



**EXTERNAL IMAGE OF A UNIVERSITY PLAYING
THE ROLE OF AN EMPLOYER AND THE GENDER
OF POTENTIAL YOUNG EMPLOYEES**

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Summary

In the article the chosen aspects related to perceiving the university in the role of employer by young potential employees are presented. This paper has the theoretical-empirical character. In the theoretical part on the results of cognitive-critical analysis of the world literature the necessity to form the employer's image in the case of universities is underlined. This activity becomes more and more important because of the growth of challenges staying before universities. Despite this there is the visible theoretical and research gap in the scope of analysing this group of subjects as the employers. Its reduction should be started from identifying the connotations which potential employees have in the case of universities as the employers. It was one of the main research goals of the article. In the empirical part of the paper the results of primary research conducted among representatives of mentioned segment of market are presented. On the base of the results of factor analysis conducted in the case of women and in the case of men two research hypotheses were verified preliminarily. It can be stated that women perceive universities in the role of employer worse than men.

Keywords: outer image, university, potential employer, potential employee

Theoretical introduction

One of the basic market roles served by every contemporary organization is the role of an employer. Playing this role on the market is inextricably associated with a particular manner of perception of a particular organization as an employer by both the participants of the internal labour market (that is, current employees) and the participants of the external labour market (that is, potential employees). For the latter the organization is a potential employer who may determine their professional career in the future.

The basis for making a decision whether to start work in a particular organization are, among others, opinions on the organization coming to candidates from their environment¹, which influence the formation of particular associations with a particular employer in their minds. Obviously, the employers themselves influence the formation of these associations. Through coherent and complex image-related actions they can influence potential employees in a formalized way. The influence on the participants of the external labour market may also be informal in character — current employees convey particular image-building messages, which may support, or undermine the formal message created by the employer.

Naturally, only the coherence and compliance of the formal message with the informal message facilitates building positive associations with a particular organization efficiently. It is worth emphasizing the fact that this is exceptionally important in case of young potential employees who have no earlier professional experience not just in relations with a particular employer, but have no experience in this area at all². It is because they are exceptionally susceptible to the circulating opinions and stereotypical rumours, which may substantially deform the image of a particular entity as a result of the transfer of, for example, particular opinions concerning the whole branch.

Employers representing such areas of market activity as science and higher education should pay particular attention to the proper formation of image-related activities. The necessity of including image strategy in the general strategy and assigning a key significance to it concerns, among others, universities. This results above all from the fact that image-related activities as such and relations between employees and employers in particular have been clearly neglected.

Another, no less significant aspect supporting the necessity to change the approach to image-related activities, especially in the area of forming the image of an employer, is the specific character of universities which should attract people with above-average intellectual, relational, and personal potential³. In Polish reality it is even harder due to rather unfavourable stereotypical opinions on the sphere of science and influence on the functioning of the state and its representatives, including universities⁴.

In practice, image-related activities are attributed above all to entities representing manufacturing, trade and service companies⁵. This concerns both the process of building and strengthening the image of particular products and brands and the general image of the whole organization, as well as its partial images associated with playing various market roles, including the role of the employer⁶. Universities naturally should also actively form each of these images, especially that they operate on a highly competitive market. Thus, they have to take active measures allowing them to satisfy the growing demands of the market.

The analysis of literature on the subject reveals a clear knowledge gap and a research gap in the area of aspects associated with the image of a university as an employer and its formation⁷. That's why, taking into consideration growing challenges ahead of universities, not just as entities educating and bringing up young people,⁸ but also, considering the growing challenges ahead of universities as employers, it is worth identifying and analysing the way they are regarded by potential employees. It is because this is the starting point for the preparation of proper image-related actions adapted to the specific character of particular recipients forming the external labour market.

This article aims at achieving the following research goals:

- 1) identifying the associations with the university as an employer, depending on the gender of potential employees,
- 2) carrying out the segmentation of female and male respondents according to the criterion of associations with the university as an employer,
- 3) comparing the features of the distinguished segments.

In the process of carrying out the above-mentioned tasks, the two following research hypotheses were verified empirically:

- H1 — women appreciate the university as an employer more than men,
H2 — men appreciate the university as an employer more than women.

