



EMPLOYER IMAGE BAROMETER 2019

**SSE STUDENTS' INTEREST IN DIFFERENT
EMPLOYERS, INDUSTRIES, COUNTRIES,
EMPLOYMENT CONDITIONS AND WORKING
IN THEIR OWN BUSINESSES**



By Professor Richard Wahlund for Stockholm School of Economics



FOREWORD

The *Stockholm School of Economics Employer Image Barometer*, a project now in its 30th year, was launched in 1990 with five different aims. The first two were purely academic, namely to develop a model showing what explains an employer's attraction as such, and what employers should therefore focus on when they attempt to make themselves attractive as employers, and to develop a technique for testing that model for a large number of different employers at the same time.

These aims were fulfilled in earlier reports (e.g. Wahlund, 2002), but have since the 2007 survey been followed up with new questions about what makes employers attractive to students. Many questions were changed again in the 2017 survey, and some further changes were made also in this and last year's surveys. Some new ones were added also this year. Thus, many analyses are different in this report compared to most earlier reports.

The third aim is to produce results that can form a basis for employers' marketing to, and recruitment of, graduates of the Stockholm School of Economics (SSE). Hopefully these results will make matters easier for students when they enter the labor market. The fourth aim concerns facilitating benchmarking, i.e. emphasizing the employers that have succeeded in making themselves most attractive among the students, so they can serve as examples for other employers.

The fifth aim is also primarily academic and has been to use the survey to now and then study specific topics of interest more deeply, such as students' reactions to the ultimatum game (Wahlund, 1994), CSR issues (Wahlund, 2002), the interest in self-employment (Wahlund, 2010; 2017; 2018) or students' views on gender equality (Wahlund, 2002; 2014).

The project has been implemented through close collaboration between the undersigned and SSE Corporate Relations, a collaboration that has been very stimulating and fruitful. I wish to thank SSE Corporate Relations for this positive collaboration and for financing the surveys.

Last, but not least, I wish to thank all the students who agreed to take part in the survey. Without you, the SSE Employer Image Barometer would not have been meaningful, nor could it have been produced. Hopefully, the results will help improve recruitment conditions at SSE.

Stockholm, July 2019

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1. THE SSE EMPLOYER IMAGE BAROMETER 2019

The *SSE Employer Image Barometer 2019* is based on a survey that has been carried out once a year since 1990, with the exception for 2002 and a joint one 2015/16, among the students at SSE. This year the survey was carried out during January through March 2019.

The SSE Employer Image Barometer 2019 reports and discusses findings from analyses of the following:

1. Which employers the students would most of all like to work for: The SSE Employer Index.
2. The most attractive employers by gender and study programs.
3. The attractiveness of different industries: The SSE Industry Index.
4. How likely it is that the students will stay in their preferred industry or switch to another industry: The SSE Industry Mobility Index 2012–2018.
5. What to offer the students to become attractive to them.
6. How – through what media or activities – the students wish to get to know more about possible future employers.
7. The students' attitudes to different employment forms and conditions.
8. The students' interest in working in their own businesses.
9. Income expectations: Salary intended to ask for and expected at the first employer after graduation.
10. Income expectations at the most attractive – specified/named – employers.
11. Which countries the students want to work in: The SSE Country Index.

The survey has been carried out with two practical aims. The first is to produce results that can form a basis for employers' marketing to and recruitment of graduates of SSE and make that marketing and recruitment effective and efficient, thus serving the interests of both the students and the employers. The second aim concerns facilitating benchmarking by emphasizing the employers that have succeeded in making themselves most attractive to the students.

The SSE Employer Image Barometer has also fulfilled three academic aims:

1. To develop a model showing the factors explaining an employer's attraction as such, thus indicating what employers should focus on to make themselves attractive as employers,
2. to develop a technique for testing that model for a large number of companies at the same time, and
3. to use the survey to now and then study specific topics of interest more deeply, such as students' reactions to the ultimatum game (Wahlund, 1994, and also last year but not yet published), CSR issues (Wahlund, 2002), the interest in self-employment (Wahlund, 2010; 2017; 2018) or students' views on gender equality (Wahlund, 2002; 2014).

The first two of the latter aims were fulfilled in earlier reports (e.g. Wahlund, 2002), but have since the 2007 survey been followed up with new questions on what makes employers attractive. As to the last aim, see the references mentioned above.

This year's survey involves all students registered in an SSE study program in Sweden in January 2019: the Bachelor of Science Program in Business and Economics (BaBE), the Bachelor of Science Program in Retail Management (BaRetail), the Master of Science Programs in Economics, in Accounting and Financial Management (AccFin Man.), in Finance, in International Business (IB), and in Business and Management (MBM).

The total population consisted of 2,058 active students at the time of the survey. Of these, 797 (38.7 percent) completed the internet-based questionnaire (see table 1 for response rates since 2003). The internal non-response is low. Still, only valid answers have been used in the analyses.

There were many questions, and the response rate was, as in earlier surveys, somewhat lower among the older students. The older students have experienced previous years' surveys and may have experienced them as time-consuming and effortful and may think that they have already contributed enough by responding to earlier surveys. The response rate this year was one of the highest. An alternative gift to those answering the questionnaire was added this year – a gift voucher for literature, chosen by almost 40 percent of the respondents – which may have contributed to the high response rate.

In order to ensure that the results of the survey reflect the total student population at SSE, the population of respondents has been weighed to correspond to the percentages of the active students in the different programs within each year of study. The distribution of respondents (see table 2) therefore reflects the distribution of SSE students in terms of programs and years at the time of the survey. All respondents who completed the questionnaire were offered participation in a lottery where they could win a dinner for two, one of 40 movie tickets or a literature voucher.

SURVEY YEAR	POPULATION NUMBER	RESPONSE RATE	
2019	2058	797 (38.7%)	The complete questionnaire.
2018	2007	631 (31.4%)	The complete questionnaire.
2017	2106	723 (34.4%)	The complete questionnaire.
2015/2016	2254	692 (30.7%)	
2015/2016	2254	810 (39.9%)	The questions on the most attractive employer.
2014	2231	608 (27.3%)	The complete questionnaire.
2013	2189	697 (31.8%)	The complete questionnaire.
2012	2085	761 (36.5%)	
2012	2085	927 (44.5%)	Only the questions on the most attractive employer.
2011	2079	683 (32.9%)	The complete questionnaire.
2011	2079	761 (36.6%)	Only the questions on the most attractive employer.
2010	2218	599 (27.0%)	The complete questionnaire.
2010	2218	713 (32.1%)	Only the questions on the most attractive employer.
2009	1975	565 (28.6%)	The complete questionnaire.
2008	2055	653 (31.8%)	The complete questionnaire.
2007	2105	791 (37.6%)	The complete questionnaire.
2006	2057	948 (46.1%)	The complete questionnaire.
2005	2076	886 (42.7%)	The complete questionnaire.
2004	2142	845 (39.4%)	The complete questionnaire.
2003	2311	647 (28.0%)	The complete questionnaire.

Table 1. Total population and total response rates 2003–2019.

Table 2. Percentages of active students and respondents in each program and class

PROGRAM, YEAR	PERCENTAGES 2019
Bachelor in Business and Economics, year 1	13.6%
Bachelor in Business and Economics, year 2	13.7%
Bachelor in Business and Economics, year 3	12.9%
Bachelor in Business and Economics, year 4	8.5%
Bachelor in Retail Management, year 1	3.0%
Bachelor in Retail Management, year 2	3.0%
Bachelor in Retail Management, year 3	4.4%
Master in Business & Management, year 1	3.3%
Master in Business & Management, year 2	6.2%
Master in Accounting and Financial Management, year 1	2.9%
Master in Accounting and Financial Management, year 2	5.3%
Master in Finance, year 1	3.9%
Master in Finance, year 2	7.7%
Master in Economics, year 1	2.6%
Master in Economics, year 2	3.7%
Master in International Business, year 1	2.0%
Master in International Business, year 2	3.0%

1.1 SOME FREQUENT ABBREVIATIONS AND SIGNS USED THROUGHOUT THE REPORT

The following abbreviations and signs are used throughout the report:

BaBE Program: Bachelor of Science Program in Business and Economics

Young BaBE students: The students in years one and two in the BaBE Program

Old BaBE students: The students in year three or above in the BaBE Program

BaRetail Program: Bachelor of Science Program in Retail Management, with *BaRetail students*.

SASSE: The SSE Student Association

\bar{X} = mean (arithmetic average)

M = median

s = standard deviation

n = number of respondents

β = Beta coefficient in regression analysis (standardized regression coefficient)

t , F , χ^2 and p = statistical test parameters

“Significant” always means “statistically significant” at stated significance level.

2. THE SSE EMPLOYER INDEX

When it comes to attracting talented people, there are often substantially more employers competing than one might think, particularly as students are interested in jobs not only in Sweden but globally. In any event, students are faced with a wide range of options. In order to create a popularity index of different employers – *The SSE Employer Index* – without any limitations as to which employers are chosen, the students were asked the following open question:

“Which companies or organizations would you most of all like to work for? State the **three companies** that you would **most of all** like to work for, if these companies offered you a job that on the whole satisfies your wishes. (By “company” we mean all types of employers, i.e. also government agencies, special interest organizations, NGOs, institutions of various kinds etc.) Try to give complete names and to spell them correctly!”

The companies or organizations mentioned by each student are therefore the most attractive of all employers existing throughout the world to the SSE students. Considering the total number of possible employers globally, every vote means a feather in the mentioned employer’s cap. Table 3 shows the 35 most popular employers in 2019 and their rankings 2011–2019. In total, more than 300 *different* employers were mentioned by the 797 students in this year’s SSE Employer Image Barometer. See Chapter 6 for expected salaries at the most popular employers.

This year, 35 employers have been listed as compared to 38 last year (more than one employer at the bottom of the list have the same rank). The five most popular employers this year are the same as last year, although two of the employers have switched their rank orders. The ranking in 2019 is (last year’s rank in brackets):

1. **McKinsey & Company** (1), one of SSE’s Corporate Partners, placed on top of the students’ ranking for the nineteenth consecutive year, this year with 27 percent of the votes. Between 2004 and 2009, it almost doubled its popularity to 31 percent of the votes. McKinsey made quite a leap last year, regaining a substantial ‘market share’ in attractiveness that was lost during the preceding years, and kept its distance to the challengers this year.
2. **Boston Consulting Group – BCG** (2), an SSE Corporate Partner, kept the second place from the last two years with 20 percent (19 percent last year). BCG was in third place 2016 with 15 percent. Before that BCG had been second for eleven years in a row. BCG was also in second place from 1999 to 2001 and in first place from 1996 to 1998. From 2008 to 2014 its popularity fluctuated between 21 percent in 2014 and 26 percent in 2008.
3. **Google** (3) was on the list for the first time in 2007 with three percent and then climbed the list steadily, reaching 17 percent and second place in 2015/2016 and with the same percentage third place this year, after a temporary drop in 2017.
4. **Bain & Company** (4), an SSE Corporate Partner, ended up in fourth place this year with 12 percent. Since 2007, its popularity has fluctuated between eight percent in 2008 and 13 percent in 2007 and 2012.
5. **Goldman Sachs** (5), an SSE Corporate Partner, was fifth this year with 10 percent. Since 2011, its popularity has fluctuated somewhat between 10 (in 2019, 2014 and 2012) and 13 percent (in 2011).
6. **Spotify** (6) kept both the percentage from last year with nine percent, and the rank, sixth. It has steadily increased its popularity since 2011, then not ranked.
7. **Public institutions and politics** (7) ended up on the same six percentages as the last two years, but gained two rankings, from ninth to seventh place. Its popularity dropped steadily from 19 percent in 2003 to six percent in 2017 and 2018.
8. **H&M** (8), an SSE Corporate Partner, placed eighth this year with six percent, dropping from eight percent last year and 13 percent in 2015/16. From 2008 to 2015/16 H&M’s popularity was rather stable, fluctuating somewhat between 11 and 13 percent. Before then, from 2004 to 2007, it was rather stable between seven and nine percent.

9. **Earnst&Young** (YE; 9) an SSE Corporate Partner, placed ninth this year, with almost six percent of the votes. That is the highest ranking so far, ever.
10. Of the 35 employers on the list with at least 1.5 percent of the votes this year, five are new on the list compared to last year (rank within brackets): Volvo (17), pwc (20), Ericsson (21), Business Sweden (24) and OECD (26).
11. Of all students, 12 (1.5 percent) also stated their own business as the most attractive 'employer' and 7 (0.9 percent) 'any start-up company'.

2.1 EMPLOYER POPULARITY OVER TIME

Figure 1 below shows the development of the popularity of the twelve most attractive employers this year, from 1998 until now. Some trends are:

1. McKinsey and BCG have followed each other's popularity quite well over the years, fluctuating quite a lot but still leading. Bain's popularity has been quite stable over the last decade, fluctuating between 10 and 13 percent since 2010.
2. Goldman Sachs and Morgan Stanley both had an increasing trend until 2007 and have since then a decreasing trend, as have public institutions or politics since 2003 and UN institutions since 2005. The first two mentioned employers have been challenged by EQT since 2014.
3. H&M and Google had a steady and notable increase until 2015/16, then falling somewhat, H&M more so than Google. Spotify may be the primary employer challenging them, but perhaps following their popularity development.
4. Ernst & Young and SEB have been rather stable since the beginning of this millennia.

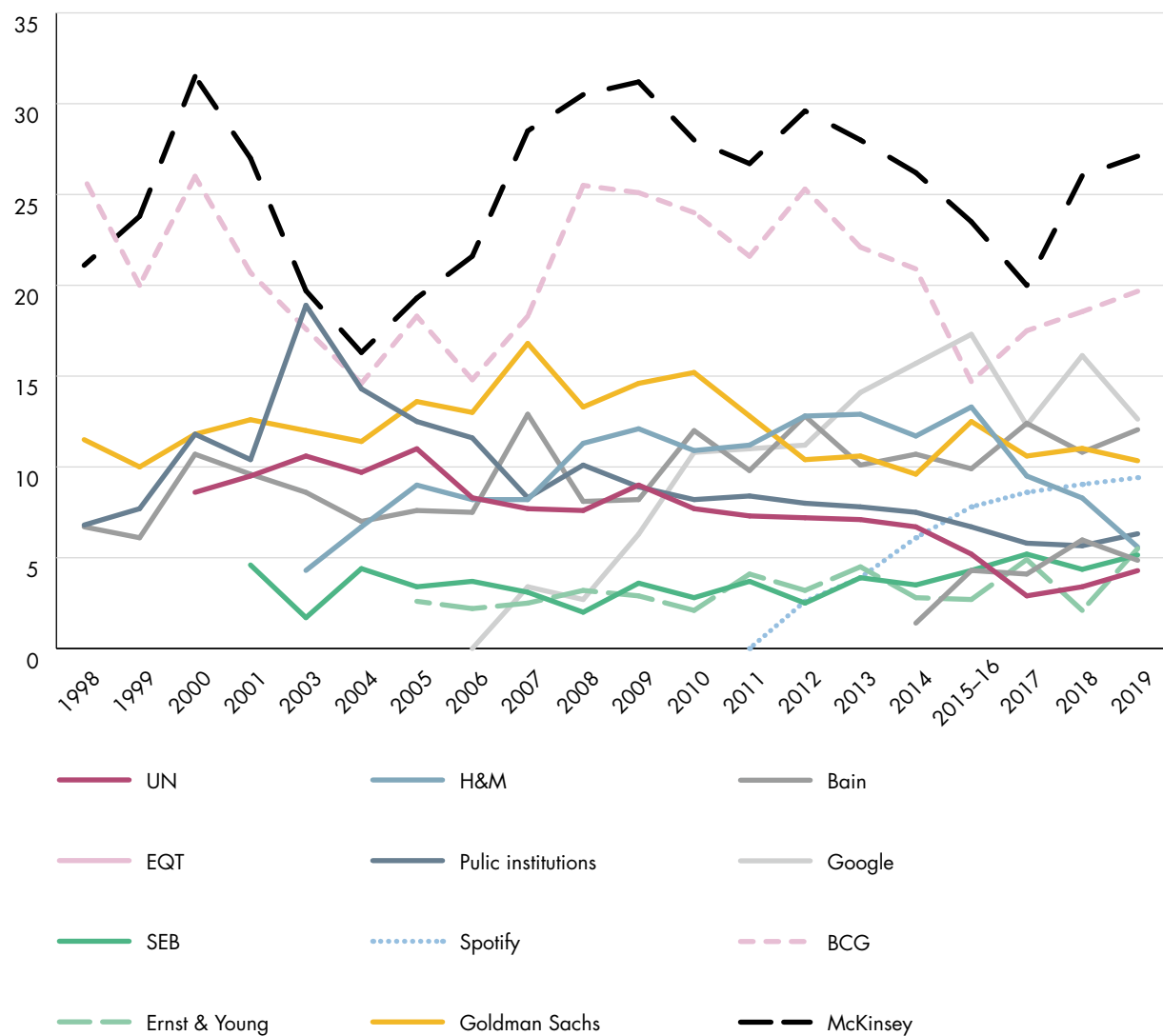


Figure 1. The development over time in attractiveness of the twelve most popular employers in 2019 for the years 1998–2019 (percent of all students).

