**p = .01

***p = .001

Spearman's Rho for the correlation between importance and expectation has also decreased (table 4.7). Before the information day Spearman's Rho was .848 while at the end it was downgraded to .712, meaning that the positive linear correlation has become less. This can only have happened by a worsened fit between the importance ranking and the expectation ranking. The opposite happened with the ranking of the male attendees, their Spearman's Rho increased from .812 before the information day to .855 afterwards (table 4.8).



Table 4.7: Spearman's Rho calculations for the pre and post expectation rank orders of women

Attribute	Imp	Exp	D	D ²	Exp	D	D ²
Teamwork	1	1	0	0	1	0	0
Diversity	2	5	3	9	7	5	25
Altruism	3	4	1	1	5	2	4
Challenge	4	2	2	4	2	2	4
Task Variety	5	3	2	4	3	2	4
Autonomy	6	7	1	1	4	2	4
Working Conditions	7	8	1	1	8	1	1
Army Attributes	8	6	2	4	6	2	4
Function Variety	9	9	0	0	9	0	0
Work Life Balance	10	10	0	0	10	0	0
Pre $\rho_s = .848$					Post $\rho_s = .712$		

Table 4.8: Spearman's Rho calculations for the pre and post expectation rank orders of men

Attribute	Imp	Exp	D	D ²	Exp	D	D ²
Teamwork	1	1	1	1	1	0	0
Altruism	2	4	2	4	4	2	4
Challenge	3	2	1	1	2	1	1
Diversity	4	5	1	1	5	1	1
Task Variety	5	3	2	4	3	2	4
Working Conditions	6	9	3	9	8	2	4
Autonomy	7	8	1	1	7	0	0
Army Attributes	8	7	1	1	9	1	1
Function Variety	9	6	3	9	6	3	9
Work Life Balance	10	10	0	0	10	0	0
Pre $\rho_s = .812$					Post $\rho_s = .855$		



4.3 Sex differences in Self-Efficacy Believes

Are there sex differences in the self-efficacy believes attendees enhance about themselves concerning successfully passing the selection trajectory and carrying out their job within the Armed Forces, and how does the information day affect those believes?

Theoretically the expectation is stated that women feel less secure to successfully perform certain tasks than men do, especially if these tasks are put away as ‘masculine’. According to the results of the Independent Samples T-Test both groups differ significantly in the self-efficacy believes they enhance with women scoring significantly lower on both physical (M = 3.98, S.E. = .38; p = .000) and psychological (M = 4.01, S.E. = .058, p = .002) than men (respectively M = 3.98, S.E. = .038, M = 4.22, S.E. = .032). The information the female respondents gave in the question how confident they are about passing the selection and being a good soldiers suits the indication that they have rather low self-efficacy believes.

‘I always wanted to join the Air Force... A few years ago I chose not to apply because I felt insecure about being able to do the job. Now I still feel insecure but I think I should at least try to pass the selections because I still really like the idea of becoming a F16 pilot. [...] I also feel a bit insecure...because..well on television you always see that they are very rough and physically strong...I am not sure if I can become like that’. (Woman, 21 years)

‘I am rather frightened that I will not pass the selections. I have a leg injury so if I would be rejected it would be on physical grounds’. (Woman, 22 years).

‘I feel reluctant towards the selection. Although I am convinced that I have everything it takes to become a good soldiers I feel insecure about the psychological tests, I do not really know what to expect from them’. (Woman, 24 years)

‘Most of the time I am shy which is not really a good quality for an officer. I think I do have to become more secure about myself so that for example I am more able to give good leadership and tell other what should be done’. (Woman, 20 years)

Table 4.9: Independent T-Test Self-Efficacy Believes between sexes

Pre Self- Efficacy Believes		N	Mean	S. E.	Mean Difference	Levene’s Test	α
Physical	Men	222	3.98	.038	0.29	.717	.000***
	Women	82	3.69	.059			
Psychological	Men	222	4.22	.032	0.20	.960	.002**
	Women	82	4.01	.058			

****p= .01**

*****p= .001**

The effect of the information day on Self-Efficacy Believes

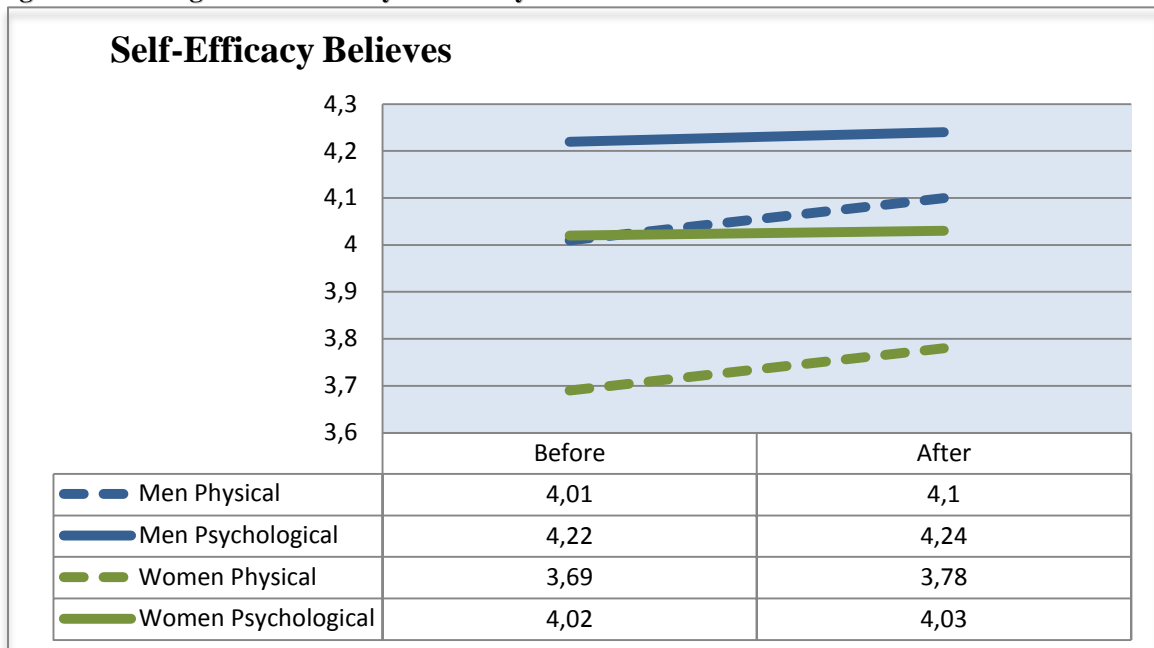
The sub-question of this chapter is concerned with the effect of the information day on the self-efficacy believes and therefore a Mixed Within-Between ANOVA is carried out. These results show that men and women, after the information day, still significantly differ in their self-confidence regarding the selection process and the application ($p = .005$) with women scoring lower on both physical ($M = 3.78$, $S.E. = .57$) and psychological ($M = 4.03$, $S.E. = .58$) aspects than men (respectively $M = 4.00$, $S.E. = .56$; $M = 4.23$, $S.E. = .38$). There has, concerning the physical believes, also been a significant change during the day ($p = .000$). Both men and women scored before the information day lower on their self confidence of physical abilities than afterwards. On psychological aspects no significant change has occurred, although both groups show more self confidence on this aspect after the information day in comparison with the scores before. There is also no interaction effect between the pre and post scores and between men and women which indicates that changes occurring through time were the same for men and women.

Table 4.10: Mixed Within-Between ANOVA Self-Efficacy Believes between sexes

Self-Efficacy Believes			N	Mean	S.E.	Mean Difference	Levene's Test	Box's M	α	R ²
Physical	Between	Men	169	4.00	.566	-0.31	.843	.911	.005**	.031
		Women	80	3.78	.570					
	Within	Men	169				.484		.000***	.077
		Women	80							
	Interaction								.952	.00
Psychological	Between	Men	169	4.23	.380	-0.22	.882	.122	.001**	.047
		Women	81	4.03	.575					
	Within	Men	169				.322		.666	.001
		Women	81							
	Interaction								.909	.000

**p = .01

***p = .001

Figure 4.4: Change in Self-Efficacy Believes by sexes




4.4 Sex Differences in Social Norms

Are there sex differences in the importance attendees attach- and the expected social support they experience from their social environment, and how does the information day affect this social support?

The final variable that is important in relationship to organizational attractiveness are the importance attendees attach to- and the support they experience from their social environment. Firstly the expectation is stated that women will attach stronger value to the opinion of their social environment than men do. Secondly the opinion of this same social environment tends, according to the second hypothesis, be less supportive concerning the attendee working for the Armed Forces for women than for men.

The first hypothesis is tested with an Independent Samples T-Test and the results show that men and women do not significantly differ ($p > .05$) in the importance they attach to the opinion of their social environment with women attaching slightly less importance to their opinion ($M = 2.22$, $S.E. = .104$) than men ($M = 2.23$, $S.E. = .065$) (Table 4.11). Hence, regarding the actual support attendees of the information days experience also no sex difference is observable. Although women experience less support ($M = 3.87$, $S.E. = .10$) from their environment than men ($M = 4.03$, $S.E. = .05$), this difference is not significant ($p > .05$) (Table 4.12). The women who joined the interview confirmed the indication of the results that the opinion of the social environment is not really important in their eyes.