General characteristic of empirical research

For the purpose of achieving the research goals and facilitating the formulated research hypotheses, questionnaire surveys⁹ were conducted on a sample of 150 students completing full-time first cycle, or second cycle studies as potential employees¹⁰. The surveys were direct in character, as they required a personal contact between the researcher and the respondents. The surveys were conducted in the first half of 2016. All questionnaires of the survey qualified for statistical analysis. In course of the above-mentioned analysis the method of factor analysis was used.

Factor analysis was applied for the purpose of reducing the number of variables influencing the investigated category (associations of the respondents with the university as an employer) and for the purpose of detecting the internal hidden correlations in relationships between these variables. For the purpose of identification of factors the method of principal components was applied. The number of common factors was determined by means of the technique of Kaiser's criterion. At the same time, the rotation of factors was carried out by means of the normalized varimax method. Among various factors variables with the highest factor loadings, compared to the given factors, were distinguished ($> 0,6$)¹¹.

The respondents were presented with 18 statements reflecting associations with the university as a workplace. Out of them, 10 statements had positive connotations and the remaining 8 had negative connotations. They were formed on the basis of the results of a cognitive-critical analysis of literature on the subject and on the basis of unstructured interviews. Each of these statements was supposed to be assessed by the respondents according to the five-degree Likert scale, in which 5 meant definitely yes, 4 — rather yes, 3 — neither yes, or no, 2 — rather not and 1 meant definitely not. The application of this scale is the necessary condition for the utilization of the method of factor analysis.

The perception of the university as a potential employer and the gender of the respondents

The utilization of the method of factor analysis made it possible to identify factors reflecting the associations with the university as a potential workplace. The identified associations reflect the way young participants of the external labour market regard the university. On the basis of Kaiser's criterion both in case of the surveyed women (table 1) and in case of the surveyed men (table 3), six factors (main components) whose own values are higher than 1¹² were distinguished.

The first factor with regard to female respondents covers three variables suggesting that this group of women regard the university as an employer in a definitely negative way. As table 2 shows, this factor is formed by variables reflecting associations with the university as a place which doesn't guarantee the security of employment, doesn't allow professional development and at the same time doesn't allow employees to satisfy their financial expectations. In other words, universities were associated with an employer who doesn't guarantee satisfying expectations associated with the feeling of security in the non-material and material sense. Taking into consideration this fact, the factor explains almost 20% of the whole variability of the investigated phenomenon, it is possible to conclude that unfavourable associations with the university as a potential employer were dominant among the surveyed women. Obviously, this is very discomforting as it can constitute a barrier which may be hard to overcome in the process of recruiting young female employees.

Here it is worth pointing out that within the analysed factor the values of the factor loadings in both variables associated with the lack of security of employment and the lack of prospects for development are much higher (by over 0,2) than the values of the factor loading of the variable reflecting financial aspects. At the same time, the variable referring to the association with the security of employment has a factor loading with a negative value amounting to -0,884, which means that people who have negative associations with the university as an employer certainly don't see the possibility of carrying out professional tasks without worries and stress at the university. This confirms the clear unambiguity of associations within the first factor.

Table 1. Hierarchy of factors, according to their own values determined on the basis of Kaiser's criterion
(for the surveyed women)

Main components (factors)	Own value of the main component	% of the total of own values (variance)	Accumulated own value	Accumulated % of own values
Factor 1	3,387	18,819	3,387	18,819
Factor 2	2,626	14,591	6,013	33,410
Factor 3	2,151	11,949	8,164	45,359
Factor 4	1,478	8,209	9,642	53,568
Factor 5	1,475	8,193	11,117	61,761
Factor 6	1,367	7,595	12,484	69,355

Source: Own materials prepared on the basis of the results of conducted research.

Each of the remaining five distinguished factors explains less than 15% of the total variability of the surveyed set, where three of them explain less than 10% of this variability. Thus, they have a comparably lower significance than the first factor.

The second factor covers only one variable with a factor loading exceeding the assumed value of 0,6 (table 2). Also this variable, similarly as the variables forming the first main component, has negative connotations. It is because it refers to the low prestige of the university as an employer. According to the group of respondents who had such associations with the university, work at a university doesn't allow satisfying also social (in form of good relationships with other people) and psychological needs (in form of recognition from other people for a university employee). What confirms clearly negative associations in this group of surveyed women is the negative value of the factor loading of the variable reflecting high social prestige. This means that people associating universities with low prestige had no associations with a high prestige place with regard to universities. On the basis of above deliberations it is possible to conclude that up to 1/3 of the total variability of the investigated phenomenon is explained by two factors (table 1) covering definitely negative associations with the university as a workplace.