EMPLOYER	2019			2018	
	RANK	PERCENT	NUMBER	RANK	PERCENT
McKinsey & Company	1	27.1%	216	1	26.3%
Boston Consulting Group (BCG)	2	19.7%	157	2	18.6%
Google	3	16.6%	101	3	16.1%
Bain & Company	4	12.1%	96	5	10.8%
Goldman Sachs	5	10.3%	82	4	11.0%
Spotify	6	9.4%	75	6	9.0%
Public institutions or politics: ministries, governmental institutions etc.	7	6.3%	50	9	5.7%
H&M	8	5.6%	45	7	8.3%
Ernst & Young	9	5.5%	44	23	2.1%
SEB	10	5.2%	41	11	4.4%
EQT	11	4.9%	39	8	6.0%
United Nations institutions	12	4.3%	34	16	3.4%
Morgan Stanley	13	4.2%	33	11	4.4%
JP Morgan	14	3.7%	30	13	3.9%
EF Education First	15	3.7%	29	19	2.5%
Investor	16	3.6%	28	10	4.6%
Volvo	17	3.2%	25		(n.r.)
Axel Johnson	18	3.1%	24	14	3.4%
Nordea	19	2.6%	21	17	3.2%
pwc	20	2.5%	20		(n.r.)
Ericsson	21	2.4%	19		(n.r.)
The World Bank	22	2.3%	18	32	1.6%
Procter & Gamble	23	2.2%	17	23	2.1%
Business Sweden	24	2.0%	16		(n.r.)
Facebook	25	1.9%	15	23	2.1%
OECD	26	1.7%	13		(n.r.)
KPMG	26	1.7%	13	32	1.6%
Blackstone	26	1.7%	13	23	2.1%
Klarna	26	1.7%	13	14	3.4%
IKEA	26	1.7%	13	20	2.3%
Accenture Tesla Deloitte Amazon Apple	31	1.5%	12		–
Number of respondents		797		631	

(n.r.) = Not ranked that year. – = not applicable (more than one employer).

Table 3. The SSE Employer Index 2011–2019: The 35 most attractive employers in 2019

2017		2015/2016		2014		2013		2012		2 011	
RANK	PERCENT	RANK	PERCENT	RANK	PERCENT	RANK	PERCENT	RANK	PERCENT	RANK	PERCENT
1	20.3%	1	23.5%	1	26.2%	1	28.0%	1	29.6%	1	26.7%
2	17.5%	3	14.7%	2	20.9%	2	22.1%	2	25.3%	2	21.6%
4	12.3%	2	17.3%	3	15.7%	3	14.1%	5	11.2%	5	11.0%
3	12.4%	6	9.9%	5	10.7%	6	10.1%	3	12.8%	6	9.8%
5	10.6%	5	12.5%	6	9.6%	5	10.6%	6	10.4%	3	12.8%
7	8.6%	7	7.8%	9	6.1%	13	3.9%	16	2.6%		(n.r.)
8	5.8%	8	6.7%	7	7.5%	7	7.8%	7	8.0%	7	8.4%
6	9.5%	4	13.3%	4	11.7%	4	12.9%	3	12.8%	4	11.2%
11	4.9%	17	2.7%	15	2.8%	12	4.5%	12	3.2%	12	4.1%
10	5.2%	11	4.3%	13	3.5%	14	3.9%	20	2.5%	13	3.7%
14	4.1%	11	4.3%	29	1.4%		(n.r.)		(n.r.)		(n.r.)
17	2.9%	9	5.2%	8	6.7%	8	7.1%	8	7.2%	8	7.3%
9	5.6%	9	5.2%	10	4.7%	9	6.0%	9	4.8%	9	6.6%
12	4.7%	13	3.9%	11	3.9%	11	4.6%	16	2.6%	11	4.2%
16	3.5%		(n.r.)		(n.r.)		(n.r.)		(n.r.)		(n.r.)
13	4.4%	19	2.5%	23	2.0%	22	2.2%		(n.r.)		(n.r.)
36	1.5%		(n.r.)		(n.r.)		(n.r.)		(n.r.)		(n.r.)
15	4.0%	18	2.6%		(n.r.)		(n.r.)	29	2.0%		(n.r.)
18	2.7%		(n.r.)		(n.r.)	33	1.6%		(n.r.)	22	2.4%
20	2.5%	26	2.0%	20	2.2%	20	2.4%	16	2.6%	22	2.4%
	(n.r.)	16	2.9%	20	2.2%	33	1.6%	16	2.6%	16	2.9%
26	1.8%		(n.r.)		(n.r.)	17	2.3%	21	2.4%	26	2.1%
31	1.6%	19	2.5%	12	3.8%	10	4.8%	10	4.3%	9	6.6%
	(n.r.)		(n.r.)		(n.r.)		(n.r.)		(n.r.)		(n.r.)
	(n.r.)	24	2.1%		(n.r.)		(n.r.)		(n.r.)		(n.r.)
	(n.r.)		(n.r.)		(n.r.)		(n.r.)		(n.r.)		(n.r.)
22	2.1%	28	1.9%		(n.r.)	25	2.0%		(n.r.)	19	2.7%
26	1.8%	19	2.5%	17	2.3%		(n.r.)		(n.r.)		(n.r.)
	(n.r.)	29	1.7%		(n.r.)		(n.r.)		(n.r.)		(n.r.)
24	2.0%	15	3.2%	16	2.6%	15	3.3%	15	2.7%	14	3.4%
	–		–		–		–		–		–
723		810		608		697		927		761	

2.2 EMPLOYER POPULARITY BY GENDER

The attractiveness of different employers has been analyzed also for female and male students, respectively. The results are shown in figures 2 and 3. There are quite big differences as to the attractiveness of different employers between female and male students.

Figure 2, in which the employers are ranked by the interest among female students, shows that female students are *more* interested than male students in H&M (10.9 vs. 1.6 percent¹), Google (15.1 vs. 10.8), Spotify (12.4 vs. 7.2), EF Education First (6.2 vs. 1.8), UN institutions (6.7 vs. 2.5), Procter & Gamble (4.2 vs. 0.7), Axel Johnson (4.8 vs. 1.7), IKEA (3.6 vs. 0.2) and L'Oréal (2.3 vs. 0). All of these employers except for UN institutions are related to consumer products, retailing or digital platforms.

Figure 2 also shows that female students are less interested than male students in McKinsey & Company (21.8 vs. 31.1), BCG (16.1 vs. 22.3), Bain & Company (8.5 vs. 14.7), Goldman Sachs (4.4 vs. 14.8), SEB (3.7 vs. 6.2) and Morgan Stanley (2.2 vs. 5.6). All of these employers belong to the management consulting or finance industries.

Figure 3, where the employers are ranked by the interest among male students, shows that male students are *more* interested than female students in McKinsey & Company (31.1 vs. 21.8²), Goldman Sachs (14.8 vs. 4.4), BCG (22.3 vs. 16.1), Bain & Company (14.7 vs. 8.5), EQT (7.9 vs. 0.8), Morgan Stanley (5.6 vs. 2.2), SEB (6.2 vs. 3.7), Investor (5.2 vs. 1.4), Blackstone (2.5 vs. 0.6) and Cevian Capital (1.9 vs. 0). All of these employers belong to the management consulting or finance industries.

Figure 3 also shows that male students are *less* interested than female students in Spotify (7.2 vs. 12.4), H&M (1.6 vs. 10.9 percent), Google (10.8 vs. 15.1), UN institutions (2.5 vs. 6.7), EF Education First (1.8 vs. 6.2) and Axel Johnson (1.7 vs. 4.8). All of these employers except for UN institutions are related to consumer products, retailing or digital platforms.

Some general observations are:

1. Female students are more – in some cases much more – interested than male students in employers within retailing (including digital selling of products and services), consumer goods, service industry (including digital platforms) and international policy (UN institutions).
2. Male students are more – in some cases much more – interested than female students in employers within management consulting and finance.
3. The findings mentioned above indicate rather traditional gender differences as to the attractiveness of employers in different industries. The interest in such industrial activities must thus be taken into account if an employer strives for a more balanced gender distribution. See also Chapter 3 about preferences for specified industries.
4. Yet another general observation is that female students are more diverse in their preferences than male students, i.e. while many male students choose a few employers, female students choose a larger number of different employers.

¹ The first percentage is that for female students and the second percentage is that for male students.

² The first percentage is that for male students and the second percentage is that for female students.

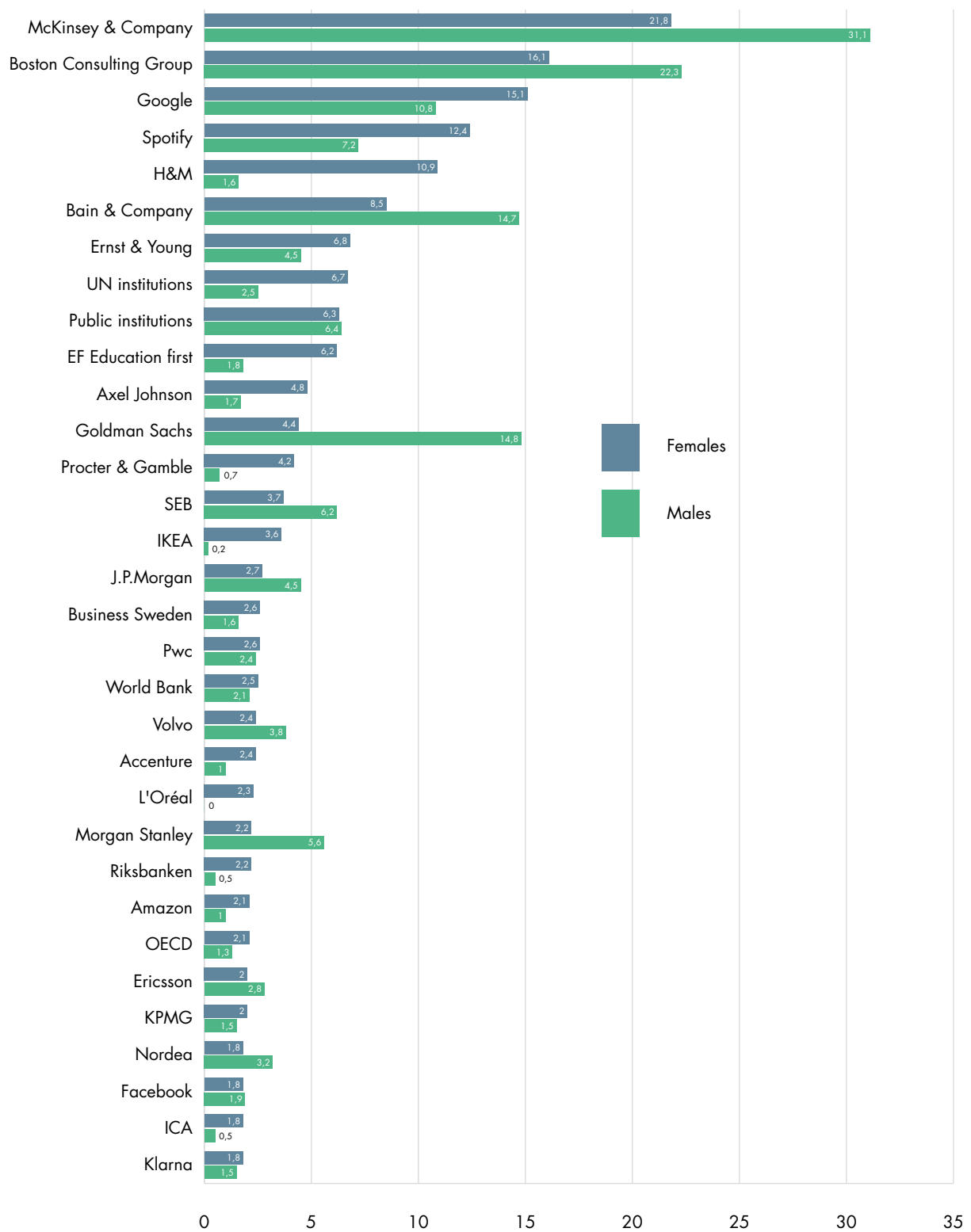


Figure 2. The ranking of the 32 most popular employers among female students 2019 (percentages for female and male students, respectively).

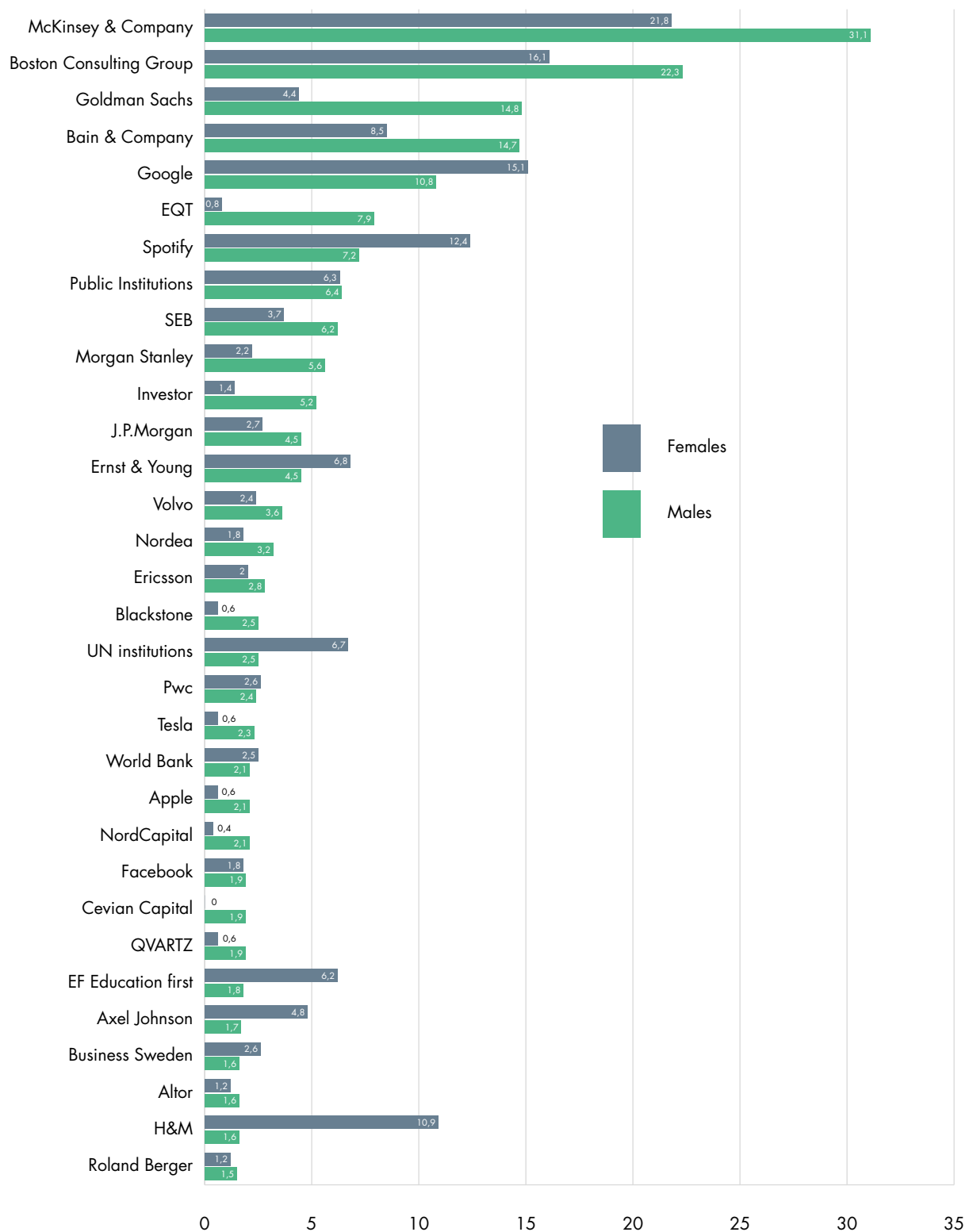


Figure 3. The ranking of the 32 most popular employers among male students 2019 (percentages for female and male students, respectively).