‘Well, my parents are allowed to say what they think about it but in the end I make the decision on my own, if they agree with it or not. They can say what they want to say but I think it is my choice’. (Woman, 18 years)

‘My parents they think that I should do it if that is what I want. They did say a couple of times things like “do you realize that you will be send out on a mission” en stuff like that. But they did not say that they rather not wanted me to join the Army. If I like it than I just simply do it’. (Woman, 21 years)

‘No I don’t value the opinion of my parents very much. Of course I would enjoy it if they would also like the idea of me going into the Army but if that is not the case it is their sorry because this is what I like and what I want to do’. (Woman, 19 years)

Table 4.11: Independent T-Test for Importance of the Social Environment to men and women

		N	Mean	S.E.	Mean Difference	Levene’s Test	α
Importance Social Environment	Men	217	2.23	.065	0.01	.344	.924
	Women	82	2.22	.104			

Table 4.12: Independent Sample T-Test on Opinion of the Social Environment of men and women

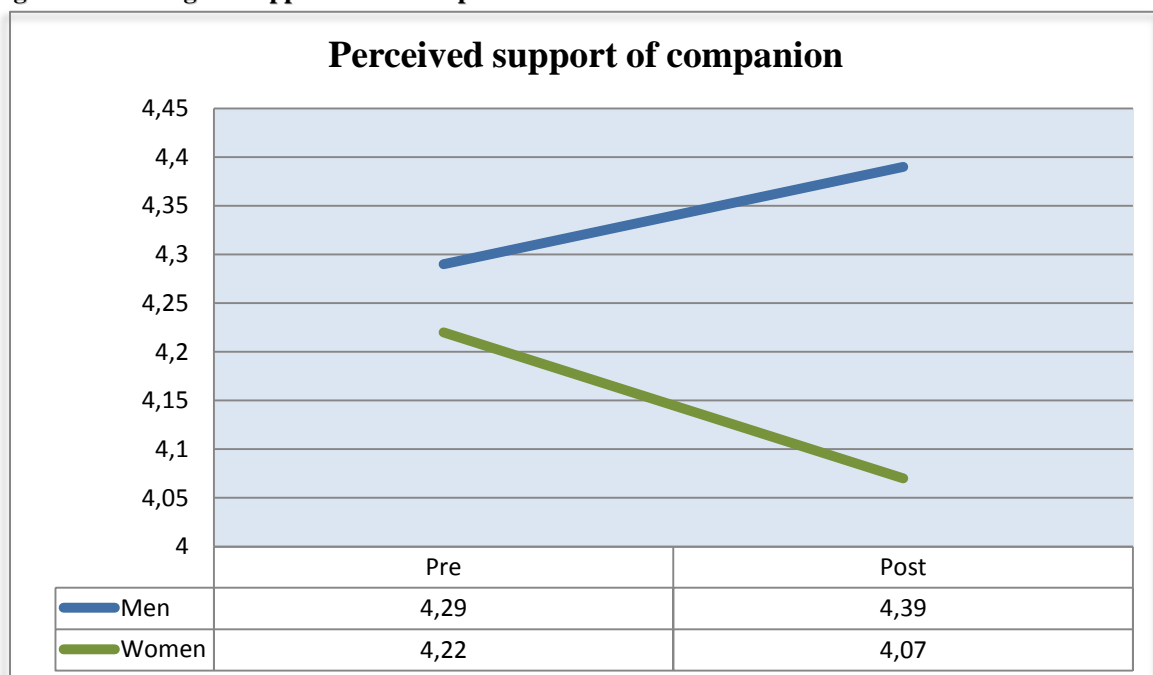
		N	Mean	S.E.	Mean Difference	Levene's Test	α
Opinion Social Environment	Men	217	4.03	.05	0.16	.00	.102
	Women	82	3.87	.10			

The effect of the information day on the perceived support

Although it is not expected that the opinion of the attendees' social environment will change due to the information day there is an expectation that this will happen specifically for the companion who joined their relative or friend during day. We therefore carried out a Mixed Within Between ANOVA to investigate if and how opinions of the companions changed. According to the results shown in table 4.13 the support male and female attendees experience from their companion does not differ significantly ($p > .05$) with women experiencing slightly less support ($M = 4.07$, $S.E. = .118$) than men ($M = 4.38$, $S.E. = .092$). During the day the support both groups experience also changed but not significantly. Although the interaction effect is not significant figure 4.5 shows an interesting regularity. While the men experienced more support from their companion during the day the support women experienced decreased.

Table 4.13: Mixed Within-Between ANOVA for Opinion of the Introduce by sexes

			N	Mean	S.E.	Box's M	α	R ²	
Opinion Introduce	Between	Men	100	4.38	.092	.000	.150	.013	
		Women	60	4.07	.118				
	Within	Men	100				.539	.018	
		Women	60						
	Interaction						.093	.018	

Figure 4.5: Change in support of the companion




4.5 Testing the overall model

In order to be sure that changes in organizational attractiveness are caused by changes in expectations, self-efficacy beliefs and social support a Multiple Regression Analysis is conducted. As stated in the meta-analysis of Uggerslev (2012) the expectation is not that all the single items will have a significant effect but nevertheless all together they are expected to affect the expressed attraction. The question is whether to use the pre or post expectation scores in the regression model. Because it is rather difficult to express expectations before sufficient information is gathered it is expected that the post expectation scores will be more reliable than the pre scores. Therefore the post expectation variables will be used in the regression model. As second step the self-efficacy beliefs will be incorporated into the model because theoretically the supposition is stated that this is the second strongest predictor of organizational attractiveness. At last the expected social support is entered (Appendix 7). The results of this Multiple Regression Analysis shows that the attribute expectations significantly predict the organizational attraction scores ($p = .004$) (Table 4.14). We therefore might state that an increase in expectation scores will cause an increase in organizational attractiveness (except for Autonomy, and Task Variety). The self-efficacy beliefs also significantly predict attraction ($p = .000$) after having corrected for the effect of the attribute expectations. The expected support of the social environment nevertheless does not significantly predict the dependent variable after the attribute expectations and the self-efficacy beliefs are taken into account ($p > .05$).

Table 4.14: Multiple Regression Expectation Attributes, Self-Efficacy Beliefs and Social Support for women

Post Variables	β	R ²	R ² Change	F Change	Sig. F Change
Working Conditions	.054				
Army Attributes	.080				
Autonomy	-.122				
Challenge	.044				
Work Life Balance	.179	.307	.307	2.919	.004**
Diversity	.035				
Altruism	.116				
Teamwork	.054				
Task Variety	-.013				
Function Variety	.030				
Physical Self-Efficacy	.258	.512	.206	13.482	.000***
Psychological Self-Efficacy	.284				
Social Support	.176	.528	.015	2.065	.156

**p = .01

***p = .001

Max. Tolerance = .938

Max. VIF = 2.35

1 .Predictors: (Constant), ExpectationFunctionVariaty, ExpectationPostWorkingConditions, ExpectationTeamwork, ExpectationPostDiversity, ExpectationPostTaskVariaty, ExpectationPostWorkLifeBalance, ExpectationAltruism, ExpectationPostChallenge, ExpectationPostArmyAttributes, ExpectationPostIntellectualAutonomy, PostselfEfficacyPhysical, PostSelfEfficacyPsychological, PostOpinionSocialEnvironment, Dependent Variable: PostOrganizationalAttractiveness_d



4.6 Summary of the results

The results obtained out of the calculations from the data show that three hypothesis are totally supported (table 4.15), those of sex differences in pre and post organizational attractiveness and of sex differences in self efficacy believes. The third sex-hypothesis, women emphasizing different attributes as important then men, is partly supported. Women do emphasize Work Life Balance and Diversity more then men and men emphasize Working Conditions as more important than women. Nevertheless, no sex differences are found in the importance of Army Attributes, Autonomy, Challenge, Teamwork and Altruïsm. Although there are also no sex differences found in Task and Function Variety the hypothesis stated that this would be the case, and therefor those hypothesis are also supported. Hence, the fifth and sixth hypothesis are refuted, those of women attaching more importance to their social environment and experiencing less support of their social environment.

The sub-questions which served as foundations for the hypotheses are also answered. Firstly, the effect of the information has been a significant decrease in attractiveness scores for men and women. Moreover, although they did not differ in their attractiveness scores before the day both groups do significantly differ afterwards. Secondly, the information day caused the correlation between importance and expectation for women to decrease which in essence is a worsening of the fit. The results showed that the Diversity, Altruism and Work-Life balance fit scores of women significantly worsened during the day while the Autonomy fit became better, although with contradictory consequences. These changes in scores also significantly predicted the decrease in attraction. Thirdly the information day increased the physical self efficacy believes for men but did not change this score for women. The psychological scores of men and women also significantly increased during the day. At last, the information day affected the support male and female attendees experienced from their companion. While this support increased for men this decreased for women, although for both groups this change was not significant.