The third factor distinguished in case of the surveyed women also covers just one variable with a value of factor loading exceeding 0,6. It refers to the

Table 2. The results of factor analysis of the associations with the university as a workplace for the surveyed women

Variables	Factors					
	1	2	3	4	5	6
Security of employment and professional stabilization	-0,884	0,238	-0,012	-0,026	0,165	0,078
Job insecurity and lack of professional stabilization	0,856	-0,032	0,070	0,130	0,229	0,132
Lack of prospects for professional development	0,837	0,259	-0,164	-0,005	0,027	0,024
Low salaries	0,613	0,460	0,067	0,031	0,054	0,441
Possibility of making a professional career	-0,535	-0,451	0,195	-0,199	0,355	-0,028
High social prestige	-0,219	-0,811	0,042	0,079	0,038	-0,148
Low social prestige	0,526	0,647	-0,107	-0,063	0,276	-0,122
Fast professional burnout and losing life energy	0,139	0,544	0,528	0,018	0,180	-0,134
Very easy and pleasant work	-0,094	0,479	0,025	-0,018	0,008	-0,048
High salaries	0,261	-0,395	0,221	-0,010	-0,191	0,323
More free time than in other places	0,093	-0,031	-0,884	0,107	0,107	-0,111
Less free time than in other places	-0,067	-0,109	0,878	-0,083	0,087	0,066
The possibility of impressing others	-0,037	-0,144	-0,220	0,817	-0,056	0,017
The possibility of "remaining forever young" thanks to frequent contacts with young people	-0,119	-0,277	0,138	-0,612	-0,049	-0,135
The possibility of sharing your knowledge with others	0,099	-0,285	0,330	0,573	0,009	-0,116
Being ashamed of your workplace	0,166	0,286	0,005	0,068	0,804	-0,129
Very responsible and hard work which at the same time brings a lot of satisfaction	-0,149	-0,238	0,030	-0,101	0,668	0,485
The necessity to share your precious knowledge with others	0,061	0,003	0,061	0,066	0,016	0,828

Source: Own materials prepared on the basis of the results of conducted research.

pool of free time that university employees have at their disposal, which according to female respondents who belong to this group is smaller than in case of other employers. This suggests the respondents notice comparably high requirements for scientific, as well as scientific-didactic employees of universities. Even though it is hard to recognize the third main component as a factor linked to positive associations, it certainly doesn't have such an unequivocally negative undertone as the two preceding factors.

The fourth factor, as opposed to the above-discussed three main components, has very favourable connotations for the university as an employer. It covers just one variable, but refers to the possibility of impressing other people with the very fact of working at a university (table

2). However, it is necessary to emphasize that this factor explains merely 8% of the total variability of the analysed phenomenon and thus is comparably less significant than the three preceding factors, especially the first and second main component. It is also worth emphasizing that the female respondents associating the university with the possibility of impressing other people had no associations with the university related to remaining "forever young" thanks to regular contacts with young people.

The fifth factor as the only one among all of the distinguished main components isn't uniform in character. It is because it contains two variables — one of them has very negative connotations (it refers to the feeling of shame associated with work at a university), while the second one has just the opposite, positive undertone (it refers to associations with hard work, which also brings a lot of satisfaction). At the same time, the sixth factor is formed by one variable reflecting the necessity to share your precious knowledge with other people. Thus, associations with this factor are not positive, as necessity is associated with compulsion and lack of consent to particular activities.

It is worth emphasizing here that nine variables haven't been included in any of the factors. Almost all of them (except for one) had positive connotations, which additionally confirms clear domination of negative associations with the university as an employer, which formed its external image shaped in the minds of female respondents. It is also worth pointing out that one of the associations which haven't made it to the group of distinguished main components is the association of work at the university with the possibility of sharing your knowledge with other people, thus an aspect which is the foundation of the functioning of universities.

As already mentioned above, also in case of the surveyed men six factors were distinguished (table 3). As opposed to the main components distinguished for the surveyed women, it is possible to notice that four of them explain over 15% of the total variability of the analysed phenomenon and only one explains less than 10% of this variability. Thus, the significance of four out of six distinguished factors is comparably greater than in case of factors distinguished for women. These are factors number two, three, four and five.