2.3 EMPLOYER POPULARITY BY STUDY PROGRAM

The attractiveness of different employers has also been analyzed for the different study programs, respectively. The results are shown in figures 4–11. There are quite big differences as to the popularity of different employers also between the study programs. The main results are (all employers are listed in order of popularity within the group):

1. Of the four most popular employers among the young BaBE students, two are management consulting companies, McKinsey (1st) and BCG (2nd), the other two being Goldman Sachs (3rd) and Google (4th), followed by public institutions or politics, Spotify, Ernst & Young, Bain, UN institutions, SEB, Investor, Morgan Stanley, H&M, EQT and JP Morgan. Thus, the most attractive employers among the young BaBE students come from a number of different industries such as management consulting, finance, public institutions, internet platforms, services and retailing.
2. The most popular employers among the old BaBE students are McKinsey and BCG, followed by Google, Bain, public institutions, Goldman Sachs, Spotify, EQT, SEB, UN institutions, EF Education First, Morgan Stanley, Nordea, Ernst & Young and Volvo. Thus, also among these students the most popular employers come from a number of different industries.
3. There are both similarities and differences as to the interest in different employers being on the lists of young and old BaBE students. The similarities indicate that the employers have succeeded to establish their popularity early in the students' studies and kept that attractiveness.

If an employer is more attractive among the young than among the old BaBE students, the employer has either been more successful lately in their activities towards the students than earlier, or simply gained more recent general attractiveness. If less attractive among the young than the old BaBE students, the employer has either been less successful lately in the competition with other employers or been more unfortunate as to the development in general interest in the employer or in the industry of the employer.
4. The following employers are more popular among both young and old BaBE students than they are among BaRetail students: McKinsey, BCG, Goldman Sachs, Google, Bain, EQT, UN institutions, SEB and Sveriges Riksbank.
5. The most popular employers among the BaRetail students are McKinsey, Axel Johnson and H&M, followed by Spotify, Google, Bain, BCG, ICA, Goldman Sachs, Accenture, Systembolaget, L'Oréal, SEB, SAS and Facebook, thus primarily employers within retailing, consumer product or services industries but also within management consulting and finance.
6. The interest is higher among the BaRetail students than among both young and old BaBE students for the following employers: Axel Johnson, H&M, Spotify, ICA, Systembolaget, Accenture and L'Oréal, i.e. primarily retailing or consumer products or services companies, which is in line with the focus of the BaRetail program.

There are quite big differences also between the different Master programs as to most popular employers, which is quite natural due to their different focuses. The attractiveness of employers among the Master students has therefore been analyzed per Master program. The main findings as to most attractive employers for the different Master students are the following (again, all employers are mentioned in order of popularity within the group):

7. The most popular employers among the students in the International Business Master program (IntBusiness) are the three management consulting firms McKinsey, BCG and Bain, followed by Google, Spotify, EF Education First, H&M, Daimler, UN institutions, Tesla, Amazon, Arla, Oliver Wyman and IKEA, thus a mixture of very different companies. It is interesting that so many Swedish companies are among the most popular for students in international business.

8. The following employers are more popular among the International Business students than among all other Master students: BCG, Bain, Google, EF Education First, H&M, Daimler, UN Institutions, Tesla, Amazon, Arla, Oliver Wyman and IKEA.
9. The most attractive employers among the Master in Business Management (BusinessMan) students are Google and McKinsey, followed by Spotify, Bain, BCG, Volvo, Ericsson, H&M, Axel Johnson, EF Education First, Business Sweden, L'Oréal, EQT and any start-up company, thus also a mixture of very different companies.
10. The following employers are more popular among the Business Management students than among all other Master students: Spotify, Volvo, Ericsson, Axel Johnson, Business Sweden, L'Oréal and any start-up company.
11. The most attractive employers among the students in the Accounting and Financial Management Master program (MAccFin) are the three management consulting firms McKinsey, BCG and Bain, followed by Ernst & Young, Spotify, Investor, Google, Atlas Copco, Deloitte, Goldman Sachs, pwc, SEB, Ericsson and EQT, thus primarily employers within management consulting, the finance industry and auditing, but also in other industries.
12. The following employers are more popular among the Accounting and Financial Management students than among all other Master students: McKinsey, Ernst & Young, Investor, Atlas Copco, Deloitte, pwc and SEB.
13. The most attractive employers among the Finance Master students are three management consulting firms and three employers from the finance industry: McKinsey, BCG, Goldman Sachs, Bain, JP Morgan and EQT, followed by Google, Morgan Stanley, Blackstone, SEB, Bank of America Merrill Lynch (BoAML), Spotify, Citigroup and pwc.
14. The following employers are more popular among the Finance Master students than among all other Master students: Goldman Sachs, JP Morgan, EQT, Morgan Stanley, Blackstone and BoMAL, all within the finance industry.
15. Most popular employers among the Master students in Economics are World bank, OECD, BCG, ECB, McKinsey, Bain, Riksbanken, public institutions, Google, Ernst & Young, SEB, Vivid Economics, EU institutions and Spotify. Although public institutions of some kind dominate, employers from other industries are also among the popular ones.
16. The following employers are more popular among the Master students in Economics than among all other Master students: World bank, OECD, ECB, Riksbanken, public institutions, Vivid Economics and EU institutions.

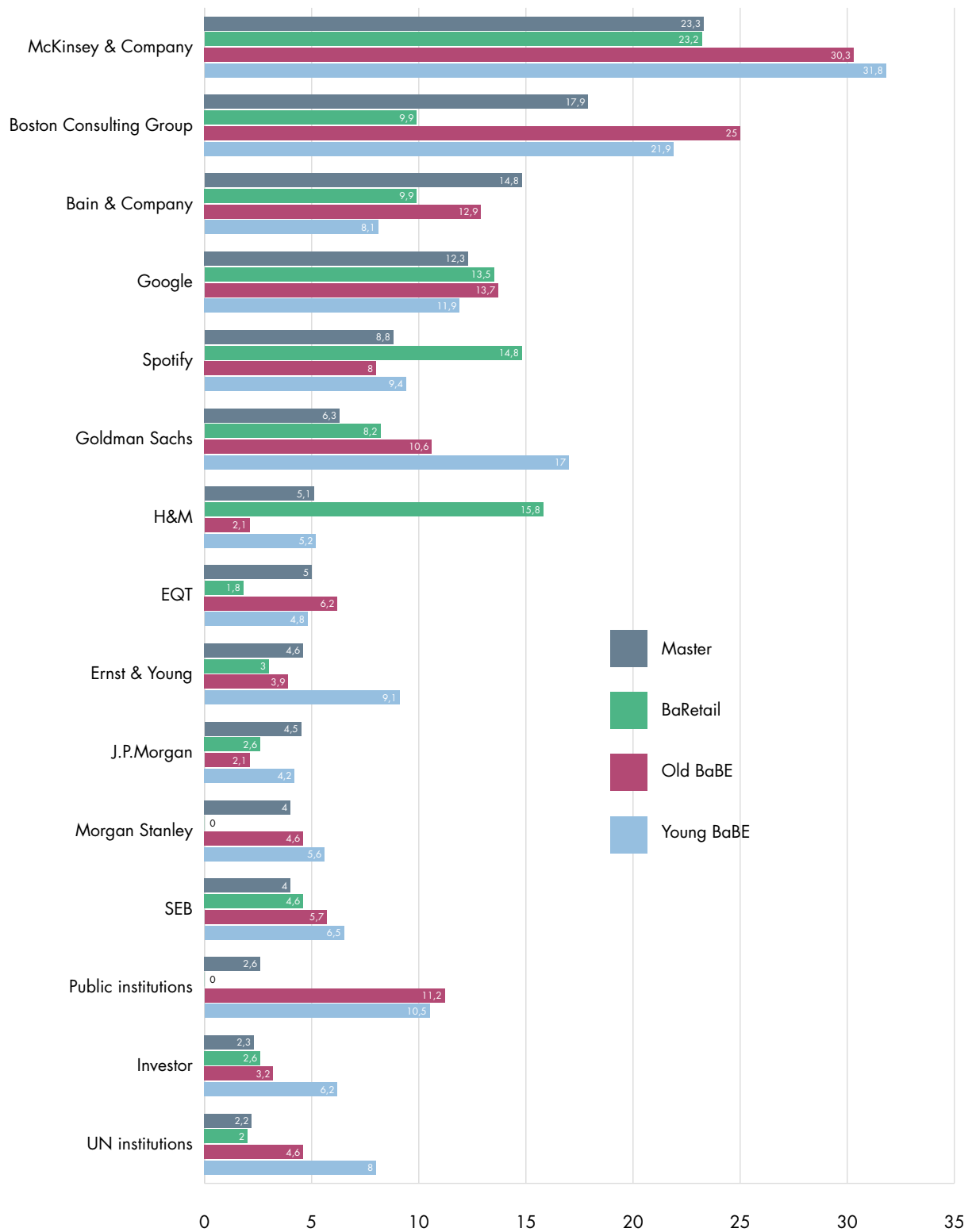


Figure 4. The ranking of the 15 most popular employers among young BaBE students 2019 (percentages for young and old BaBE, BaRetail and Master students, respectively).

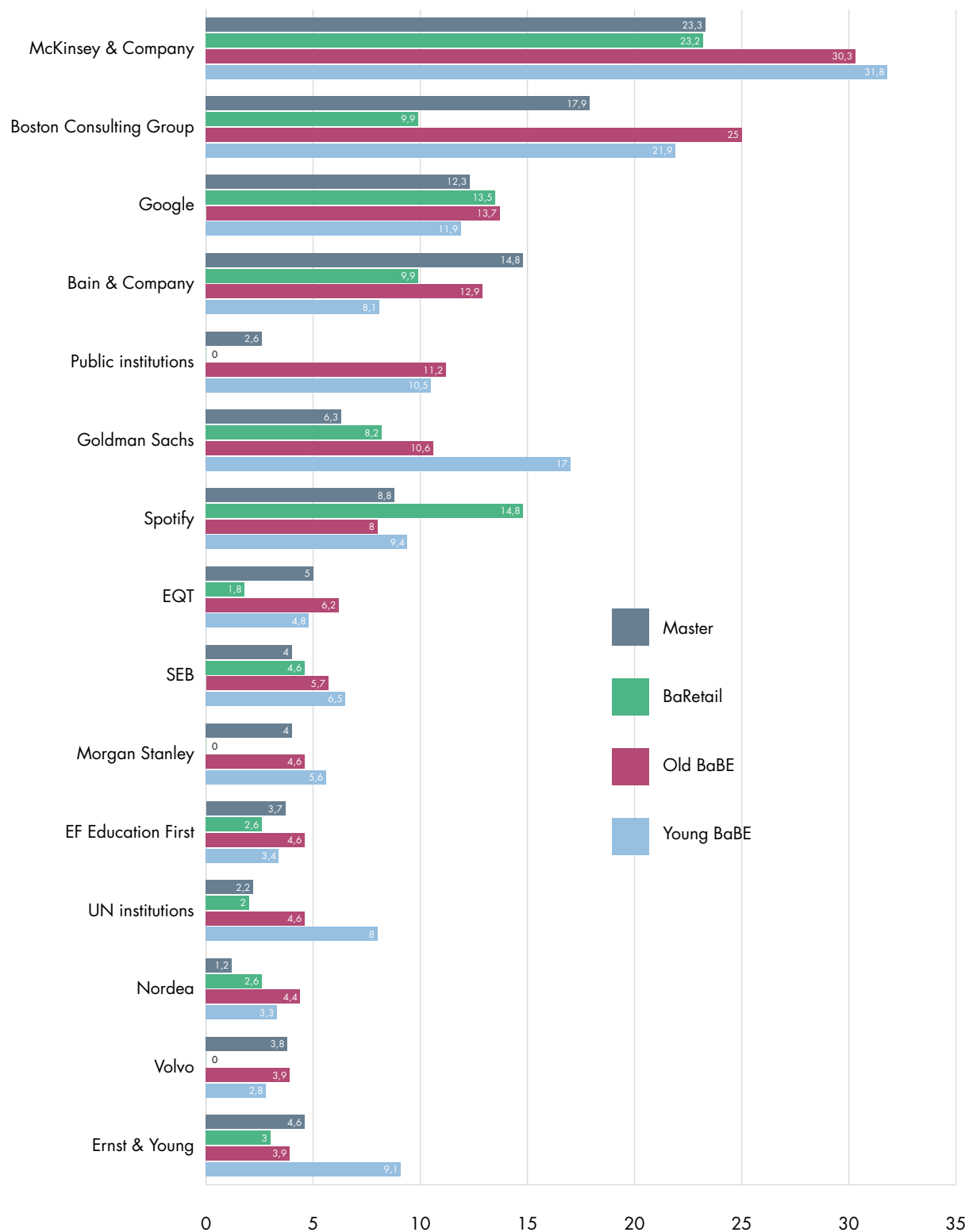


Figure 5. The ranking of the 15 most popular employers among old BaBE students 2019 (percentages for young and old BaBE, BaRetail and Master students, respectively).

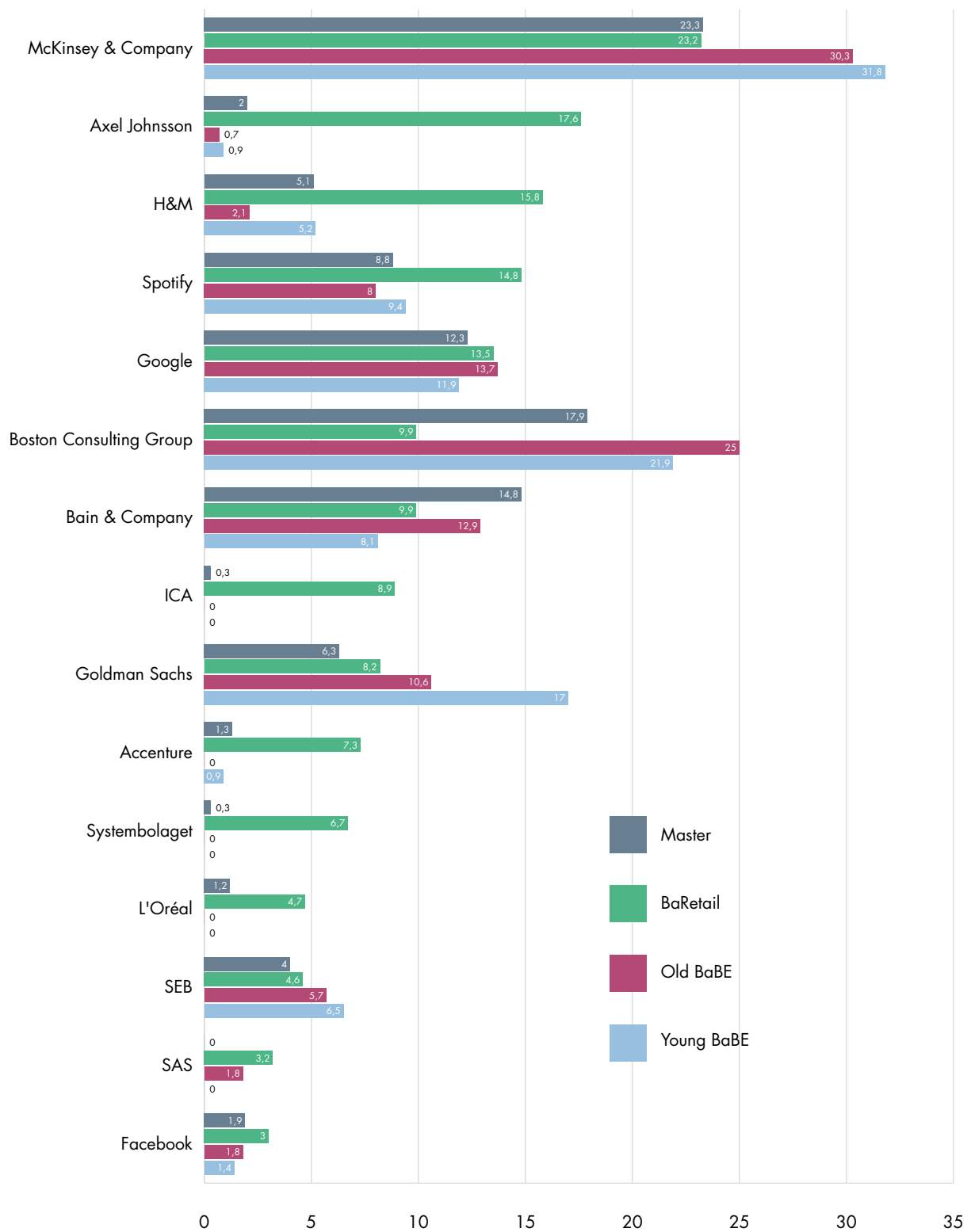


Figure 6. The ranking of the 15 most popular employers among BaRetail students 2019 (percentages for young and old BaBE, BaRetail and Master students, respectively).