Table 4.15 Overview verified and falsified hypothesis

Hypothesis	Statement	Status
SH1	Men and women do <u>not</u> significantly differ in their Pre Organizational Attractiveness score	Verified
SH2	Men and women do significantly differ in their Post Organizational Attractiveness score	Verified
SH3	Men assign more importance to Working Conditions than women do	Verified
	Men assign more importance to Army attributes than women	Falsified
	Men assign more importance to Autonomy than women do	Falsified
	Men assign more importance to Challenge than women do	Falsified
	Women assign more importance to Work Life Balance than men do	Verified
	Women assign more importance to Diversity than men do	Verified
	Women assign more importance to Teamwork than men do	Falsified
	Women assign more importance to Altruism than men do	Falsified
	There is no significant difference in importance men and women assign to Task Variaty	Verified
	There is no significant difference in importance men and women assign to Function Variaty	Verified
SH4	Women will enhance lower Self-Efficacy Believes than men do.	Verified
SH5	Women will emphasize the opinion of their social environment as more important than men do	Falsified
SH6	Women will experience less support from their Social Environment to join the Armed Forces than men do	Falsified
HH1	The higher the expectations job-seekers have concerning the presence of Attributes within an organization the higher the organizational attractiveness	Verified
HH2	The higher the Self-Efficacy Believes job-seekers enhance concerning their ability to be succesfull within the organization the higher the organizational attractiveness	Verified
HH3	The higher the expected Social Support job-seekers experience concerning their choice to apply for a job at the organization the higher the organizational attractiveness	Falsified

5. Conclusion and discussion

In this final chapter the conclusion of the inquiry will be elaborated. The results obtained in the former chapter will serve as a baseline for answering the main research question, which will be done in this section. After the main question is answered recommendations will be given towards the Ministry of Defence concerning improvement of their information days. The final section of this chapter will give an overview of the strong and weak points of the research.

5.1 Conclusion

The importance of enhancing and recruiting a diverse workforce has increased the last decades and in line with other governmental branches the Ministry of Defence aims at attracting not only male but also female job-seekers. The main question serving as baseline for this inquiry therefore was: *Are there sex differences in the factors that predict organizational attractiveness and how does the attendance of an information day affect these factors?*

The results obtained out of the qualitative and quantitative data collection proved that men and women do not so much differ in the aspects they seek in a job nor the importance they attach to certain aspects of a job. The real difference between both groups appears to be related to the expectations they enhance and their evaluation of information absorbed during site visits. As starting point it became clear that the match between what men thought was important and what they expected to find within the Armed Forces was higher than the same match for women. Nevertheless, this appeared not to negatively affect the female group because in general both groups expressed the same amount of attractiveness towards the Ministry of Defence. This shows that apparently female job-seekers who show interest in the Armed Forces are willing to set aside some of their needs, as they expect they will not be fulfilled when they apply for a job. They expect they will face more friction within their career path because of their sex, they expect to be unequally judged because of their sex, they expect they will have to let go a bigger part of their private life than they perhaps would like to, but all of this does not appear to have a negative effect on the attractiveness of the organization.

The problem arises when received information during the site visit is evaluated by the job-seekers. At this point we have to make clear that because of absence of analyzed male data we can only make inferences about the female job-seekers. The results showed that an increased mismatch within those aspects that before the day were taken for granted now suddenly become problematic. Firstly, the mismatch concerning the friction they expect to face because of their sex increased. They afterwards stronger believed that their career chances will be less due to the fact that they are going to be judged on the basis of their sex instead of their skills and capabilities. While there is no explanation what caused women to downward their revision of the diversity sensitivity of the Armed Forces the respondents gave some hints, like jokes made by recruiters with a sex-segregated content and stories told by female soldiers about their experiences. Hence, the lack of female officers in certain non-



traditional branches also caused women to expect less of the career opportunities the Armed Forces provides.

Secondly, the female respondents expected after the information day that altruism, the aspiration to through their work positively affect the well-being of people within society, is less present within the Armed Forces. Same holds true for the expectations of being able to combine work with a private life, which significantly decreased during the day. Explaining how this decrease can have such an impact while it appeared to be unimportant to women, dangling at the bottom of the importance list, is rather difficult. We expect that women already had rather low expectations on this subject which did not really bother them. Apparently, the little amount of expectations they had downgraded crossing some sort of threshold after which, to some women, it became too low to exclude from their overall evaluation of the job opportunity. Qualitative data, not all elaborated within this report, showed that especially the older girls were less eager to go intern again, which is obligated the first year of the training, since they already had experienced studentship.

Thirdly the information day increased the fit between the importance and expectation concerning the extent till which they will be part of decision making processes, will enhance leadership positions and will be confronted with intellectual challenges. Nevertheless the results showed a negative relationship meaning an increased fit leads to a decrease in attractiveness. Explanations for this phenomenon can be found in relationship with the diversity policies enhanced by the Armed Forces and in the self-efficacy believes enhanced by women. In order for women to be a good leader two requirements have to be fulfilled. The first is that others will have to believe that the female officer can manage the responsibilities and the second is that she herself believes that she is capable of carrying the responsibilities Both requirements are under pressure, the first because analysis of diversity showed that they expect to be negatively evaluated because of their sex and the second because women themselves also feel less secure about their own abilities. This latter aspect is confirmed by the results that showed women enhance significant lower self-efficacy believes than men. Although these believes increased slightly during the day they still are not at the level of the male attendees.

Taken together we can conclude that sex differences are found in the expectations job-seekers hold concerning the organization and within the self-efficacy believes both groups have about their capabilities to successfully carry out the job and tasks.



5.2 Recommendations to the Ministry of Defence

The quantitative and qualitative results showed that, focussing on women, diversity, altruism, autonomy and self-efficacy beliefs were important factors in explaining a decrease in organizational attractiveness. Related to the first topic, diversity, the interview results gave some clear recommendations how this negative effect could be changed positively. Respondents indicated that the female colleagues at the information day represented the chances women had within the organization. This means that, a quantitative increase of female officers during the day might positively affect the expectation of women concerning their career chances, which are just as high of those of men. When female attendees see women holding higher ranks and places aside the typical division, women in the administrative sector and men in the naval, this shows them that there are plenty opportunities for them and that the organization does not restrain them because they are a woman. This is supported by the importance women attach to the fact that an organization should value them because of their skill instead of their sex. They appear to be willing to be part of the organization as long as there are seen as equal to their male colleagues. Overcoming stereotyping in messages as well as in the behaviour the officers display during the day would perhaps have positive effects on the female attendees. This leads to the recommendation not to organize information days solely for women. The female attendees clearly showed that they do not wish to be treated differently and moreover, some of them were interested in the army specifically because of the high amount of male employees who are, according to them, more easily going and more fun to collaborate with. Beside the discouragement of women-information days the specific translation of diversity through written and oral statements might also not result in the desired effect. This exorbitant attention to Diversity issues confirms the Dutch expression 'where there is smoke there must be fire' meaning that the more the organization emphasizes to women that they do not treat them differently the more it looks like they actually do. The solution here has everything to do with low elaboration information. It is proven that what is seen sometimes has a deeper impact on people than what is heard. So instead of saying that women are equal, saying that women have equal career opportunities and saying that they are evaluated based on their skill and not on their sex, this should visually be displayed. Not only in the presentation slides with pictures of women but also during the day. Use high ranked female officers as example during the day by letting her do a presentation or in another way be visual for the attendees. Hence, the employees who are present to guide the attendees should exist for a substantive amount out of women and moreover not only women who work in the traditional branch like administration but also those who work within the naval or technical branch. This does not only show all the opportunities women have but also might make them curious about functions which they might not have considered before.

Altruism, the aspiration of women to by their work positively affecting the welfare and well-being of people, is another aspect which might get some more attention. This subject is certainly useful to incorporate into high elaboration messages spoken and written. Emphasize the humanitarian



missions carried out the last decades and the contribution of the Armed Forces to the well-being of the citizens and stabilization of countries. These features highly appeal to the aspiration of women who have a natural tendency to care for others. Moreover women wish to see these altruistic values reflected in their work.

Autonomy is something women clearly did not aspire and this negative correlation between autonomy and the attractiveness of the organization can partly be reversed when attention is paid to diversity and self-confidence. The former subject has already been elaborated so it is now time to focus on self-efficacy believes of the female attendees. Because women are less self confident than men this should be a reoccurring theme mostly through high elaboration. Specific attention should be paid to the severeness of the selection and of the actual job without deterring the attendees. It would be of surplus value if information concerning the physical and psychological aspects of the job is partly given by female employees. By using female recruiters to talk about these subjects the female attendees are able to mirror themselves which might make them feel more secure.

5.3 Discussion

This section will elaborate some theoretical and statistical considerations made along the way as well as some main deficits of this inquiry.