Table 3. Hierarchy of factors according to their own values determined on the basis of Kaiser's criterion
(for the surveyed men)

Main components (factors)	Own value of the main component	% of the total of own values (variance)	Accumulated own value	Accumulated % of own values
Factor 1	3,388	18,823	3,388	18,823
Factor 2	3,245	18,026	6,633	36,848
Factor 3	3,062	17,009	9,695	53,858
Factor 4	2,868	15,932	12,563	69,790
Factor 5	1,973	10,960	14,536	80,750
Factor 6	1,594	8,857	16,130	89,607

Source: own materials prepared on the basis of the results of conducted research.

The first factor distinguished for the respondents contains two variables (table 4) whose characteristics make this factor ambiguous in character. It is because it contains a variable associated with the security of employment and the variable reflecting shame associated with work at a university. Even though the first one has a factor loading with a very high value (0,936) exceeding substantially the value of factor loading of the second of the mentioned variables, this doesn't change the fact that both form the most important factor. Thus, it is possible to say that the surveyed men forming this group recognized in work at a university the possibility of satisfying their need for security associated with professional stabilization, but at the same time expressed associations with shame, which doesn't facilitate satisfying social and psychological needs, that is, the needs forming higher levels in Maslow's pyramid of needs. Moreover, it is worth adding that the respondents from this group didn't associate universities with the possibility of sharing your knowledge with other people. It is because the variable reflecting this association within the first factor has a very high negative value of $-0,927$.

In case of the surveyed men, the second factor is also formed by two variables pointing on the one hand to high salaries and on the other hand reflecting rapid professional burnout and losing life energy. Thus, this component doesn't have a clearly positive undertone. Satisfying typically material needs is not enough to compensate for psychological losses associated with work at a university. It is necessary to add that men who

belonged to this group of respondents didn't associate work at a university with the necessity to share your knowledge with others, as high negative value of the factor loading of this variable suggests.

Table 4. The results of factor analysis of associations with the university as a workplace for the surveyed men

Variables	Factors					
	1	2	3	4	5	6
Security of employment and professional stabilization	0,936	-0,114	0,049	-0,039	-0,143	0,018
The possibility of sharing your knowledge with others	-0,927	-0,104	-0,342	0,002	-0,011	0,097
Being ashamed of your place of work	0,860	0,245	0,174	0,258	0,271	0,067
High salaries	0,019	0,919	-0,007	-0,037	0,171	-0,038
Rapid professional burnout and losing life energy	0,056	0,737	0,446	0,317	0,335	-0,066
The necessity to share your precious knowledge with others	-0,059	-0,692	0,423	-0,051	0,079	-0,201
Lack of prospects for professional development	0,451	0,522	0,401	0,490	-0,089	0,224
Very responsible and hard work, which at the same time brings much satisfaction	-0,107	0,001	-0,934	-0,030	-0,112	0,128
High social prestige	-0,185	0,258	-0,812	-0,063	-0,037	0,226
Low social prestige	0,376	0,279	0,791	0,195	-0,022	0,255
The possibility of making a professional career	-0,172	-0,024	-0,085	-0,901	0,118	0,033
The possibility of impressing others	0,313	0,029	-0,035	-0,790	-0,416	-0,044
Job insecurity and lack of professional stabilization	0,321	0,600	-0,001	0,644	0,130	-0,065
Low salaries	0,369	0,195	0,194	0,532	0,242	0,493
Less free time than in other places	-0,376	0,497	0,099	0,520	-0,306	0,462
The possibility of being "forever young" thanks to regular contacts with young people	0,001	0,007	-0,262	-0,076	-0,896	-0,040
Very easy and pleasant work	0,063	0,479	-0,203	0,023	0,741	0,008
More free time than in other places	0,025	0,026	0,225	0,030	-0,032	-0,941

Source: Own materials prepared on the basis of the results of conducted research.

At the same time the third main component covers only one variable with a value of the factor loading exceeding the assumed threshold of 0,6. As table 4 shows, it is clearly negative in character. It is because this concerns the association of work at a university with low social prestige. This is tantamount to perceiving a university as an employer who doesn't satisfy the social and psychological needs of the employees. What confirms the unambiguity of associations within this group of the surveyed men is high negative value of factor loadings of two variables

associated with the feeling of professional satisfaction and high social prestige.