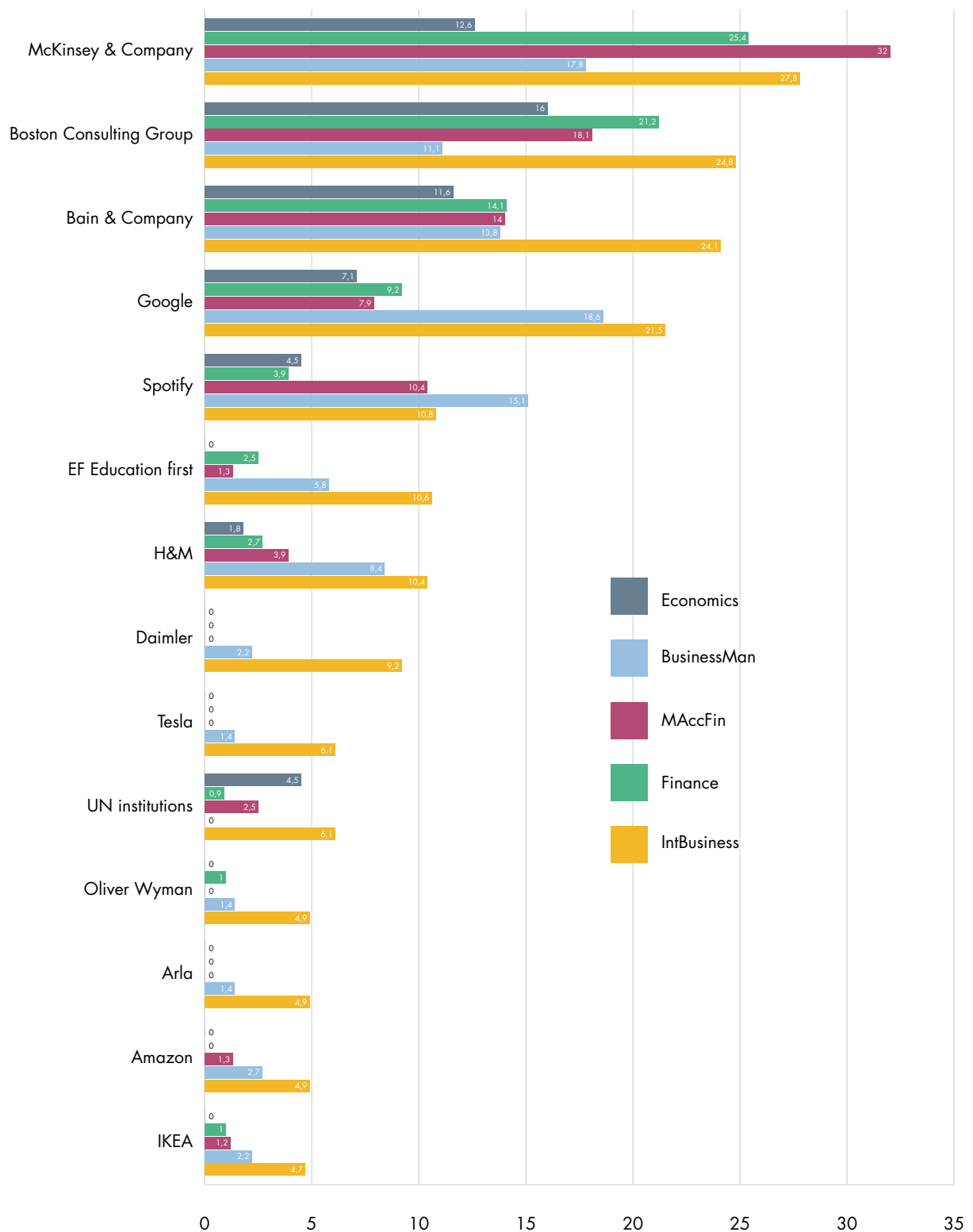


Figure 7. The ranking of the 14 most popular employers among the students in the Master program in International Business 2019 (percentages for each Master program, respectively).

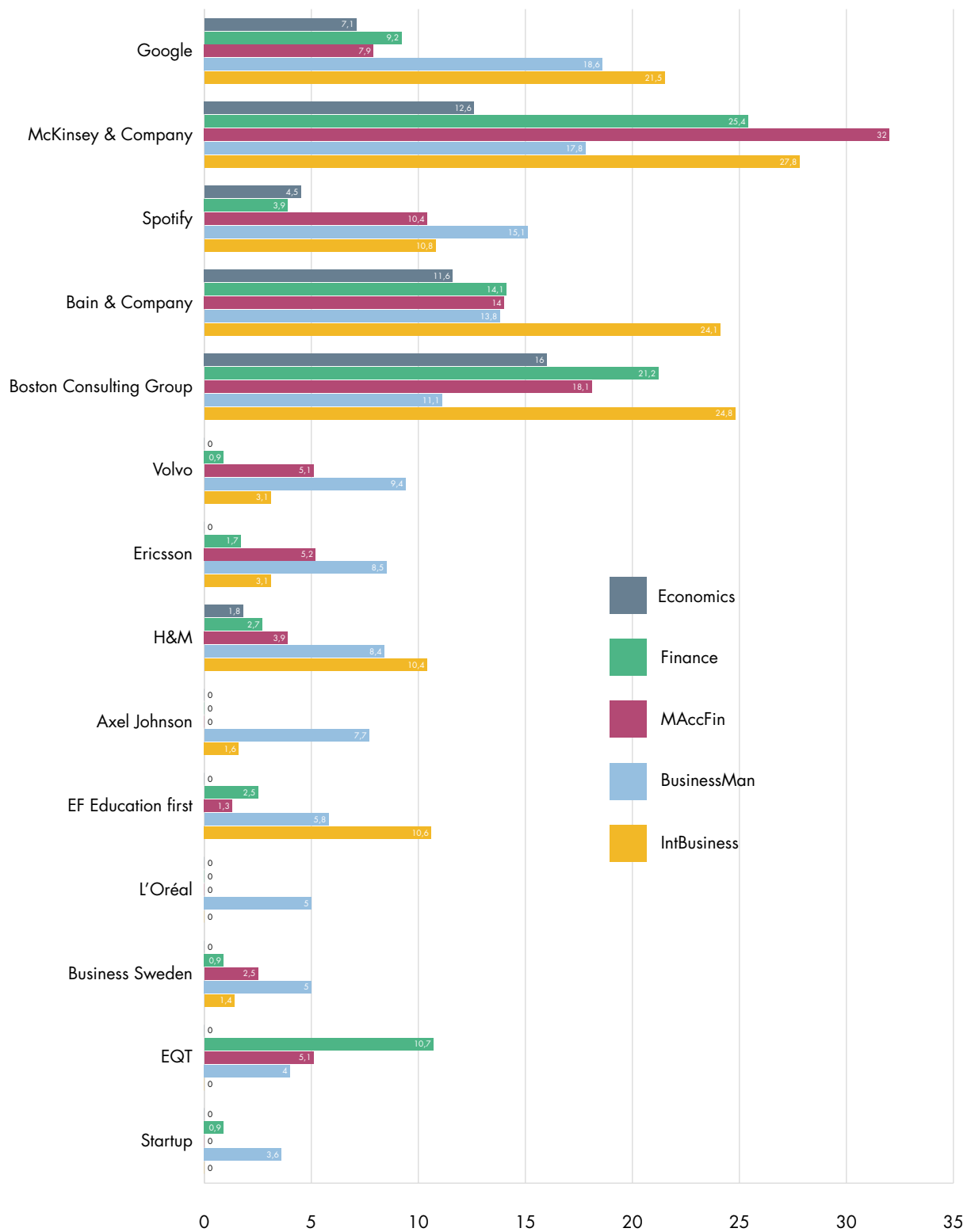


Figure 8. The ranking of the 14 most popular employers among the students in the Master program in Business & Management 2019 (percentages for each Master program, respectively).

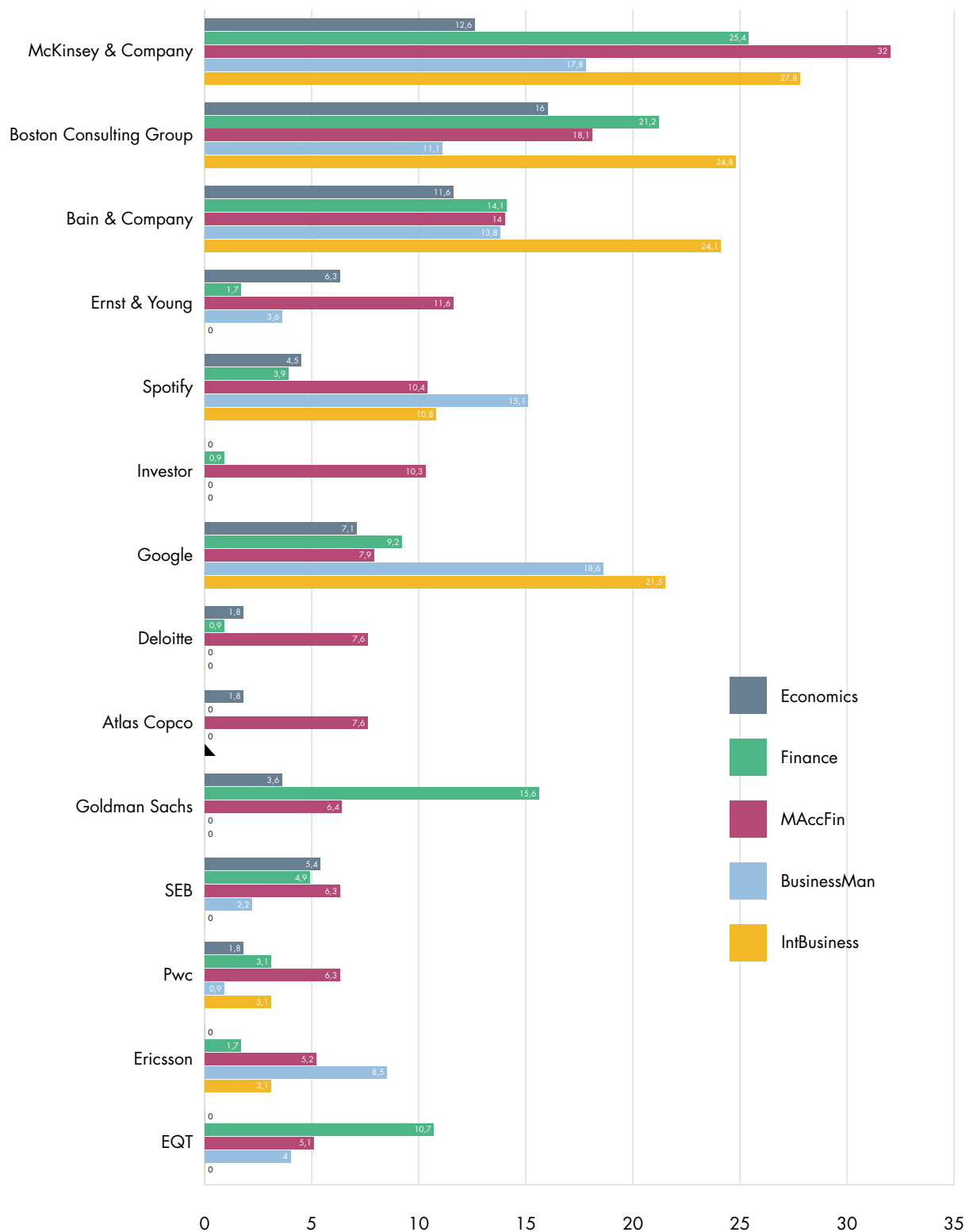


Figure 9. The ranking of the 14 most popular employers among the students in the Master program in Accounting and Financial Management 2019 (percentages for each Master program, respectively).

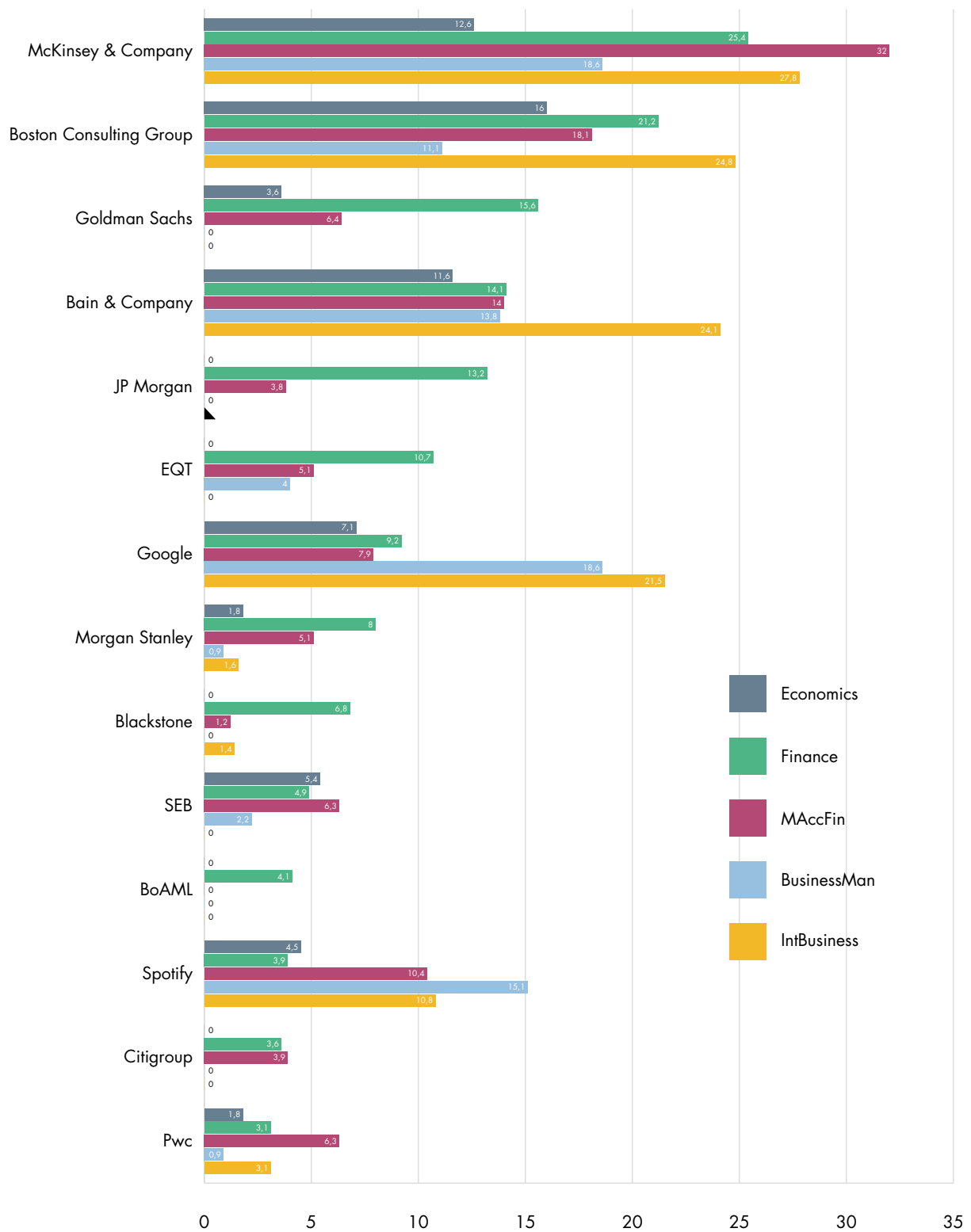


Figure 10. The ranking of the 14 most popular employers among the students in the Master program in Finance 2019 (percentages for each Master program, respectively).