Reflections on theoretical considerations

Within this inquiry attention has been paid to factors of the Person-Organization fit, Self-Efficacy Believes and Social Norms. According to the inquiry of Slaughter & Greguras (2009) and Collins (2007) aspects such as trait inferences and brand image of organizations also predict the expressed attraction. Hence the amount of other job-opportunities is also proven to affect the attraction a job-seeker expresses towards an organization. Although the predictive value of the aspects incorporated into this inquiry is sufficient (52.8 %) it does not explain everything, almost 48% is still unknown. The fact that these aspects have not been incorporated into the inquiry has everything to do with time management considerations of the researchers and with reliability of the questionnaires. The longer the surveys the less reliable the answers would become, especially because of the time limit before the information day starts and the willingness to return homewards after the day has finished. In order to give a more complete view of all the aspects that influence job-seekers more factors could have been incorporated.

Another consideration has been made between sex and gender. Although this inquiry is focussed on the biological state of being male or female, research shows that gender is an important mediating factor (Korabik, 1999, as in Freeman, 2003). If gender would have been taken into account different results might be obtained. This is especially interesting if one wants to analyse which 'kind' of women are attracted on forehand to work for the Armed Forces and if the positive and negative effects would have been different if their feminine and masculine 'gender score' would have been taken into account. We expect that results will be different because while some attendees clearly expressed that they wanted to be seen as one of the boys others were a bit more reluctant and argued that their femininity should not be hidden but could be of surplus value to the organization.

The main consideration in this inquiry nevertheless has been the choice to work with a measure of organizational attractiveness instead of actual applications, while the latter was the very motivation for starting this inquiry. This choice has been made because of the time difference we expected between attending the information day and actually applying. Because the information days are organized during the school year and applications might be done many months later this would not seem to be a reliable indicator. Because attractiveness is a strong predictor of applying this was chosen to be the best option. Nevertheless, that women feel less attracted to the Armed Forces does not causally explain that they therefor apply to a lesser extent. Inferences cannot be made outside the data obtained meaning that there might be other causes why women apply less. One of the reasons we discovered during the interviews was the fact that women started earlier to look ahead for continued educational or job possibilities than men. While the modus of age for men who assigned HBO as their



educational level at the moment was 23 years that of women was 21,5 indicating that women start looking at an earlier age than men. This also might explain the lower application rate; women will apply but later on because they have to finish their education. Moreover, the attraction scores for women are still relatively high (on a 5-point Likert scale an average above 4) which therefor also supports the explanation that women maybe do not apply to a lesser extent than men but perhaps apply at a later stage. This is the main deficit of the theoretical model and corrodes partly the conclusions made in earlier chapters.

Reflections on statistical considerations

Reviewing the inquiry, the time spend on collecting the data and the quality of the data obtained, we sadly have to ascertain that perhaps too much meant less in this research. Because of the intention to measure motivations as well as expectation as well as effects of the information day and simultaneously we had to compromise between carrying out a scientific inquiry on the on hand and providing answers to a practical problem at the other hand, the quality of the data has suffered under the quantity of the data. Quiet some variables are measured with one or a few items while, especially aspects like diversity and altruism are concepts which deserve more items covering them. Because of this the conclusions that can be drawn from the results are rather thin and should be handled with care. This rather low quality of the data is the main deficit of this inquiry and perhaps it would have been better to focus on a few instead of as many as possible attributes so that the quality of the data related to the few selected attributes would be higher. Nevertheless, this research gives some very useful insights into possibly interesting subject for further research and gives an indication of the spearheads that need attention. Moreover the scientific surplus values lies in the fact that, as far as our quest went back, no research as detailed as this has been carried out with person-organization fit subdivided into attributes instead of general questions like *'To what degree do you believe your skills and abilities match those required by the job?'* (Cable & Judge, 1996, p. 299).

Another statistical issue is that of an unequally samples. While the group of men consisted out of 223 respondents that of women solely enhances 82 women. The scores of men therefor weighted heavier in the statistics than those of women. The decision has been made not to correct for this difference because it was seen as a, by nature provided, extra check of confidence. If there were sex differences found, despite the difference in sample size, than, above the significance level of $p < .05$, there really should have been a real difference.



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Appendix 1: Job attributes linked to dimensions of masculinity and femininity
Source: Konrad (2000).

Role and stereotype	Job attributes
Masculine	
Income provider	Earnings, benefits, security, openings
Dominance	Leadership, responsibility, power
Aggression	Power
Achievement	Opportunities for promotion, challenge, task significance, accomplishment
Autonomy	Freedom/autonomy
Exhibition	Prestige, recognition
Endurance	Challenge, not physical work environment
Feminine	
Homemaker	Good hours, easy commute, location, not opportunities for travel
Affiliation	Opportunities to make friends, working with people, not solitude
Nurturance	Opportunities to help others
Succorance	Good coworkers, good supervisor
Deference	Not leadership
Abasement	Not power

Appendix 2: Pre-day survey

Beste bezoeker van de infodag!

Wij, als afdeling Werving en Selectie van Defensie, willen graag weten wat jij belangrijk vindt in een baan en hoe je tegen Defensie als werkgever aankijkt. Dit is belangrijk omdat wij, wanneer wij weten wat jullie willen, kunnen onderzoeken hoe wij Defensie nog aantrekkelijker kunnen maken als werkgever. Daarnaast is het belangrijk om te weten in hoeverre de infodag, waar je nu aanwezig bent, jouw beeldvorming van Defensie als werkgever beïnvloedt.

*Om erachter te komen wat jij belangrijk vindt in een baan en in hoeverre jij verwacht dat Defensie dit kan bieden hebben we een vragenlijst ontwikkeld. De vragenlijst bestaat uit 5 onderdelen, twee wat langere en drie korte. Het invullen duurt ongeveer 10 á 15 minuten. Het is belangrijk dat je de vragenlijst zelf invult zodat we een duidelijk beeld krijgen van wat jij belangrijk vindt en verwacht, en niet je ouder, vriend of iemand anders die je eventueel hebt meegenomen. Het nummer wat bij dit formulier is gevoegd is jouw **referentienummer**. Deze moet je invullen en bewaren tot het einde van de dag.*

*Het verwerken van jou gegevens gebeurt **volledig anoniem**. Niemand, dus ook niet een toekomstige selecteur, kan de door jou ingevulde gegevens inzien. Om deze anonimiteit te waarborgen wordt het onderzoek uitgevoerd door twee externe medewerkers; Elske van Erkelens en Annabelle Luijten. Zij zijn respectievelijk verbonden aan de Universiteit van Utrecht en de Christelijke Hogeschool Windesheim en zullen de gegevens verwerken. Mocht je vragen hebben over het onderzoek of de vragenlijst dan kun je Elske of Annabelle hierover aanspreken. Ze zijn te herkennen aan hun badge met 'Onderzoeker Infodag' erop.*

Wij willen je bij voorbaat bedanken voor het invullen van de vragenlijst waarmee je jezelf en ook andere geïnteresseerden in een baan bij Defensie helpt. Aan het einde van de dag ontvang je, na je medewerking aan dit onderzoek, een mooi presentje.

Namens de directeur Dienstencentrum Werving en Selectie,



Kolonel R. J. F. Bergman

**ACHTERGRONDGEGEVENS**

Graag aankruisen wat van toepassing is. Slechts één hokje per vraag.

Wat is je geslacht? Man Vrouw **Referentienummer**.....

Wat is je leeftijd?

Primaire dagelijkse activiteit? Schoolgaand / Student
 Werkend
 Niet werkzaam / niet studierend
 Anders, namelijk.....

Indien je schoolgaand/
studerend bent welk
opleidingsniveau volg je?
 Mavo Middelbaar Beroepsonderwijs (MBO)
 Havo Hoger Beroepsonderwijs (HBO)
 VWO Universitair onderwijs
 Anders, namelijk.....

Reden bezoek infodag?
 Ik heb al gesolliciteerd bij Defensie en gebruik de infodag voor extra beeldvorming.
 Ik overweeg te solliciteren bij Defensie.
 Ik wil solliciteren bij Defensie maar weet nog niet bij welk Krijgsmachtdeel.
 Ik wil solliciteren bij Defensie maar weet nog niet voor welke functie.
 Ik moet van school verplicht naar voorlichtingen.

Naar welk operationeel
commando gaat je voorkeur
het sterkst uit?
 Landmacht Luchtmacht Marine Marechaussee

In welke functie ben je het
meest geïnteresseerd? (één
antwoord aankruisen)

Landmacht	Luchtmacht	Marine	Marechaussee
<input type="checkbox"/> Operationeel	<input type="checkbox"/> Vlieger	<input type="checkbox"/> Zeedienst	<input type="checkbox"/> Teamleider
<input type="checkbox"/> Logistiek	<input type="checkbox"/> Algemeen	<input type="checkbox"/> Techniek	<input type="checkbox"/> Anders
<input type="checkbox"/> Techniek	<input type="checkbox"/> Luchtverkeersleider	<input type="checkbox"/> Administratie	
<input type="checkbox"/> Anders	<input type="checkbox"/> Anders	<input type="checkbox"/> Mariniers	
		<input type="checkbox"/> Anders	

DEEL 1: WAT VIND JIJ BELANGRIJK IN EEN BAAN/ORGANISATIE?