Also the fourth factor, which covers also one variable referring to insecurity of employment at a university, has unambiguously negative connotations. Another thing that confirms that this group of respondents regards the university as an employer in a negative way is the fact that within the analysed main component two variables reflecting associations with the possibility of making a career and the possibility of impressing others with work at a university have high negative values.

What has opposite, that is, positive connotations is the fifth factor, which covers only one variable which refers to associating the university with very easy and pleasant work. Even though the surveyed men forming this group had no associations with the university as a place allowing to remain young thanks to regular contacts with young people, it doesn't change the positive character of this factor. Within the last main component there is no variable with a factor loading exceeding the threshold of 0.6.

Conclusions

On the basis of the above deliberations it is possible to conclude that the structures of associations with the university as an employer, which formed its external image among the surveyed women and the surveyed men differ a lot. The associations of female respondents were comparably worse. This is particularly visible in case of factors explaining the biggest part of the variability of the investigated phenomenon. Thus, it is possible to say that the statement contained in the research hypothesis H1 hasn't been confirmed with regard to the surveyed sample, but the statement contained in hypothesis H2 has been confirmed. It is also necessary to emphasize that many variables which haven't made it into any factor in case of the surveyed women, made it into the main components distinguished for the surveyed men.

Keeping in mind that the main components identified during factor analysis can be interpreted as segments of people displaying similar

attitudes, behaviours, etc. female and male respondents can be divided into six groups with common associations with the university as a workplace. The description of associations characterizing particular segments presented in table 5 confirms their clear diversification in case of the surveyed women and the surveyed men. Moreover, also the differences between these segments and the segments distinguished for the whole group of the surveyed people are apparent.

Table 5. Segments of respondents distinguished on the basis of their associations with the university as an employer

Segments	Characteristics of segments		
	For all respondents	For women	For men
1	<ul style="list-style-type: none"> • Lack of prospects for professional development • Low salaries • Job insecurity and lack of professional stabilization • Low social prestige 	<ul style="list-style-type: none"> • Job insecurity and lack of professional stabilization • Lack of prospects for professional development • Low salaries 	<ul style="list-style-type: none"> • Security of employment and professional stabilization • Being ashamed of your workplace
2	<ul style="list-style-type: none"> • Less free time than in other places 	<ul style="list-style-type: none"> • Low social prestige 	<ul style="list-style-type: none"> • High salaries • Rapid professional burnout and losing life energy
3	<ul style="list-style-type: none"> • Security of employment and professional stabilization • Being ashamed of the workplace 	<ul style="list-style-type: none"> • Less free time than in other places 	<ul style="list-style-type: none"> • Low social prestige
4	<ul style="list-style-type: none"> • High social prestige 	<ul style="list-style-type: none"> • The possibility of impressing others 	<ul style="list-style-type: none"> • Job insecurity and lack of professional stabilization
5	<ul style="list-style-type: none"> • The possibility of impressing others • The possibility of sharing your knowledge with others 	<ul style="list-style-type: none"> • Being ashamed of your workplace • Very hard and responsible work which at the same time brings much satisfaction 	<ul style="list-style-type: none"> • Very easy and pleasant work
6	<ul style="list-style-type: none"> • The necessity to share your precious knowledge with others 	<ul style="list-style-type: none"> • The necessity to share your precious knowledge with others 	—

Source: Own materials prepared on the basis of the results of conducted research.

This is an extremely important hint for universities which in their image-related activities should take into consideration the specific character of associations formed in the minds of various groups of recipients, without stopping at building a uniform image-related message. The failure to skilfully diversify the message may result in low efficiency, as it won't allow changing negative associations and possibly strengthening positive associations, which were almost invisible in case of female respondents.

References

¹ The perception of the employer influences both the current employees (e.g. by stimulating their engagement (see: B. Kunerth, R. Mosley, Applying employer brand management to employee engagement, "Strategic HR Review" 2011, vol. 10, no. 3, pp. 19–26)) and potential employees (e.g. by attracting them to a particular employer), obviously if his image is positive.

² It is worth emphasizing here that over 60% of the representatives of Gen Z (people born between 1995 and 2012) would like to work for many years for the same employer, which means a clear change of attitudes and behaviour, compared to the attitudes dominant among the generation of Millennials, who were associated with almost complete abandonment of loyalty to the employer (see. Why employers are reaching out to the next generation of workers: Gen Z, "Chicago Tribune" 2017, <http://www.chicagotribune.com/business/ct-generation-z-workforce-0402-biz-20170331-story.html> (03.04.2017); D. Stillman, J. Stillman, Gen Z @ Work. How the next generation is transforming the workplace?, Harper Business, New York 2017).