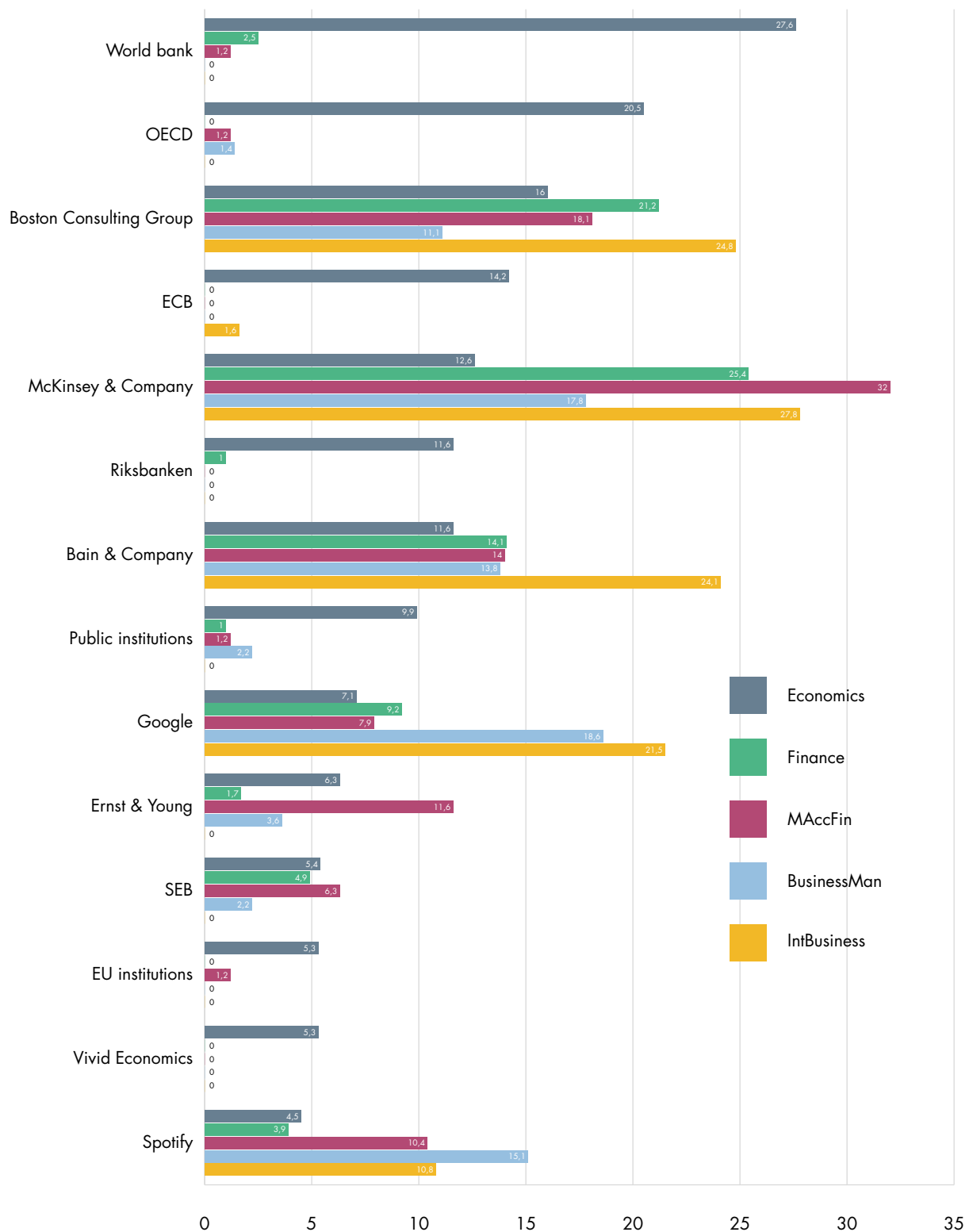


Figure 11. The ranking of the 14 most popular employers among the students in the Master program in Economics 2019 (percentages for each Master program, respectively).

2.4 INCREASE OR DECREASE IN INDIVIDUALISM WHEN CHOOSING AN ATTRACTIVE EMPLOYER?

For a long time, society has experienced a considerable increase in the range of offers and therefore greater freedom of choice, not only on local markets but also due to digitalization, globalization of markets and increased international trade. At the same time, awareness of brand equity and building of strong brands has increased considerably. For these reasons, it is of interest to ask whether there is any general trend as far as the most popular employers are concerned, i.e. whether students choose more independently (make use of the greater freedom of choice), or continue to show clear interest in a small number of employers, i.e. companies with strong brands as employers.

Figure 12 shows the percentages of the students stating the two, five and ten most attractive employers in 1998–2019. The main findings are:

1. For most of the period, the two most popular employers have attracted between 40 and 60 percent of the students, the five most popular employers 65–90 percent and the ten most popular employers 100–130 percent (each student could mention *three* companies, which is why the total can exceed 100 percent). This indicates that employer brands play a rather important role in attracting students for employment.
2. During the period 2001–2006 there was a dip in the concentration of employers, but those with strong employer brands then regained their attractiveness. Since 2010, however, there was a tendency towards lesser focus on a few employers, but that trend was broken last year, primarily due to the increased attractiveness of McKinsey and Google.
3. Although a number of employers have succeeded in creating very strong employer brands, attracting many students, it should be pointed out that new or earlier less attractive employers are challenging the traditional ones, e.g. Google, Spotify, EQT, EF Education First, Investor and Volvo which were not at all on the list earlier, but have since gained in popularity.
4. Figure 12 also shows that it is the two most attractive employers that primarily determine how things develop in general, which supports the interpretation above that the determining factor for the students is primarily the employers' marketing – brand building.

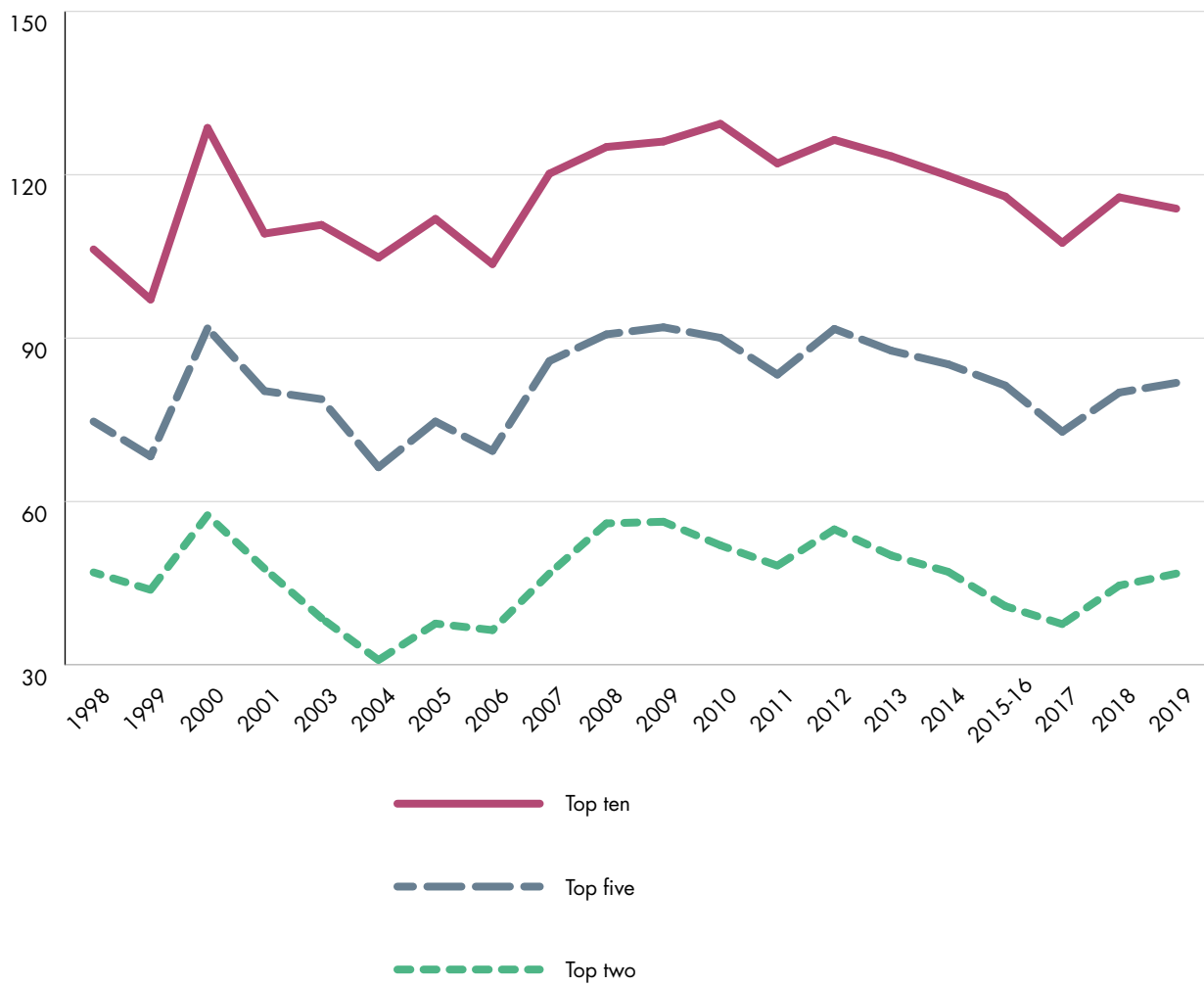


Figure 12. The percentages of votes received by the two, five and ten most attractive employers 1998–2019.

3. THE SSE INDUSTRY INDEX AND INDUSTRY MOBILITY INDEX

The SSE Industry Index shows the popularity of various industries among SSE's students. A qualitative exploratory study among the students prior to the 1995 survey discovered that, as far as the students were concerned, *industry* refers more to the field of work – the type of activities – they want to work with, than to what products the company finally sells. Examples of such activities include accounting, human resource management, advertising or finance, which are carried out by all companies with an accounting, personnel, marketing or finance department.

A search was also carried out in a company database on what industries SSE Corporate Partners belonged to. The results showed that *industry* is not as easy to define as one might think if one looks at the Statistics Sweden definitions, which are often based on the kind of product or service manufactured or sold. The database showed that many companies' business activities are fairly diversified and are linked to a number of industries.

Based on the results from the exploratory study, and after hearing opinions of SSE's Corporate Partners, the number of industries or business areas was reduced to 21 as of the 1998 SSE Employer Image Barometer. Since several industries also obtained extremely low values for attractiveness thereafter and since it was still difficult both for the students and for those studying the results to gain an overview, the number of industries was further reduced in 2005 to 11 industries. These are shown in table 4 and figures 13 to 16.

3.1 THE STUDENTS' INTEREST IN DIFFERENT INDUSTRIES

The SSE Industry Index 2011–2019 is shown in table 4 and for the period 2005–2019 in figure 13. The exact question since 2005 has been "If you were looking for a job today, which **three** industries would be the most interesting to you? Mark the three industries you would most of all like to work in. *Read through the whole list before selecting up to three of the industries.*" The main findings and conclusions from table 4 and figure 13 are:

1. The same two industries/business areas – **consultancy work** (69 percent) and **finance, banking and insurance** (55 percent) – have been the two most popular industries since 1998, although the consulting industry has lessened slightly in popularity since 2010 (72 percent). The finance industry had its earlier all-time-high in 2007 (56 percent), then dropped to 44 percent in 2012 following the financial crash in 2008 but is now back in popularity.
2. The **marketing/marketing communications** industry (31 percent), in third place this year, as in most years since 2006, has been oscillating around 30 percent since 2005. It was earlier challenged by the **trade and distribution** industry, which was in third place in 2013 and 2014. The establishment of the BaRetail Program increased the interest in trade, distribution and marketing, which are still the hottest industries for the BaRetail students. Since 2013, however, the interest for the trade and distribution industry has dropped from 34 to 20 percent 2017–2019. (See also point 5 below.)
3. Two industries which have had an upgoing trend for many years are **other services** industries (26 percent) in fourth place this year, and **IT, telecom and electronics** (21 percent) in fifth place. The interest in other services industries increased considerably and quite consistently from 2007 (then 8 percent) till 2017 (26 percent), as did the interest in IT, telecoms and electronics from 2008 (then 9 percent) till 2018 (22 percent) but then stopped increasing.
4. The **media** industry (19 percent) ended up in seventh place this year and has lost in popularity over time since 2006 (then 33 percent) but has since 2010 oscillated between 18 (in 2018) and 23 percent (in 2012).

5. The decline lately in interest in the trade, distribution, marketing and media industries may relate to the digitalization of these industries. These industries and IT are to some extent merging. They have also been challenged by diversity – other services industries.
6. **Public administration or politics** (19 percent) increased its popularity this year as compared to the three preceding years but remained in eighth place. It was rather stable around 20 percent 2005 to 2014 but then declined somewhat to 16 percent last year.
7. **Academia: research and university education** (14 percent) increased its popularity considerably since last year (then 11 percent) and placed ninth this year (11th last year). It increased its popularity considerably between 2007 and 2012 and was then rather stable at about 15–16 percent 2012–2016 but then dropped in popularity for two years. The interest in this industry as the first job after graduation (with a Master degree) may concern getting a PhD, not staying in academia forever. See section 3.2 about the SSE Industry Mobility Index 2012–2018 for more about this.
8. The **manufacturing** industry (13 percent) ended up in tenth place this year. It has lost in popularity since 2008 (then 24 percent) but seems to have stabilized between 13 and 15 percent since 2014.
9. The **auditing and accounting** industry (9 percent) ended up in last place this year, as most years since 2010. It has oscillated around ten percent since 2005.
10. To some extent, popular employers coincide with attractive industries, though there are also clear deviations which suggest that some students look more at the employer in question – its brand – and what job it offers than at the industry it belongs to.

3.1.1 FEMALE AND MALE STUDENTS' INTEREST IN DIFFERENT INDUSTRIES

Like in previous SSE Employer Image Barometers, there are considerable differences between female and male students also this year when it comes to their interest in different industries, as shown in figure 14. The main findings and conclusions are (only significant differences³ will be mentioned):

1. There are significant gender differences for eight of the 11 industries that the students could choose between. The three industries that are gender neutral are: Auditing or accounting (nine percent), public administration or politics (19 percent), and other services (26 percent).
2. Female students (F) are more interested than male students (M) in the following industries, in order of female preferences:
 - Marketing/communications: F = 48 percent and M = 18 percent.
 - Trade and distribution: F = 23 percent and M = 17 percent.
 - Media: F = 29 percent and M = 12 percent.
 - Academia: F = 18 percent and M = 12 percent.
3. Male students (M) are more interested than female students (F) in the following industries, listed in order of male preferences:
 - Finance, banking and insurance: M = 66 percent and F = 40 percent.
 - Consulting: M = 74 percent and F = 62 percent.
 - IT, telecom and electronics: M = 25 percent and F = 15 percent.
 - Manufacturing: M = 17 percent and F = 9 percent.
4. The six most popular industries among female students are, in order of popularity, 1) consulting (62 percent), 2) marketing/communications (48 percent), 3) finance, banking

³ χ^2 -tests; $p \leq 0.01$, but mostly ≤ 0.001 .

or insurance (40 percent), 4) media (29 percent), 5) other services (28 percent), and 6) trade and distribution (23 percent).

5. The four most popular industries among male students are, in order of popularity, 1) consulting (74 percent), 2) finance, banking or insurance (66 percent), 3) IT/Telecom/electronics (25 percent) and 4) other services (24 percent).

3.1.2 INTEREST IN DIFFERENT INDUSTRIES WITHIN DIFFERENT STUDY PROGRAMS

There are also differences between the students in different study programs, and in some cases between young and old BaBE students, concerning interest in different industries. These differences provide a hint as to which kinds of companies have been successful up to now and which have been less successful in marketing their industry to the students in the different study programs. However, some industries are inherently more related to some programs or specializations.

Figure 15 shows the percentages interested in different industries of young and old BaBE, BaRetail and Master students, respectively. The main findings and conclusions are:

1. The six most popular industries among young BaBE students are 1) consulting (68 percent), 2) finance, banking or insurance (61 percent), 3) marketing/communications (36 percent), 4) media and other services (both 20 percent).
2. The seven most popular industries among old BaBE students are 1) consulting (75 percent), 2) finance, banking or insurance (54 percent), 3) marketing/communications (29 percent), 4) other services (28 percent) and 5) media, public administration or politics, and IT/telecom/ electronics (all 21 percent).
3. The differences between the young and old BaBE students may be partly due to activities carried out towards the students during their first two years by employers from different industries, which may have been more or less successful in marketing their industry, and partly by the courses studied during their first two years, exposing the students to different subjects related to industries which they may not have thought so much about earlier.
4. The six most popular industries among BaRetail students are 1) consulting (68 percent), 2) marketing/communications (52 percent), 3) trade and distribution (50 percent), 4) finance, banking or insurance (37 percent), 5) media (29 percent) and 6) other services (29 percent).
5. The six most popular industries among Master students are 1) consulting (66 percent), 2) finance, banking or insurance (55 percent), 3) other services (28 percent), 4) marketing/communications (23 percent), 5) IT/Telecom/electronics (22 percent) and 6) public administration or politics (21 percent).
6. As to differences between the students in the different study programs, BaRetail students are more interested in the following industries than all other groups, all industries strongly related to retailing or services in general:
 - Marketing and communications (52 percent)
 - Trade and distribution (51 percent)
 - Media (29 percent)
 - Other service industries: BaRetail (29 percent),
7. Young BaBE students are more interested in the following industries than all other groups:
 - Finance, banking and insurance (61 percent)
 - Auditing and accounting (13 percent); with Master students.

8. Old BaBE students are more interested in the following industries than other groups:
 - Consulting (75 percent).
 - Public administration or politics (21 percent); with Master students.
 - Academia (17 percent); with Master students.
 - IT/telecom/electronics (21 percent); with Master students.
 - Other services (28 percent); with BaRetail and Master students.
9. Master students are more interested in the following industries than other groups:
 - Academia (18 percent); with old BaBE and Master students.
 - Manufacturing (17 percent)
 - IT/telecom/electronics (22 percent); with old BaBE students.
 - Public administration or politics (21 percent); with old BaBE students.
 - Manufacturing (17 percent).
 - Other services (28 percent); with BaRetail and old BaBE students.
10. As to the different industries, they are attracting most interest from students in the following study programs:
 - Consulting: Old BaBE students (75 percent).
 - Finance, banking and insurance: Young BaBE students (61 percent).
 - Marketing and communications: BaRetail students (52 percent).
 - Trade and distribution: BaRetail students (51 percent).
 - Media: BaRetail students (29 percent).
 - Academia: Master (18 percent) and old BaBE (17 percent) students.
 - Manufacturing: Master students (17 percent).