Het eerste gedeelte van deze vragenlijst gaat er over wat jij belangrijk vindt met betrekking tot een toekomstige werkgever / baan. Het is de bedoeling dat je aangeeft in hoeverre je het met de gegeven stellingen eens bent. Je mag slechts één hokje aankruisen. Het gaat over je eigen mening en er zijn dus geen 'foute' of 'verkeerde' antwoorden. Mocht je na een hokje te hebben aangekruist toch van antwoord willen wisselen, maak dan het gehele hokje zwart en kruis het juiste vakje vervolgens aan.

Voorbeeld:	Geheel onbelangrijk	Redelijk onbelangrijk	Neutraal	Redelijk belangrijk	Zeer belangrijk	Weet niet / n.v.t.
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Wat vind jij belangrijk in een baan?	Geheel onbelangrijk	Redelijk onbelangrijk	Neutraal	Redelijk belangrijk	Zeer belangrijk	Weet niet / n.v.t.
1. Ik vind een hoog salaris...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ik vind baanzekerheid...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ik vind carrière maken...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ik vind fysieke uitdaging in een baan...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ik vind mentale uitdaging in een baan...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ik vind intellectuele uitdaging in een baan...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ik vind het zelf kunnen bepalen van mij werktempo...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ik vind het kunnen meebeslissen over werk-gerelateerde vraagstukken...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ik vind het hebben van een leidinggevende functie...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Ik vind werken in het buitenland...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Ik vind de mogelijkheid om werktijden aan te laten sluiten bij mijn persoonlijke situatie (flexwerken) ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Ik vind de mogelijkheid om verlof op te nemen op het moment dat ik dat nodig acht...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Geheel onbelangrijk	Redelijk onbelangrijk	Neutraal	Redelijk belangrijk	Zeer belangrijk	Weet niet /n.v.t.
13. Ik vind de mogelijkheid om deeltijd te kunnen werken...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Ik vind de mogelijkheid om werk en privé te kunnen combineren...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Ik vind een korte reisafstand tussen mijn huis en het werk...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Ik vind samenwerken met collega's...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Ik vind een functie met een gevarieerd takenpakket...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Ik vind de mogelijkheid om intern van functie te kunnen wisselen...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Ik vind het werken in hiërarchische organisatie...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Of ik met mijn werk een positieve bijdrage lever aan het leven van andere mensen in de samenleving vind ik ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Volstrekt niet mee eens	Groten-deels niet mee eens	Niet oneens, niet eens	Groten-deels mee eens	Volledig mee eens	Weet niet /n.v.t.
21. Ik geef de voorkeur aan een werkgever die aantrekkelijke kansen biedt voor vrouwen en etnische minderheden...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Ik werk het liefst bij een organisatie die persoonlijke kwaliteiten belangrijker vindt dan afkomst of geslacht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hoe graag zou jij de volgende aspecten zien terugkomen in je toekomstige baan?

	Zekerniet	Lieverniet	Neutraal	Graag	Zeer graag	Weet niet /n.v.t.
1. Mars lopen...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uniform dragen...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Omgaan met wapens...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Op oefening gaan voor een paar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DEEL 2: WAT VERWACHT JIJ DAT DEFENSIE JOU TE BIEDEN HEEFT?

De volgende vragen gaan over de verwachting die jij hebt over Defensie als werkgever en wat Defensie als werkgever jou kan bieden. Er zijn geen goede of foute antwoorden, het gaat om jouw verwachting.

	Volstrekt niet mee eens	Groten- deels niet mee eens	Niet oneens, niet eens	Groten- deels mee eens	Volledig mee eens	Weet niet / n.v.t.
1. Ik denk Defensie mij een hoog salaris biedt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ik denk dat Defensie baanzekerheid biedt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ik denk dat ik bij Defensie kan carrière maken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ik denk dat een baan bij Defensie veel fysieke uitdaging biedt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ik denk dat een baan bij Defensie veel mentale uitdaging biedt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ik denk dat een baan bij Defensie veel intellectuele uitdaging biedt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ik denk dat ik in een baan bij Defensie zelf mijn eigen werktempo kan bepalen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ik denk dat ik in een baan bij Defensie kan meebeslissen over werk-gerelateerde vraagstukken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ik denk dat ik bij Defensie een leidinggevende functie zal gaan vervullen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Ik denk dat ik bij Defensie veel in het buitenland werk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Ik denk dat Defensie de mogelijkheid biedt werktijden bij mijn persoonlijke situatie te laten aansluiten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Ik denk dat Defensie de mogelijkheid biedt verlof op te nemen op het moment dat ik dat nodig acht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ik denk dat Defensie de mogelijkheid biedt deeltijd te werken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Volstrekt niet mee eens	Groten- deels niet mee eens	Niet oneens, niet eens	Groten- deels mee eens	Volledig mee eens	Weet niet / n.v.t.
14. Ik denk dat Defensie de mogelijkheid biedt werk en privé goed met elkaar te combineren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Ik denk dat ik in een baan bij Defensie lang moet reizen tussen mijn huis en mijn werk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Ik denk dat ik bij Defensie veel samenwerk met collega's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Ik denk dat een baan bij Defensie een gevarieerd takenpakket met zich meebrengt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Ik denk dat Defensie de mogelijkheid biedt om intern van functie te wisselen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Ik denk dat ik in een baan bij Defensie werk in een hiërarchische organisatie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Ik denk dat je met een baan bij Defensie andere mensen in de samenleving positief beïnvloed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Ik denk dat Defensie aantrekkelijke baan mogelijkheden biedt voor vrouwen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Ik denk dat Defensie persoonlijke kwaliteiten belangrijker acht dat geslacht of afkomst.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. De dingen die ik belangrijk vind in een baan komen overeen met wat Defensie te bieden heeft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In hoeverre verwacht je dat de volgende aspecten terugkomen wanneer ij een baan bij Defensie zou hebben?

	Nooit	Zelden	Af en toe	Vaak	Zeerv vaak	Weet niet / n.v.t.
1. Mars lopen...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uniform dragen...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Omgaan met wapens...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Op oefening gaan...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Op uitzending gaan...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Professioneel geweld gebruiken...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DEEL 3: WAT VERWACHT JIJ VAN DE PSYCHISCHE EN FYSIEKE BELASTING?

Bij de volgende acht vragen is het de bedoeling aan te geven hoe succesvol jij verwacht te zijn in het doorlopen van het selectieproces en in het uitvoeren van je baan.

Keuring <i>Hoe zeker ben jij dat...</i>	Volstrekt onzeker	Groten- deels onzeker	Niet zeker/niet onzeker	Groten- deels zeker	Zeer zeker	Weet niet / n.v.t.
1. Je de keuring goed zal doorstaan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Je aangenomen wordt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Je aan de fysieke aanname eisen voldoet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Je aan de psychologische aanname eisen voldoet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Baan <i>Hoe zeker ben jij dat...</i>	Volstrekt onzeker	Groten- deels onzeker	Niet zeker/niet onzeker	Groten- deels zeker	Zeer zeker	Weet niet / n.v.t.
5. Je een baan als militair fysiek aankan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Je een baan als militair psychisch aankan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Je een goede militair zal zijn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Je je functie goed kan uitvoeren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DEEL 4: WAT VINDEN ANDEREN?

De komende negen vragen gaan over hoeveel belang jij hecht aan de mening van de mensen om je heen en degene die jij hebt meegenomen naar deze infodag. Indien je niemand hebt meegenomen kan je hier 'n.v.t.' invullen. Wanneer je al hebt gesolliciteerd bij Defensie of al besloten hebt om te solliciteren beantwoord je de vragen alsof de keuze nog gemaakt moet worden.

Sociale omgeving	Volstrekt niet mee eens	Groten- deels niet mee eens	Niet oneens, niet eens	Groten- deels mee eens	Volledig mee eens	Weet niet / n.v.t.
	1. De mening van mijn <i>ouders</i> beïnvloedt sterk mijn keuze om wel of niet bij Defensie te solliciteren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. De mening van mijn (evt) <i>partner</i> beïnvloedt sterk mijn keuze om wel of niet bij Defensie te solliciteren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. De mening van mijn <i>vrienden</i> beïnvloedt sterk mijn keuze om wel of niet bij Defensie te solliciteren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. De mening van mijn <i>introduc�</i> beïnvloedt sterk mijn keuze om wel of niet bij Defensie te solliciteren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Zeker tegen	Waarschijn- lijk tegen	Niet tegen/ niet voor	Waarschijn- lijk voor	Zeker voor	Weet niet/ n.v.t.
5. Als ik de keuze zou maken om bij Defensie te solliciteren dan zijn mijn <i>ouders</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Als ik de keuze zou maken om bij Defensie te solliciteren dan is mijn (evt) <i>partner</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Als ik de keuze zou maken om bij Defensie te solliciteren dan zijn mijn <i>vrienden</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Als ik de keuze zou maken om bij Defensie te solliciteren dan is mijn <i>introduc�</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. De introduc� die ik heb mee- genomen is mijn...	<input type="checkbox"/> Vader / moeder / voogd <input type="checkbox"/> Broer(tje) / zus(je) <input type="checkbox"/> Partner / relatie <input type="checkbox"/> Vriend / vriendin <input type="checkbox"/> N.v.t.					