³ With regard to the expectations of employers, research is conducted almost only on companies (e.g. T. Tóth-Téglás, E. Hlédik, L. Fónadová, An Analysis of Employer Requirements of University Graduates, "Acta Polytechnica Hungarica" 2016, vol. 13, no. 5, pp. 169–188), at the same time hardly anyone remembers that universities are also employers.

⁴ This has been confirmed by surveys conducted cyclically among Poles by Public Opinion Research Centre CBOS (see: O stanie szkolnictwa wyższego i źródłach jego finansowania. Komunikat z badań, Fundacja Centrum Badania Opinii Społecznej, http://www.cbos.pl/SPISKOM.POL/2011/K_012_11.PDF (03.06.2017)). At the same time ever more complex formal procedures don't necessarily have a favourable impact on the internal image (see: J. Brdulak, Wyzwania w zarządzaniu jakością na uczelniach w Polsce — dobre praktyki, "Edukacja Ekonomistów i Menedżerów" 2015, vol. 3, nr 37, p. 13–21), as they often make it hard for employees to efficiently carry out their tasks.

⁵ Research in this area is conducted by, among others, G. K. Saini, A. Gopal, N. Kumari, Employer Brand and Job Application Decisions: Insights from the Best Employers, "Management and Labour Studies" 2015, vol. 40, iss. 1–2, pp. 34–51; F. Lievens, J. E. Slaughter, Employer Image and Employer Branding: What We Know and What We Need to Know, "Annual Review of Organizational Psychology and Organizational Behavior" 2016, vol. 3, pp. 407–440; M. Wallace, I. Lings, R. Cameron, N. Sheldon, Attracting and Retaining Staff: The Role of Branding and Industry Image, [in:] R. Harris, T. Short (eds.), Workforce Development, Springer Science+Business Media, Singapore 2014, pp. 19–36; S. Knox, Ch. Freeman, Measuring and Managing Employer Brand Image in the Service Industry, "Journal of Marketing Management" 2006, vol. 22, pp. 695–716; A. Dewalska-Opitek, Model kreowania zintegrowanego wizerunku przedsiębiorstwa, "Zeszyty Naukowe. Polityki Europejskie, Finanse i Marketing" 2010, nr 3 (52), p. 219–229.

⁶ What is investigated is, among others, the image of the employer in the context of organizational culture juxtaposed with the experiences of buyers (see among others, R. Mosley, Customer Experience, Organizational Culture and the Employer Brand, "Journal of Brand Management" 2007, vol. 15, no. 2, pp. 123–134), but obviously, the investigated entities are companies, not universities.

⁷ It is possible to find only works (there aren't too many of them, though) concerning the legal, or ethical aspects of the universities' role as an employer (among others: M. S. Anglade, *The University as an Employer: A Study of the Application of Title VII to the Modern American Institution of Higher Education*, Florida State University, College of Education, 2015, http://purl.flvc.org/fsu/fd/FSU_2015fall_Anglade_fsu_0071E_12952 (03.06.2017)), but there is definitely a gap with regard to works devoted to the image of the university as an employer.

⁸ Authors usually limit themselves to this group of requirements, pointing to the growing challenges ahead of universities as entities preparing graduates to enter the labour market (see: P.E. Barton, R.J. Coley, *The Mission of the High School a New Consensus of the Purposes of Public Education?*, Educational Testing Service, Princeton, NJ 2011). At the same time, the relationship between the university as an employer and the potential employees is rarely analysed.

⁹ They were preceded by non-structured interviews with 50 people.

¹⁰ Non-random choice of the sample was applied.

¹¹ See: H. Abdi, L.J. Williams (2010). Principal component analysis. *Wiley Interdisciplinary Reviews: Computational Statistics*, vol. 2, iss. 4, pp. 433–459.

¹² The same number, that is, six components were distinguished for the whole surveyed sample. A detailed analysis of associations with the university as an employer in their case was presented in the article by A. Baruk, A. Goliszek (2017). titled *Zewnętrzny wizerunek uczelni w roli pracodawcy jako podstawa segmentacji młodych potencjalnych pracowników*. *Marketing Instytucji Naukowych i Badawczych*, vol. 23, iss. 1, p. 79–96.

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