INDUSTRY	TOTAL 2019		TOTAL 2018	
	Rank	% of all students	Rank	% of all students
Consultancy work	1	68.7	1	68.2
Finance, banking and insurance	2	54.7	2	55.7
Marketing and/or marketing communications	3	30.7	3	27.5
Other service industries such as real estate agents, security, entertainment, tourism, transport, culture, cleaning, recruitment, outsourcing etc.	4	26.1	4	26.0
IT, telecoms or electronics	5	20.5	5	22.0
Trade and distribution: wholesale, retailing, export, import etc.	6	19.5	6	20.5
Media: TV, press, film/production company, radio etc.	7	19.0	7	17.9
Public administration, politics etc.	8	18.9	8	15.7
Research, education: universities and colleges (academia)	9	14.4	11	11.4
Manufacturing industry	10	13.2	9	12.5
Auditing and/or accounting	11	9.1	10	11.6
Number of students		797		631

The total for all percentages is close to 300 percent since the students were able to choose up to three industries.

Table 4. The SSE Industry Index 2011–2019: Interest in different industries/business areas (percentages)

- IT/telecom/electronics: Master (22 percent) and old BaBE (21 percent) students.
- Auditing and accounting: Young BaBE (13 percent) and Master (11 percent) students.
- Public administration or politics: Old BaBE and Master students (both 21 percent).
- Other services: BaRetail (29 percent), Master (28 percent) and old BaBE (28 percent) students.

Figure 16 shows the percentages interested in different industries among the students in the different Master programs. The main findings or other findings of interest are:

11. The interests in different industries among the students in the different Master programs generally logically follow the topical areas of the specific Master programs. However, consulting is about as popular in all Master programs (between 60 and 72 percent).
12. Finance, banking etc. is especially popular among the Master students in Accounting and Financial Management (76 percent) and those in Finance (96 percent), followed by students in Economics (39 percent).
13. There is great interest in marketing and communications, other services, media, IT/telecom/ electronics, and trade and distribution among the students in the International business (37, 42, 19, 35 and 37 percent, respectively) and the Business and Management (59, 38, 28, 33 and 28 percent, respectively) Master programs.
14. There is an exceptionally high interest in public administration or politics (70 percent) and in academia (64 percent) among the Master students in Economics.
15. Auditing and accounting (37 percent), and Manufacturing (30 percent) are most popular among the students in the Accounting and Financial Management master program

TOTAL 2017		TOTAL 2015/2016		TOTAL 2014		TOTAL 2013		TOTAL 2012		TOTAL 2011	
Rank	% of all students	Rank	% of all students	Rank	% of all students	Rank	% of all students	Rank	% of all students	Rank	% of all students
1	67.5	1	66.9	1	70.1	1	68.0	1	67.5	1	71.3
2	53.4	2	48.2	2	46.3	2	46.2	2	43.6	2	47.4
3	26.5	3	29.7	4	27.7	4	30.3	3	29.9	3	33.8
4	25.9	5	21.5	8	18.3	8	16.6	6	18.8	7	18.5
7	17.8	7	20.5	6	19.7	10	14.0	10	11.7	10	12.5
5	20.4	4	29.1	3	28.9	3	34.1	4	28.4	4	28.7
6	19.2	6	21.4	7	19.6	5	20.7	5	22.9	5	22.4
8	17.3	8	18.1	5	20.7	6	18.0	7	18.7	6	19.6
11	12.9	9	15.4	9	15.7	9	15.9	9	15.5	9	13.6
9	14.5	10	14.9	10	15.3	7	17.1	8	16.9	8	15.8
10	13.8	11	9.4	11	9.9	11	10.2	11	11.1	11	10.2
723		695		608		696		761		671	

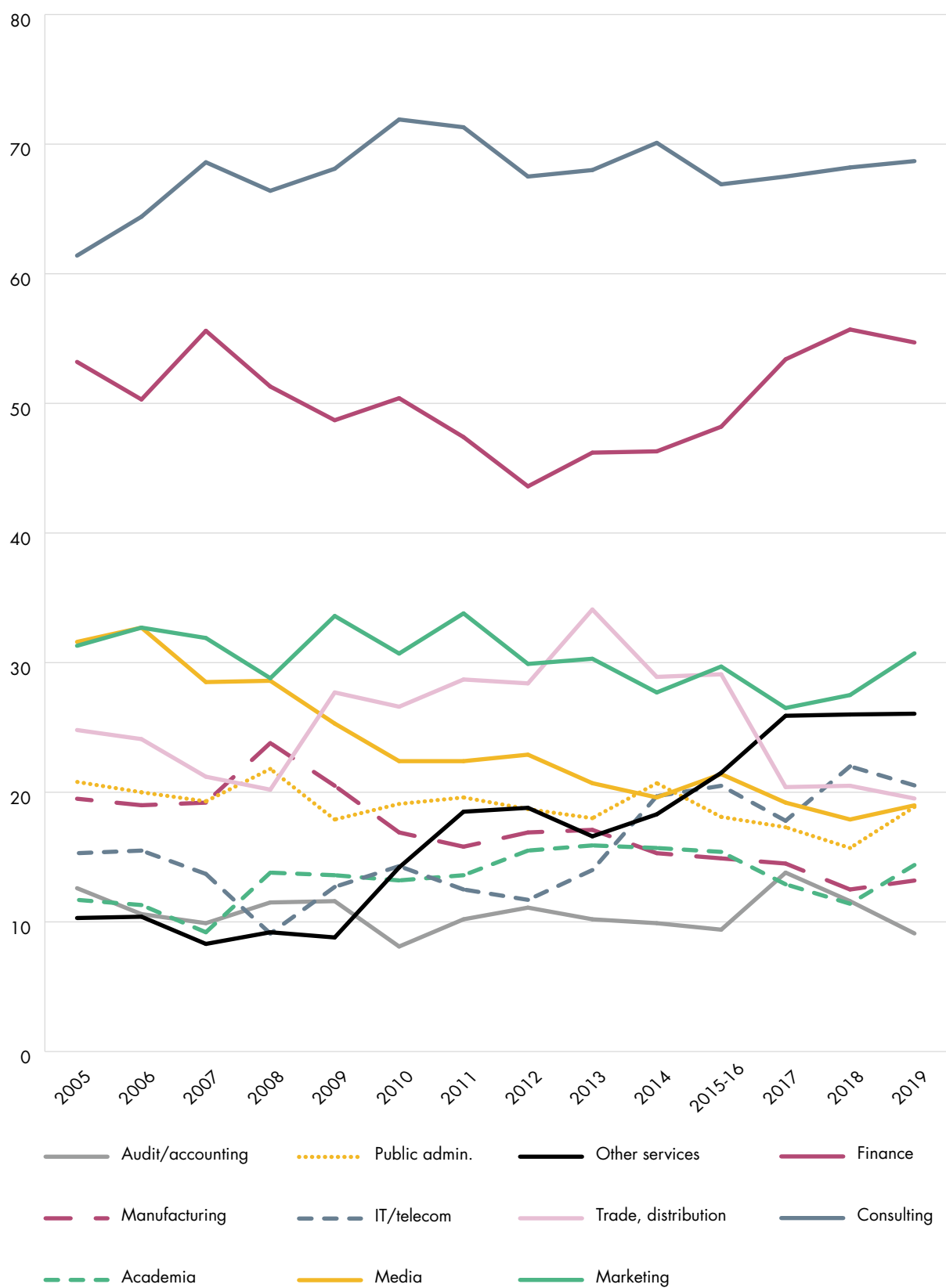


Figure 13. The SSE Industry Index 2005–2019: Interest in different industries/business areas (percentages).

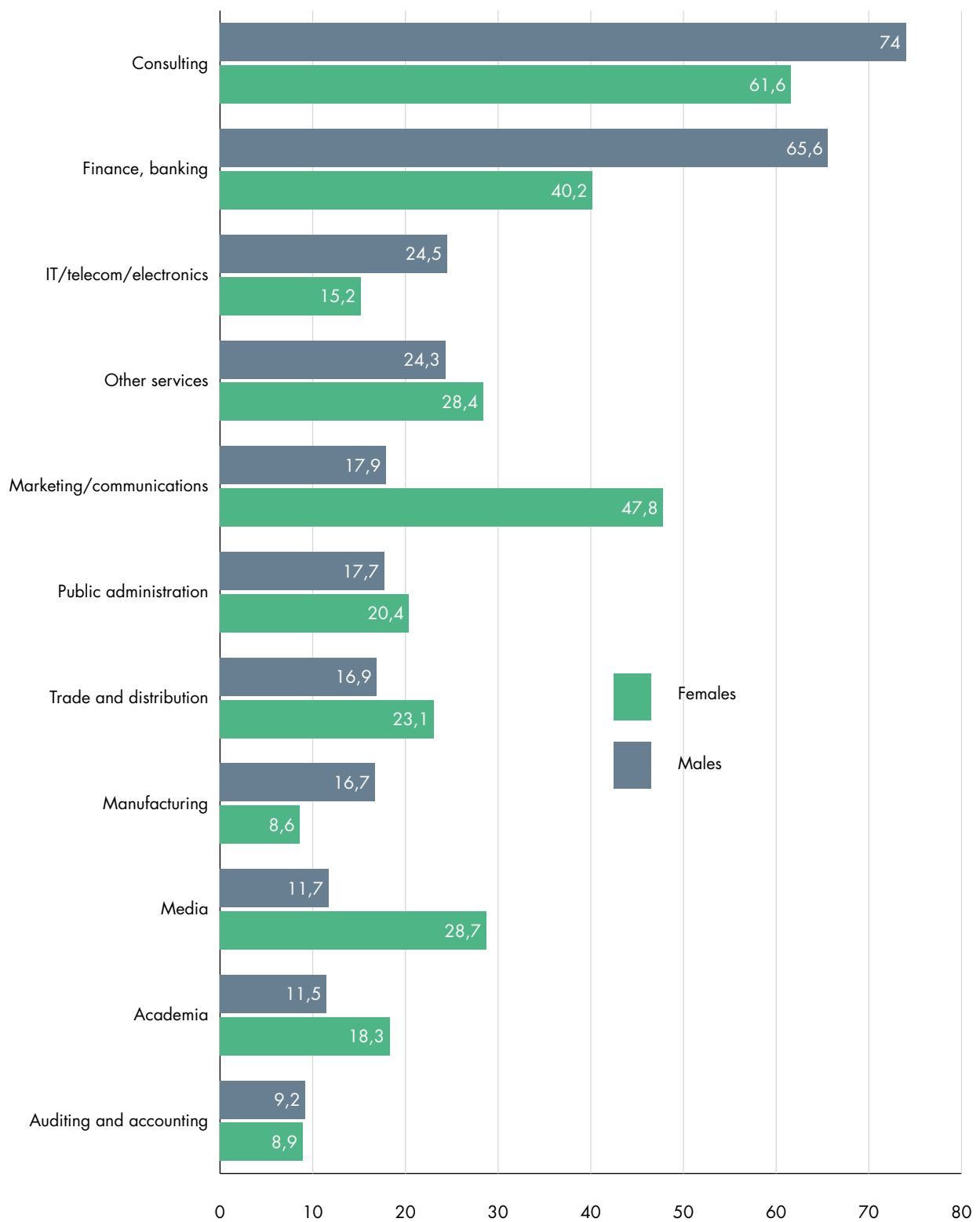


Figure 14. The SSE Industry Index 2019: Interest in different industries/business areas by gender (percentages).

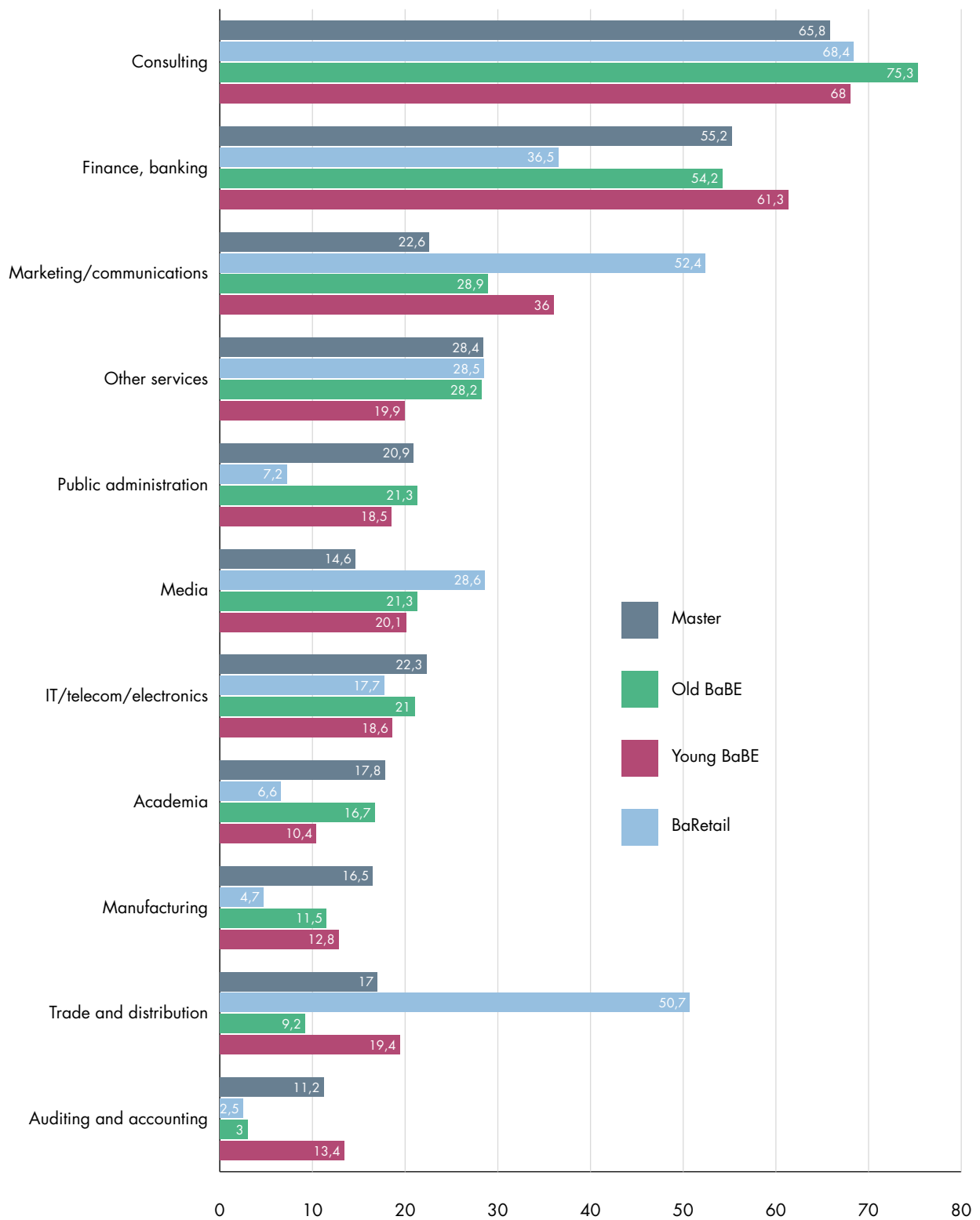


Figure 15. The SSE Industry Index 2019: Interest in different industries/business areas by study program (percentages).