DEEL 5: WAT VIND JIJ VAN DEFENSIE ALS WERKGEVER?

De laatste zeven vragen meten in hoeverre jij werken bij Defensie als een aantrekkelijke optie ziet.

	Volstrekt niet mee eens	Groten- deels niet mee eens	Niet oneens, niet eens	Groten- deels mee eens	Volledig mee eens	Weet niet /n.v.t.
1. Voor mij zou Defensie een goede plek zijn om te werken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ik ben niet geïnteresseerd in werken bij Defensie, behalve als laatste optie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Defensie is een aantrekkelijke organisatie voor mij om te werken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ik wil graag meer weten over Defensie als werkgever.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Een baan bij Defensie is erg aantrekkelijk in mijn ogen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Als er een geschikte vacature beschikbaar is ga ik zeker solliciteren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ik ga actief proberen een baan bij Defensie te bemachtigen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOT SLOT

Heb je nog specifieke vragen waarop je vandaag antwoord hoopt te krijgen?

.....

Dit was de hele vragenlijst, heel erg bedankt voor je medewerking. Je kan de lijst weer inleveren bij de persoon van wie je de lijst hebt ontvangen. Aan het einde van deze dag zal nogmaals een korte vragenlijst worden uitgedeeld. Het is zeer belangrijk dat je ook deze lijst invult omdat de gegevens anders niet verwerkt kunnen worden. Na het invullen van de tweede lijst krijgt je een presentje mee naar huis als dank. We wensen je voor nu een fijne en leerzame informatiedag!

Post-day survey

Goedemiddag!

We hopen dat je erg hebt genoten van de infodag en uiteraard dat je een duidelijker beeld hebt gekregen van wat Defensie jou te bieden heeft.

Zoals afgesproken is hier de tweede (korte) vragenlijst. Hij bestaat uit 4 onderdelen, één iets langere en drie korte. Wanneer je klaar bent mag je de vragenlijst inleveren bij Elske van Erkelens en/of Annabelle Luijten. Vergeet niet je **referentienummer** die je vanochtend hebt gekregen in te vullen op dit formulier.

Alvast bedankt voor je medewerking.
Namens de directeur Dienstencentrum Werving en Selectie,



Kolonel R. J. F. Bergman

Referentienummer:.....

HERHALING DEEL 2**WAT VERWACHT JIJ DAT DEFENSIE JOU TE BIEDEN HEEFT?**

	Volstrekt niet mee eens	Groten- deels niet mee eens	Niet oneens, niet eens	Groten- deels mee eens	Volledig mee eens	Weet niet / n.v.t.
1. Ik denk Defensie mij een hoog salaris biedt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ik denk dat Defensie baanzekerheid biedt...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ik denk dat ik bij Defensie kan carrière maken...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ik denk dat een baan bij Defensie veel fysieke uitdaging biedt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ik denk dat een baan bij Defensie veel mentale uitdaging biedt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ik denk dat een baan bij Defensie veel intellectuele uitdaging biedt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ik denk dat ik in een baan bij Defensie zelf mijn eigen werktempo kan bepalen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ik denk dat ik in een baan bij Defensie kan meebeslissen over werk-gerelateerde vraagstukken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ik denk dat ik bij Defensie een leidinggevende functie zal gaan vervullen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Ik denk dat ik bij Defensie veel in het buitenland werk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Ik denk dat Defensie de mogelijkheid biedt werktijden bij mijn persoonlijke situatie te laten aansluiten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Ik denk dat Defensie de mogelijkheid biedt verlof op te nemen op het moment dat ik dat nodig acht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ik denk dat Defensie de mogelijkheid biedt deeltijd te werken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Volstrekt niet mee eens	Groten- deels niet mee eens	Niet oneens, niet eens	Groten- deels mee eens	Volledig mee eens	Weet niet / n.v.t.
14. Ik denk dat Defensie de mogelijkheid biedt werk en privé goed met elkaar te combineren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Ik denk dat ik in een baan bij Defensie lang moet reizen tussen mijn huis en mijn werk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Ik denk dat ik bij Defensie veel samenwerk met collega's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Ik denk dat een baan bij Defensie een gevarieerd takenpakket met zich meebrengt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Ik denk dat Defensie de mogelijkheid biedt om intern van functie te wisselen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Ik denk dat ik in een baan bij Defensie werk in een hiërarchische organisatie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Ik denk dat je met een baan bij Defensie andere mensen in de samenleving positief beïnvloed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Ik denk dat Defensie aantrekkelijke baan mogelijkheden biedt voor vrouwen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Ik denk dat Defensie persoonlijke kwaliteiten belangrijker acht dat geslacht of afkomst.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. De dingen die ik belangrijk vind in een baan komen overeen met wat Defensie te bieden heeft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In hoeverre verwacht je dat de volgende aspecten terugkomen wanneer jij een baan bij Defensie zou hebben?

	Nooit	Zelden	Af en toe	Vaak	Zeerv vaak	Weet niet / n.v.t.
1. Mars lopen...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uniform dragen...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Omgaan met wapens...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Op oefening gaan...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Op uitzending gaan...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Professioneel geweld gebruiken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HERHALING DEEL 3**WAT VERWACHT JIJ VAN DE PSYCHISCHE EN FYSIEKE BELASTING?**

Keuring <i>Hoe zeker ben jij dat...</i>	Volstrekt onzeker	Groten- deels onzeker	Niet zeker/niet onzeker	Groten- deels zeker	Zeer zeker	Weet niet / n.v.t.
1. Je de keuring goed zal doorstaan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Je aangenomen wordt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Je aan de fysieke aanname eisen voldoet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Je aan de psychologische aanname eisen voldoet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Baan <i>Hoe zeker ben jij dat...</i>	Volstrekt onzeker	Groten- deels onzeker	Niet zeker/niet onzeker	Groten- deels zeker	Zeer zeker	Weet niet / n.v.t.
5. Je een baan als militair fysiek aankan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Je een baan als militair psychisch aankan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Je een goede militair zal zijn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Je je functie goed kan uitvoeren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HERHALING DEEL 4**WAT VINDEN ANDEREN?**

	Zeker tegen	Waarschijn- lijk tegen	Niet tegen/ niet voor	Waarschijn- lijk voor	Zeker voor	Weet niet/ n.v.t.
1. Als ik de keuze zou maken om bij Defensie te solliciteren dan is mijn <i>introducé</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HERHALING DEEL 5**WAT VIND JIJ VAN DEFENSIE ALS WERKGEVER?**

	Volstrekt niet mee eens	Groten- deels niet mee eens	Niet oneens, niet eens	Groten- deels mee eens	Volledig mee eens	Weet niet / n.v.t.
1. Voor mij zou Defensie een goede plek zijn om te werken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ik ben niet geïnteresseerd in werken bij Defensie, behalve als laatste optie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Defensie is een aantrekkelijke organisatie voor mij om te werken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ik wil graag meer weten over Defensie als werkgever.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Een baan bij Defensie is erg aantrekkelijk in mijn ogen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Als er een geschikte vacature beschikbaar is ga ik zeker solliciteren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ik ga actief proberen een baan bij Defensie te bemachtigen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOT SLOT

Heb antwoord
gekregen op
specifieke vragen die
je van te voren had?

.....
.....
.....
.....
.....

Dit was de hele vragenlijst, heel erg bedankt voor je medewerking. Je kan de lijst weer inleveren bij de persoon van wie je de lijst hebt ontvangen.

Appendix 3: Overview topic-list interviews

Nodes				
Name	Sources	References	Created On	
Baan voor het leven of tijdelijk	1	1	10-5-2013 12:15	
Enthousiasme verschil	7	8	9-5-2013 19:07	
Informatie op de infodag	1	3	9-5-2013 19:01	
Inhoudelijk	6	9	10-5-2013 11:13	
Negatieve beeldvorming	4	4	10-5-2013 11:27	
Persoonlijke verhalen	2	2	10-5-2013 11:37	
Specifieke vragen	5	5	10-5-2013 11:09	
Tijd besteed aan voorlichting	2	2	9-5-2013 19:05	
P-O fit	0	0	9-5-2013 18:57	
Actief zijn in het werk	3	3	10-5-2013 11:07	
Altruïsme	4	4	10-5-2013 11:07	
Autonomie	1	1	10-5-2013 12:09	
Baanzekerheid	1	1	10-5-2013 11:52	
Collega's	1	1	9-5-2013 18:59	
Combineren werk & prive	1	1	10-5-2013 12:10	
Diversiteit	5	8	9-5-2013 19:05	
Kansen voor vrouwen binnen Defensie	1	1	9-5-2013 19:06	
Mentale uitdaging	3	4	10-5-2013 11:08	
Negatieve beeldvorming media	1	2	9-5-2013 19:08	
Reden bezoek infodag	5	5	10-5-2013 11:21	
Reizen	2	2	9-5-2013 18:59	
Resultaten zien	2	2	10-5-2013 11:13	
Samenwerken	5	7	9-5-2013 18:58	
Sporten	2	2	10-5-2013 11:22	
Uitzending	1	1	10-5-2013 11:35	
Variatie	6	7	9-5-2013 18:58	
Sociale normen	1	1	9-5-2013 19:00	
Ouders	4	5	10-5-2013 11:17	
Vrienden	1	1	10-5-2013 11:18	
Sollicitatie termijn	3	3	10-5-2013 11:20	
Verbeter punten	4	7	9-5-2013 19:04	
Wervingsvoorlichters	1	1	9-5-2013 19:01	
Actieve werving	3	3	10-5-2013 11:15	
Demographische kenmerken	2	3	10-5-2013 11:12	
Gender sensitiviteit	0	0	10-5-2013 11:40	
Positieve discriminatie	1	1	10-5-2013 11:41	
Vooroordelen	2	4	10-5-2013 11:11	
Persoonlijke aandacht	3	4	10-5-2013 11:28	
Vermeende oprechtheid	2	3	10-5-2013 11:14	
Zelfverzekerdheid	1	2	9-5-2013 19:00	
Baan	3	4	10-5-2013 11:16	
Keuring	5	5	10-5-2013 11:16	
Mogelijk falen	2	2	10-5-2013 11:17	

Appendix 4: Overview of the factors, items and original surveys out of which they are obtained

Theoretical concept	Scale	Sub-aspects	Items	Source
Instrumental organizational attributes	Working Conditions	Salary	VD1v1, VD2v1, ND2v1	Cable & Judge (1996) Casper (2004)
		Job Security	VD1v2, VD2v2, ND2v2	Lievens (2005)
		Carrier opportunities	VD1v3, VD2v3, ND2v3	Lievens (2005)
	Army Attributes	Working Abroad	VD1v10, VD2v10, ND2v10	Lievens (2005)
		Hierarchical setting	VD1v19, VD2v19, ND2v19	
		Marching	VD1v01, VD2v01, ND2v01	
		Uniform	VD1v02, VD2v02, ND2v02	
		Weapons	VD1v03, VD2v03, ND2v03	
		Bivouac	VD1v04, VD2v04, ND2v04	
		Mission	VD1v05, VD2v05, ND2v05	
	Autonomy	Intellectual Challenge	VD1v6, VD2v6, ND2v6	Lievens (2011)
		Participate in decisions	VD1v8, VD2v8, ND2v8	
		Having a leadership position	VD1v9, VD2v9, ND2v9	
	Challenge	Mental	VD1v4, VD2v4, ND2v4	Job Dimension Scale (1975) & Beurs (2010)
		Physical	VD1v5, VD2v5, ND2v5	
	Work-family arrangements	Parttime	VD1v13, VD2v13, ND2v13	Turban et al. (1998) Saks (1994)
		Paid leave	VD1v12, VD2v12, ND2v12	
Flex working		VD1v11, VD2v11, ND2v11		
Combining work with private life		VD1v14, VD2v14, ND2v14		
Self control over working scedual		VD1v8, VD2v8, ND2v8		
Commuting		VD1v15, VD2v15, ND2v15		
Teamwork	Teamwork	VD1v16, VD2v16, ND2v16	Lievens (2011) Rau & Hyland (2006)	
Task variety	Fluctuation in tasks	VD1v17, VD2v17, ND2v17	Beurs (2010)	
Function Variaty	Fluctuation in functions	VD1v18, VD2v18, ND2v18	Beurs (2010)	

Symbolic organizational attributes	Altruism	Positively affecting well-being of others	VD1v20, VD2v20, ND2v20	Avery (2004)
	Diversity	Careerchances for women	VD1v21 & 22, VD2v21 & 22 ND2v21 & 22,	Williams (1994) Avery (2004)
Importance quality above gender				
Self-efficacy		Physical	VD3v1,2,3,5 ND3v1,2,3,5	Vranken (2002)
		Psychological	VD3v4,6,7,8 ND3v4,6,7,8	
Social Norms		Importance social environment	VD4v1 t/m 9, ND4v1	Vranken (2002)
		Opinion social environment		
Organizational attractiveness		Organizational Attractiveness	VD5v1 t/m 7 ND5v1 t/m 7	Kroustalis (2009)

Appendix 5: Correlation-matrix between fit-score of attributes and organizational attractiveness

Attribute	Item	Organizational Attractiveness	α
Diversity -.375**	Career Opportunities for women	-.420	.000***
	Importance of skills above sex	-.218	.051
Altruism -.206	Altruism	-.206	.065
Work-Life Balance -.025	Charge of work rate	-.029	.799
	Flex-working	-.087	.516
	Paid Leave	-.132	.249
	Part-time	.027	.820
	Combining work-life	-.045	.698
	Commuting	.149	.199
Autonomy .209	Intellectual Challenge	.039	.732
	Cooperate in decision-making	.273	.016*
	Leadership	.125	.347
Working Conditions .031	Salary	.031	.789

**p = .01

***p = .001



Appendix 6: Model Summary, Collinearity Diagnostics & Residual Statistics of Multiple Regression Fit Variables

Model Summary^b

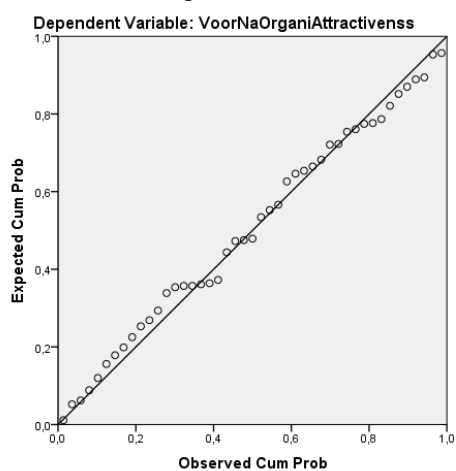
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,778 ^a	,605	,503	,36810	,605	5,953	9	35	,000

a. Predictors: (Constant), ItemVoorNaIntellectualchallenge, ItemVoorNaPArrtime, ItemVoorNaKansenVrouwen, ItemVoorNaSalary, ItemVoorNaDecision, ItemVoorNaVerlof, ItemVoorNaBelangGeslacht, ItemVoorNaAltruism, ItemVoorNaLeiderschap

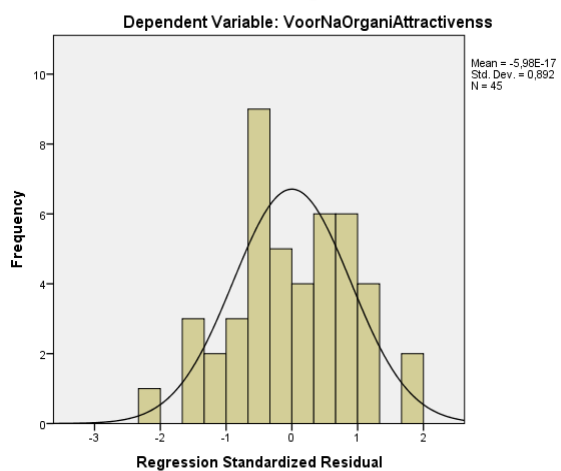
b. Dependent Variable: VoorNaOrganiAttractivenss

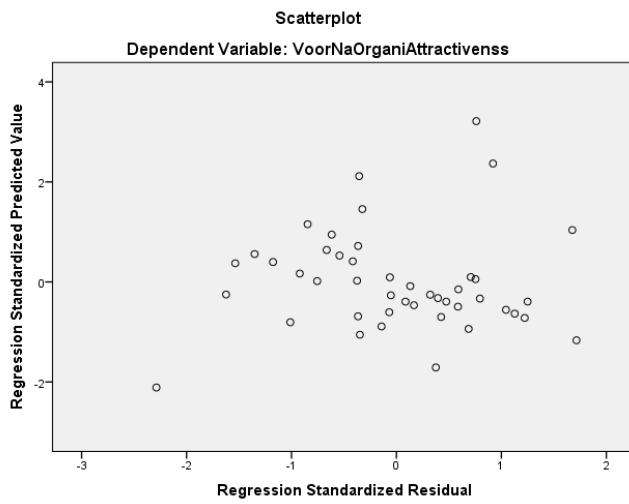
M Dimensional	Variance Proportions									
	(Constant)	ItemVoorNaKansenVrouwen	ItemVoorNaBelangGeslacht	ItemVoorNaAltruism	ItemVoorNaVerlof	ItemVoorNaPArrtime	ItemVoorNaLeiderschap	ItemVoorNaSalary	ItemVoorNaDecision	ItemVoorNaIntellectualchallenge
1	,04	,00	,00	,00	,01	,01	,03	,03	,03	,04
2	,02	,09	,07	,03	,03	,03	,01	,03	,02	,01
3	,00	,03	,00	,18	,11	,11	,00	,00	,01	,03
4	,00	,00	,48	,03	,03	,04	,01	,02	,02	,14
5	,05	,17	,01	,00	,21	,02	,01	,34	,00	,07
6	,00	,03	,08	,01	,14	,48	,00	,20	,00	,13
7	,22	,29	,02	,02	,15	,17	,00	,05	,08	,05
8	,07	,01	,13	,24	,05	,10	,01	,17	,05	,45
9	,57	,31	,18	,45	,17	,02	,01	,17	,01	,01
10	,02	,08	,03	,03	,09	,02	,91	,00	,78	,08