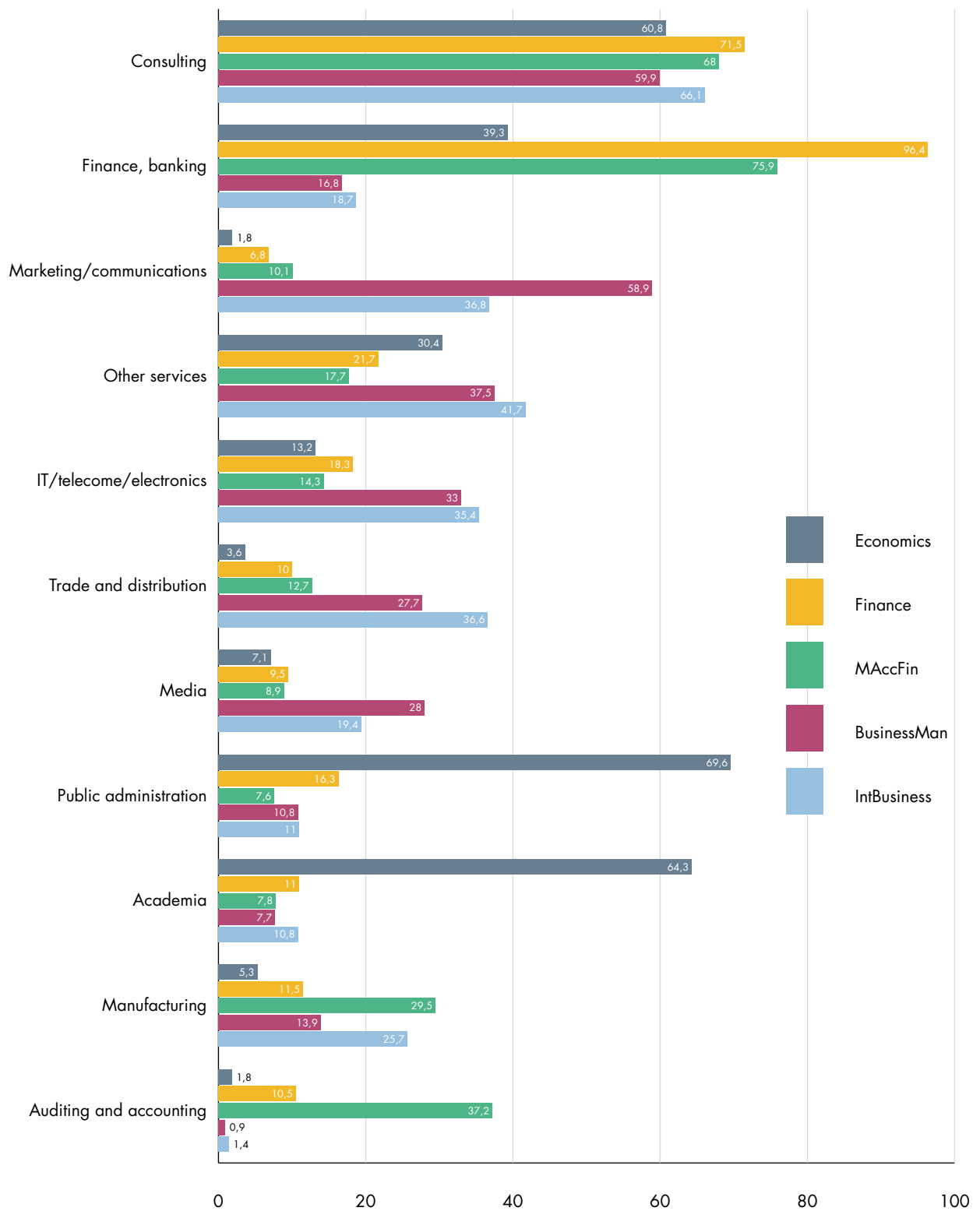


Figure 16. The SSE Industry Index 2019: Interest in different industries/business areas in different Master programs (percentages).

3.2 THE SSE INDUSTRY MOBILITY INDEX 2012–2018: INTEREST IN DIFFERENT INDUSTRIES IN THE LONG RUN

From 2011 to 2018, the survey included questions aimed at the long-term interest in different industries. They were placed directly after the question about interest in different industries, to be answered only for the industries marked in the previous question. The question for each industry was “IF your first job will be within [each of the industries market in the preceding question, one at a time], how likely is it that you **later on** will **switch to another** industry? After some time within [industry marked], I will ...”, then measured by a scale from 1. “... absolutely NOT switch to another industry” to 7 “... ABSOLUTELY switch to another industry”. If the students felt very uncertain about the answer, they could instead mark “I do not have a clue.”

The question is intended to measure the likelihood of continuing or leaving the presently preferred industries after working there for some time. The results for the mentioned years, labeled the SSE Industry Mobility Index, are shown in figure 17, and the percentages of the students – for each preferred industry – who answered that they did not have a clue are shown in figure 18 for the years 2015–2019. This year, there was a need to reduce the number of questions in the questionnaire. Although the results have changed somewhat over the years, the great uncertainty about the answers (as expressed by figure 18) made us decide not to continue measuring this. Some findings as to tendencies over the years, based on figure 17 and 18, are:

1. The far most mobile industry over the years was **consulting** ($\chi > 5.0$ every single year) with a tendency to become more mobile. This means that students who were interested to begin working as consultants, to a greater extent than for any other industry, intended to move on to another industry for their next job. If not exactly knowing what one wants to work with, or within what industry, consultancy work gives a chance to gain experiences from and insights in a variety of such. The share of the students who favored consultancy and had no clue whether to stay within this industry or switch to another one after working for some time in the industry – the uncertain students – was between 10 and 15 percent over the years.
2. The second most mobile industry most years was **academia: research and education at universities or colleges** ($4.8 < \chi < 5.3$ over the years) with a tendency to become less mobile since 2014. There was, of course, dispersion among the students: $s \gg 1.5$. This is in line with the intention of PhD education to produce research competence both for the society outside of academia, and for continuation within academia. The results indicate that most of the students interested in academia as their first job after graduation, study for a PhD degree in order to make a career in another industry. The share of uncertain students in this group was between six and eight percent over the years.
3. The third to fifth most mobile industries over the years were **accounting or auditing** ($4.6 < \chi < 5.1$) with a tendency to become more mobile over time, although oscillating over the years, **trade or distribution** ($4.5 < \chi < 4.8$) with a tendency to become less mobile since 2016, and **other services** ($4.4 < \chi < 4.7$) with a clear tendency to become more mobile between 2012 and 2017 but being back to the 2012 level in 2018. The shares of uncertain students in these groups were around 20 percent of those interested in *accounting or auditing*, six to nine percent of those interested in *trade or distribution*, and 33–39 percent of those interested in *other services*.
4. The mobility in **media** ($4.2 < \chi < 4.7$), **public administration or politics** ($4.1 < \chi < 4.5$), **finance and banking** ($4.2 < \chi < 4.4$) and **manufacturing** ($3.9 < \chi < 4.2$) oscillated quite a lot over the years, with no clear long-term tendency. The shares of uncertain students in these groups were around 15 percent of those interested in *media*, 13–24 percent of those interested in *public administration or politics* and with a clear tendency to decrease over the years, between six and eight percent of those interested in *finance, banking* etc. and either 28 percent (2018 and 2015/16) or eight percent (2017) of those interested in *manufacturing*.
5. The mobility in **marketing/communications** ($4.0 < \chi < 4.5$) and **IT, telecom or electronics** ($3.7 < \chi < 4.4$) also oscillated over the years, the former with a long-term

tendency to become more mobile over the years, and the latter to become less mobile. *IT, telecom or electronics* was also the least mobile industry most of the years, followed by *manufacturing* (next least mobile most of the years).

The shares of uncertain students in these groups were between 22 and 28 percent of those interested in *marketing/communications*, and either 30 percent (2018) or about 20 percent (2015–2017) of those interested in *IT, telecom or electronics*.

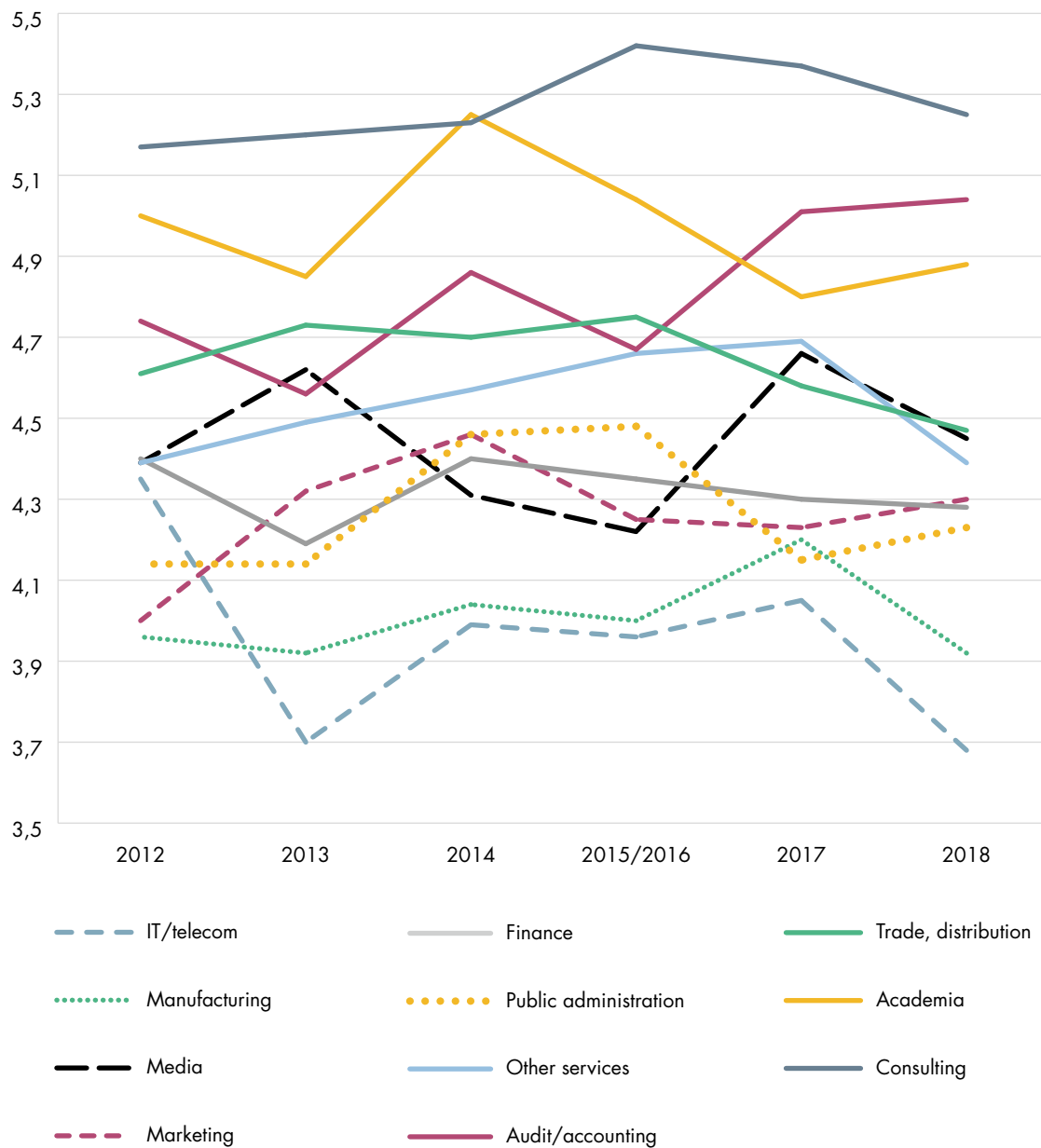


Figure 17. The SSE Industry Mobility Index 2012–2018: Mean intention to switch to another industry/business area (scale: 1. Absolutely NOT switch to another industry – 7. ABSOLUTELY switch to another industry).

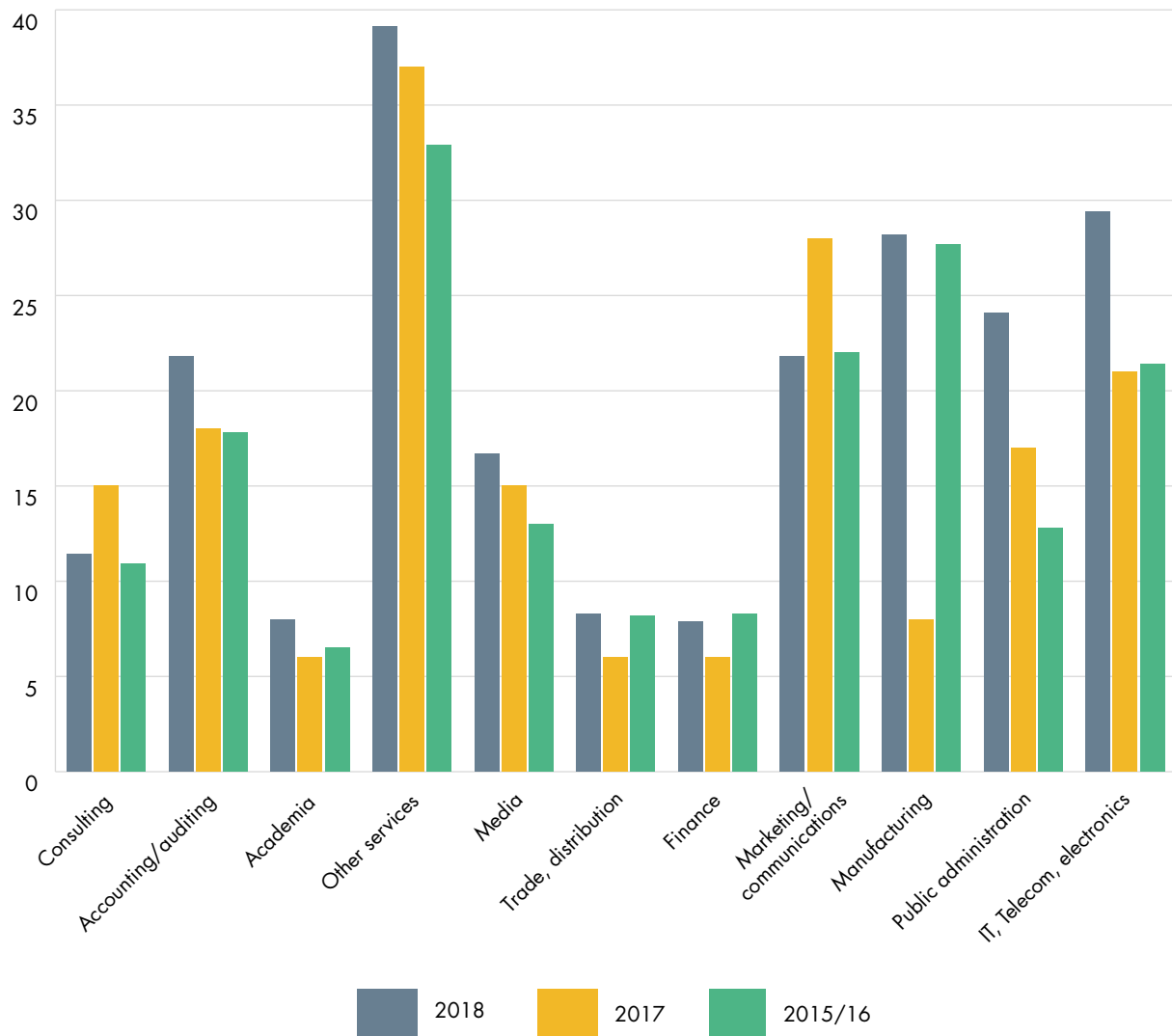


Figure 18. Percentages having no clue 2015–2018 whether to stay within or switch to another industry/business area after working some time within a preferred industry.

4. MAKING EMPLOYERS AND THEIR WORK OFFERS ATTRACTIVE

In several previous SSE Employer Image Barometers, results have been presented of an analysis of a structural causal model, which showed that attitudes towards what an employer can offer (salary and other employment conditions, work tasks, working environment, career opportunities and opportunities to work abroad) alone explained a very large part of the variation in the attractiveness of different employers (53 percent of the variance in 2001⁴, and 61 percent in 1998⁵).

Furthermore, the analyses showed that these attitudes were in turn primarily explained by general corporate image, but also to some extent by knowledge of what the employer can offer the employers. All connections were positive, which means that the *greater* the awareness, the *more* positive the corporate image, the more knowledge the students had about the employers as employers, and the *more positive* their attitudes towards the employers were, the *more* attractive were the employers.

From 2007 to 2016, these factors were researched more directly by asking the following question: “Consider the employer you mentioned FIRST in the previous question. What makes that employer so attractive to you? How IMPORTANT is it to you that this particular employer offers the following? That it...”, which was followed by 30–33 statements on what an employer can offer.⁶

4.1 IMPORTANCE OF EMPLOYER CHARACTERISTICS AND THEIR OFFERS

Since 2017, the importance of employer characteristics and their offers has instead been measured by a question inquiring about the importance of different offers from, or characteristics of the employer in general when looking for a job, not referring to the first employer mentioned as the most attractive and what it offers. The question asked has been:

“How important do you consider the following aspects when looking for a job? That the employer ...”, followed by 16 offers, characteristics or aspects compared to 30–33 in the barometers 2007–2016.

All measured aspects are shown in table 5, along with the means of each aspect in this year’s survey for all students, female and male students, and for the students in each study program, respectively. A scale of seven grades was used for each aspect, where 1 is “not at all important”, 2 “a little important”, 3 “somewhat important”, 4 “rather important”, 5 “even more important”, 6 very important” and 7 “extremely important”. (A five-grade scale was used 2017.)

Figures 19 and 20 show, for each aspect, the percentages of the students that had marked these aspects as very important (scale values 6 or 7), of medium importance (scale values 3–5, or not at all or little important (scale values 1 or 2).