Normal P-P Plot of Regression Standardized Residual



Histogram







Appendix 7: Model Summary, Collinearity Diagnostics & Residual Statistics of Multiple Regression Total Model

Model Summary^d

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,554 ^a	,307	,202	,63762	,307	2,919	10	66	,004
2	,716 ^b	,512	,421	,54313	,206	13,482	2	64	,000
3	,726 ^c	,528	,430	,53866	,015	2,065	1	63	,156

a. Predictors: (Constant), ExpectationFunctionVariaty, ExpectationPostWorkingConditions, ExpectationTeamwork, ExpectationPostDiversity, ExpectationPostTaskVariaty, ExpectationPostWorkLifeBalance, ExpectationAltruism, ExpectationPostChallenge, ExpectationPostArmyAttributes, ExpectationPostIntellectualAutonomy

b. Predictors: (Constant), ExpectationFunctionVariaty, ExpectationPostWorkingConditions, ExpectationTeamwork, ExpectationPostDiversity, ExpectationPostTaskVariaty, ExpectationPostWorkLifeBalance, ExpectationAltruism, ExpectationPostChallenge, ExpectationPostArmyAttributes, ExpectationPostIntellectualAutonomy, PostelfEfficacyPhysical, PostSelfEfficacyPsychological

c. Predictors: (Constant), ExpectationFunctionVariaty, ExpectationPostWorkingConditions, ExpectationTeamwork, ExpectationPostDiversity, ExpectationPostTaskVariaty, ExpectationPostWorkLifeBalance, ExpectationAltruism, ExpectationPostChallenge, ExpectationPostArmyAttributes, ExpectationPostIntellectualAutonomy, PostelfEfficacyPhysical, PostSelfEfficacyPsychological, PostOpinionSocialEnvironment

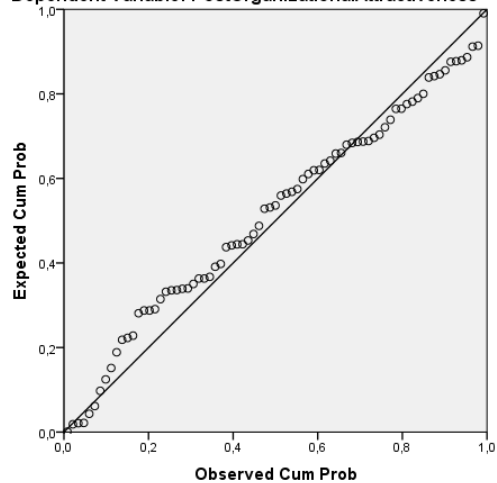
Dimensi on	Variance Proportions													Postel fEfficacy Physical	PostSelf Efficacy Psychological	PostOpin ionSocial Environment
	(Co nstant)	Expe ctationPos itiveWorking Conditions	Expectati onPostAr myAttributes	Expectatio nPostIntell ectualAutonomy	Expect ationPostChall enge	Expectati onPostW orkLifeBal ance	Expect ationPostDiversity	Expe ctationPostAltruism	Expec tationTeamwork	Expecta tionPostTaskVari aty	Expecta tionPostFunctionality	Postel fEfficacy Physical	PostSelf Efficacy Psychological			
1	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00				
2	,00	,00	,01	,00	,00	,05	,00	,01	,00	,00	,00	,55				
3	,00	,00	,01	,01	,00	,06	,67	,03	,00	,00	,00	,04				
4	,00	,03	,01	,00	,01	,35	,11	,18	,00	,00	,00	,11				
5	,00	,02	,02	,02	,00	,26	,07	,35	,00	,00	,00	,11				
6	,00	,19	,02	,00	,02	,00	,10	,17	,02	,00	,33	,00				
7	,00	,49	,00	,01	,00	,00	,01	,26	,05	,00	,36	,00				
8	,00	,00	,53	,22	,08	,00	,00	,00	,00	,00	,00	,06				
9	,00	,11	,19	,34	,01	,06	,02	,01	,53	,00	,15	,01				
10	,01	,00	,00	,38	,80	,10	,00	,00	,30	,00	,00	,03				
11	,98	,14	,22	,01	,09	,13	,02	,00	,09	,00	,14	,08				
1	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00		
2	,00	,00	,01	,00	,00	,05	,00	,01	,00	,00	,00	,53	,00	,00		
3	,00	,00	,00	,00	,00	,06	,39	,06	,00	,00	,01	,04	,02	,02		
4	,00	,02	,02	,02	,01	,03	,34	,08	,01	,00	,01	,00	,01	,01		
5	,00	,00	,00	,01	,00	,55	,06	,02	,00	,00	,00	,23	,01	,00		
6	,00	,06	,04	,00	,00	,00	,09	,23	,00	,00	,15	,00	,08	,07		
7	,00	,14	,00	,01	,02	,00	,05	,43	,01	,00	,15	,00	,04	,01		
8	,00	,44	,06	,00	,02	,00	,02	,09	,06	,00	,28	,01	,03	,00		
9	,00	,04	,35	,30	,04	,00	,02	,04	,06	,00	,01	,10	,01	,11		
10	,00	,01	,05	,00	,02	,02	,00	,00	,02	,00	,00	,00	,79	,56		
11	,01	,21	,34	,26	,01	,06	,01	,01	,39	,00	,19	,00	,00	,10		
12	,00	,01	,01	,36	,79	,09	,00	,00	,31	,00	,00	,04	,00	,00		
13	,98	,06	,12	,02	,09	,13	,02	,02	,12	,00	,20	,05	,01	,12		
1	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00	,00	
2	,00	,00	,00	,00	,00	,07	,00	,01	,00	,00	,00	,47	,00	,00	,01	
3	,00	,00	,01	,00	,00	,03	,09	,03	,00	,00	,00	,08	,01	,01	,12	
4	,00	,01	,01	,01	,01	,00	,62	,00	,00	,00	,00	,01	,00	,00	,03	
5	,00	,00	,00	,01	,00	,53	,05	,02	,00	,00	,01	,22	,01	,00	,00	
6	,00	,00	,00	,00	,00	,05	,08	,25	,00	,00	,09	,02	,01	,02	,30	
7	,00	,03	,04	,00	,00	,00	,05	,42	,00	,00	,07	,00	,09	,06	,01	
8	,00	,45	,01	,01	,01	,02	,05	,14	,01	,00	,04	,01	,03	,01	,25	
9	,00	,21	,07	,01	,03	,00	,01	,07	,10	,00	,31	,02	,04	,00	,08	

10	,00	,03	,33	,29	,03	,00	,02	,04	,08	,02	,09	,01	,11	,00
11	,00	,00	,04	,00	,02	,02	,00	,00	,01	,00	,00	,77	,53	,00
12	,01	,18	,34	,34	,04	,11	,01	,00	,26	,20	,00	,00	,09	,02
13	,00	,01	,05	,29	,82	,03	,00	,00	,36	,01	,02	,02	,01	,11
14	,98	,07	,09	,01	,03	,12	,02	,01	,18	,26	,06	,00	,15	,06

d. Dependent Variable: PostOrganizationalAttractiveness

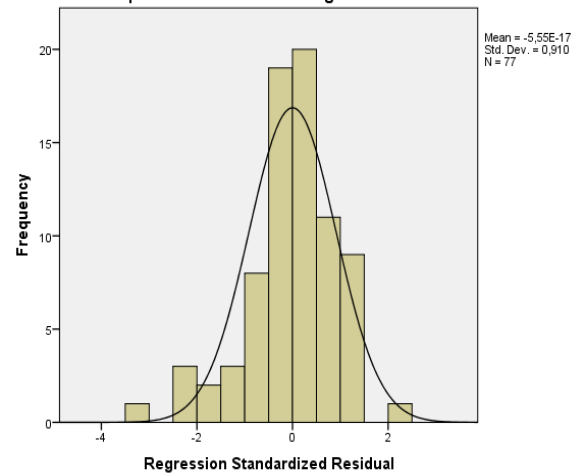
Normal P-P Plot of Regression Standardized Residual

Dependent Variable: PostOrganizationalAttractiveness



Histogram

Dependent Variable: PostOrganizationalAttractiveness



Scatterplot

Dependent Variable: PostOrganizationalAttractiveness