It should be pointed out that different jobs require different skills and competences, at the same time as different students are aiming at different types of jobs and are interested in different aspects of and thus offers in a job. The proportions of the students viewing a specific job characteristic or offer as very or extremely important may thus be of interest to some specific employers, even if these percentages are rather low, and should not be neglected when looking for individuals with such specific skills. For example, the percentage of those for whom it is

4 Wahlund (2002).

5 Wahlund (1998).

6 See for example Wahlund (2016).

very or extremely important that the employer is very entrepreneurial is 'only' 23 percent, but most likely highly important for an entrepreneurial enterprise.

What arguments should then employers put forward in their job advertisements? It has been found in earlier SSE Employer Image Barometer reports⁷ that employers in their ads, to a great extent, mention what they require of the students instead of what they can offer, at the same time as it is the latter that has been found to be more important to the students. It is actually quite logical and reasonable. Consider a customer: Is the customer more interested in what a salesperson requires of her/him than what the salesperson can offer her/him? So why then such focus on requirements in employment ads?

Some main findings and conclusions of interest from table 5 and figures 19 and 20 are:

1. All employment offers or characteristics (often hence called aspects) have a mean answer above the middle of the scale ($\bar{X} = 4$). There are a few changes in the overall ranking order of the aspects compared to last year, but the changes in the means are in all cases less than 0.1 (in other words, no statistically significant changes in the means concerned).
2. Four of the aspects have a mean at or above 6.0 and are thus considered very or extremely important by most students. These are, in order of importance, that the employer offers good opportunities for personal development, a good springboard and training for one's future career, a nice and positive work environment and an exciting industry or field of work. For all these aspects, the percentages of the students that consider them very or extremely important are between 75 and 80 percent (see figure 19). Two of the aspects are thus focusing on the individual's future (development and career) and two on getting along at one's job (nice, positive and exciting work environment).
3. Working in an exciting industry or field of work ranks fourth, and that the employer is well known and has a good reputation or image is ranked in eighth place. Whether or not something is considered as exciting or viewed as 'good' is, however, up to the observer and is therefore not an objective property of the employer. *Perceptions* of these aspects may be changed by marketing communication activities, if required to become more attractive. If a company objectively fulfills the students' requirements or wishes as to other aspects, it is then purely a question of communication.

The companies which are among the most popular have been very active in their marketing towards the students. In their marketing, they have emphasized offers such as those in table 5, and especially those listed in point 2 above. They have made themselves known and worked on their reputation. It has therefore been very much a question of building their corporate and industry image and making certain work fields attractive, not necessarily changing the employer itself or its work offers.

4. A majority of the students also considers two other aspects to be very or extremely important: that the employer is looking for one's personal qualities (that such qualities matter; 63 percent) and good pay and other terms of employment (59 percent). The latter aspects thus do matter to many students (see also Chapter 6 about salary expectations). As to formal qualifications, 43 percent of the students consider it as very or extremely important for the employer to be looking for this aspect.
5. Asking the students for their *personal qualities* is obviously more important and tempting to the students than asking for their formal qualifications. One explanation may be that the former endorses a positive self-image, making the student feel good about having desirable qualities. In other words, these types of requirements actually mean that there is something in it for the students, i.e. she/he is offered something. Quite a few students seem, at the same time, also to appreciate being asked for their formal qualifications.

In the 2007–2013 barometer reports (see e.g. Wahlund, 2014), job ads on the Student Association's Placement Board were analyzed. The personal qualities most sought after in the ads were, in general over the years: motivated/industrious/ambitious, interest in the industry, analytical ability, ability to cooperate/team player, independent, and social/

7 For example, Wahlund (2010).

extrovert (same). Other qualities sought after were: ability to establish contacts/relationships, thorough/attentive to details, responsible, structured/organized, creative, ability to take the initiative, result-oriented/target-oriented, flexible, entrepreneurial, curious, problem solving oriented, business minded, service minded, engaged in the work and ability to cope with stress/able to comply with deadlines.

All the qualities mentioned may give some ideas for other advertisers as to what to look for and advertise for. In general, the different types of personal qualities sought after in the ads increased over time.

6. As to *formal qualifications*, good knowledge of the English language, good communication skills, having an academic degree and work experience were the qualifications most asked for in general over the years in the ads mentioned above. These were followed by good knowledge of the Swedish language, knowledge of other languages, good computer skills, good knowledge and understanding of the industry or work, good study results and grades, and international experience. However, the latter occur only in three of the years, 2010 to 2012.

It is interesting that a large part of the most common formal merits refer to communication skills, including speaking specific languages. Such skills are more common than, for example, subject-related qualifications and are obviously something that employers regard as very important for students to develop in addition to their knowledge of different subjects.

The target group is students or recent alumni (with an academic degree). Since the education is focused more on general business understanding and specific skills in different economic subjects rather than on specific industries (except for the Ba Retail Program), the requirement “good knowledge of/understanding of the industry” could be questioned. This is probably something the students learn a lot more about *after* having been recruited.

7. To advance quickly is ranked ninth, i.e. in the lower half of the list, while being offered a good springboard and training for one’s career is number two on the list. This indicates that the students, on average, wish to gain some experience before they attempt to advance. At the same time, it should be noted that to advance quickly is considered extremely important by 15 percent and 27 percent regard it to be very important.
8. To be offered to work analytically is very or extremely important to 48 percent of the students. The students may interpret the question somewhat differently, and likely, most jobs offered to SSE alumni are analytical to some extent. Almost as many students, 47 percent, view it as very or extremely important to be offered to work internationally (see Chapter 10 for which countries the students prefer to work in).
9. To be offered a good life balance between work and leisure is ranked rather low (place 11), but 22 percent consider it to be extremely important and 23 percent regard it as very important. To work for an employer that is creative and innovative, or entrepreneurial is also ranked rather low (place 12 and 14, respectively), but 23 percent view it as very or extremely important that the employer is entrepreneurial, and 41 percent view it to be very or extremely important that the employer is creative and innovative.
10. That the employer invests heavily in equality is ranked 15 and that it invests heavily in CSR and sustainability is ranked last (16). This is often a gender issue, as is the importance of life balance (see section 4.1.1). At the same time, 32 percent view it to be very or extremely important that the employer invests heavily in equality, and 28 percent view it to be very or extremely important that the employer invests heavily in CSR and sustainability.

ASPECTS: "How important do you consider the following aspects when looking for a job? That the employer ..."	Rank	All students	Female students	Male students	YoungBaBE students	Old BaBE students	Ba Retail students	Ma students
... provides good opportunities for my personal development.	1	6.2	6.3	6.1	6.0	6.2	6.3	6.2
... offers a good springboard and good training for my future career.	2	6.1	6.1	6.0	6.0	6.0	6.1	6.1
... offers a nice and positive work environment.	3	6.0	6.4	5.7	6.0	6.0	6.0	6.0
... offers a job in an exciting industry or field of work.	4	6.0	6.0	5.9	6.0	6.0	5.9	5.9
... is looking for people with my personal qualities (being analytical, creative, social, entrepreneurial etc.)	5	5.6	5.8	5.5	5.5	5.7	5.4	5.7
... offers good pay and other terms of employment.	6	5.6	5.7	5.5	5.6	5.5	5.7	5.6
... offers good opportunities to work analytically.	7	5.2	5.0	5.4	5.0	5.2	4.9	5.5
... is well-known with a good reputation.	8	5.2	5.2	5.2	5.1	5.2	5.0	5.3
... offers good opportunities to advance quickly (getting managerial positions quickly).	9	5.1	5.2	5.1	5.1	5.0	5.4	5.2
... provides good opportunities to work internationally.	10	5.1	5.2	5.0	5.2	4.9	5.0	5.1
... offers a good life balance between work and leisure.	11	5.1	5.5	4.7	5.0	5.0	5.3	5.1
... is very creative and innovative.	12	5.0	5.2	4.8	5.1	4.9	5.5	4.9
... is looking for people with my formal qualifications (my education, work experiences, language skills etc.)	13	5.0	5.1	4.9	4.9	4.9	4.6	5.2
... is very entrepreneurial.	14	4.4	4.4	4.3	4.5	4.1	4.7	4.3
... invests heavily in equality as to gender, diversity etc.	15	4.4	5.3	3.7	4.3	4.2	4.6	4.4
... invests heavily in CSR and sustainability.	16	4.1	4.8	3.6	4.4	3.8	4.4	4.1

Means; scale values: 1–7.

Table 5. The mean importance of different aspects of the employer when looking for a job

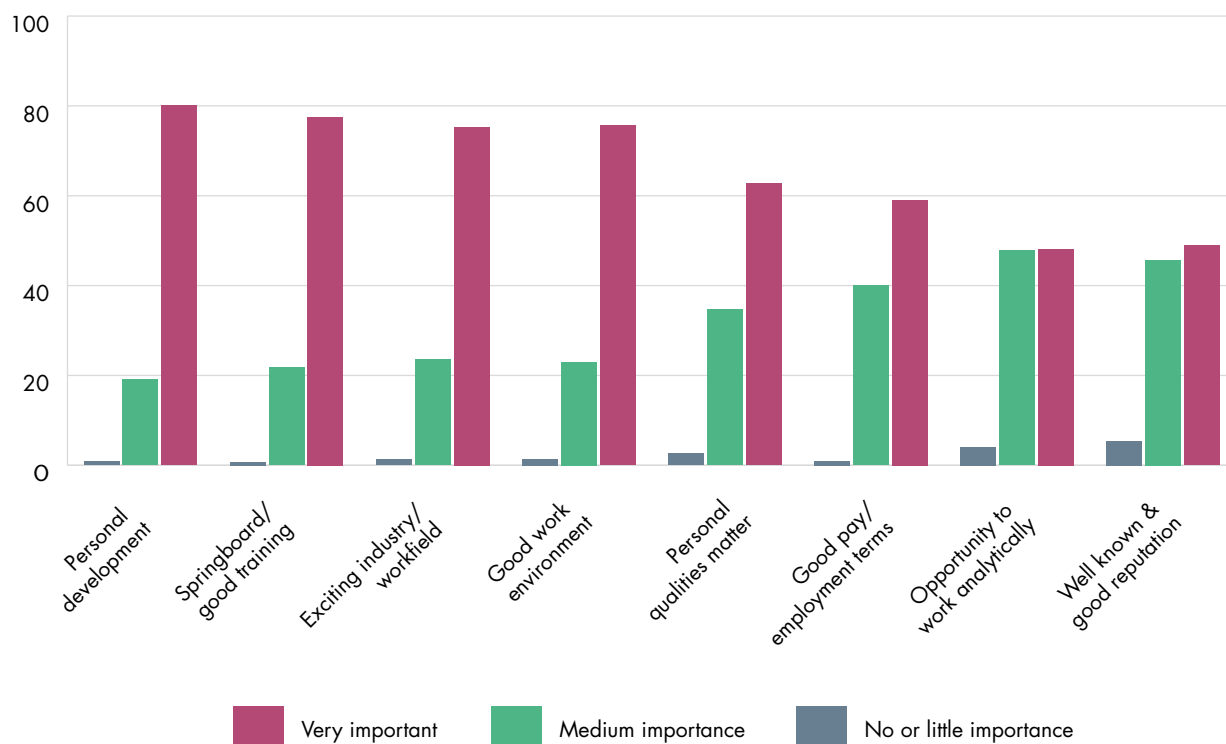


Figure 19. The percentages of all students considering each employment offer as not at all or little important (scale values: 1 and 2), medium important (3–5) or very important (6 and 7), ranked by total means.

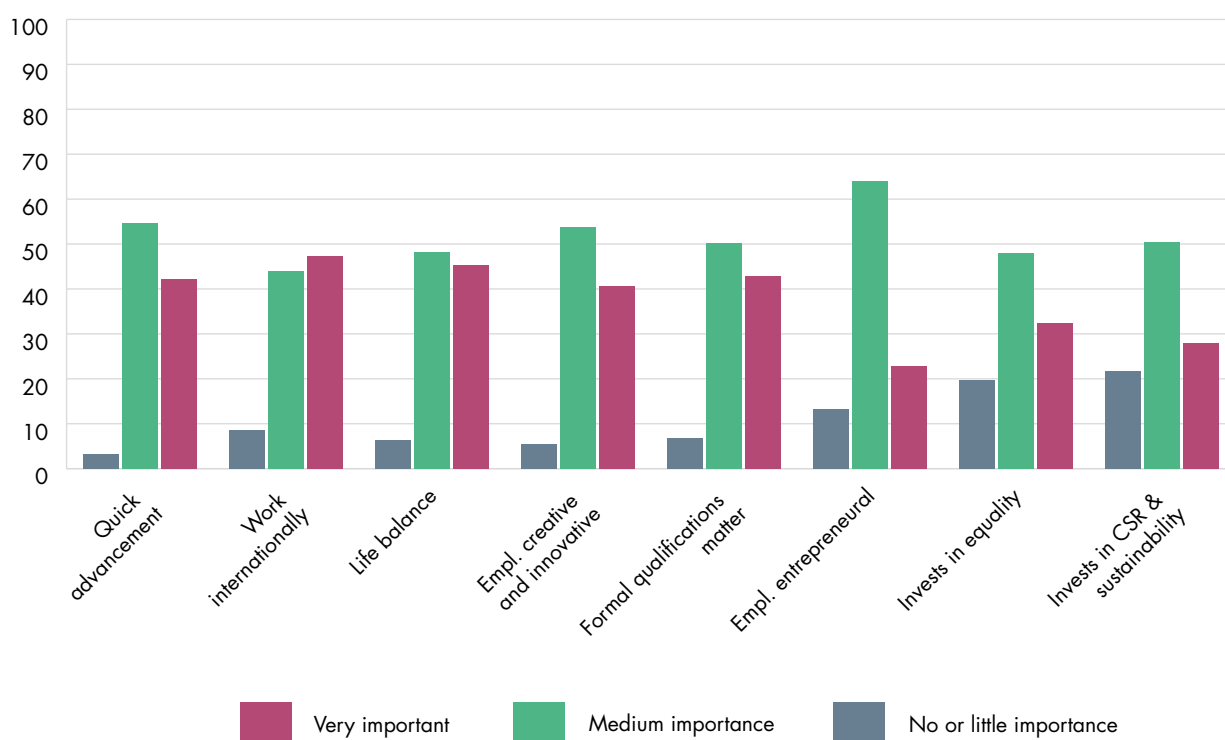


Figure 20. The percentages of all students considering each employment offer as not at all or little important (scale values: 1 and 2), medium important (3–5) or very important (6 and 7), ranked by total means.

4.1.1 GENDER DIFFERENCES AS TO EMPLOYER CHARACTERISTICS OR OFFERS

Figure 21 shows the mean importance of different employment offers or employer characteristics (aspects) for female and male students, respectively. The main findings and conclusions are (only significant differences⁸ are mentioned):

1. Female students have a general tendency to view the measured employment aspects as more important than male students do. In fact, male students only consider one of the measured aspects to be more important – significantly and on average – than female students do: to be offered good opportunities to work analytically (F = 5.0 and M = 5.4).
2. The mean differences between female and male students are in general not that great, with some exceptions. Female students consider the following aspects to be more important than male students do (in order of the size of the difference between results from females and males; means shown for females – F – and males – M – respectively). That the employer ...

... invests heavily in equality as to gender, diversity etc.: F = 5.3 and M = 3.7.

... invests heavily in CSR and sustainability: F = 4.8 and M = 3.6.

... offers a good life balance between work and leisure: F = 5.5 and M = 4.7.

... offers a nice and positive work environment: F = 6.4 and M = 5.7.

... is very creative and innovative: F = 5.2 and M = 4.8.

... is looking for people with one's personal qualities: F = 5.8 and M = 5.5.

... is offering good pay and other terms of employment: F = 5.7 and M = 5.5.

... offers good opportunities for personal development: F = 6.3 and M = 6.1.

That female students pay somewhat more attention to the salary than male students do is especially interesting when viewing the findings as to expected salaries (see Chapter 6).

3. Equality, CSR and sustainability are all issues that have attracted much attention in the society in later years. At SSE, a compulsory program on such issues – Global Challenges – has been established for all Bachelor students. SSE has also established a research center for sustainability at SSE, the Mistra Center for Sustainable Markets (Misum). The wide gap between female and male students as to the views on the importance of these aspects of employers raises a question of concern.
4. Female students also seem to value personal overall life qualities more than male students, giving more weight to work environment, life balance, and to working in a creative and innovative environment, which thus should be considered if wanting to attract more female candidates for a job.

4.1.2 DIFFERENCES BETWEEN STUDENTS IN DIFFERENT STUDY PROGRAMS

Figure 22 shows the mean importance of different employment or employer aspects for students in the different study programs (young and old BaBE, BaRetail and Master students, respectively). The main findings and conclusions are (only significant differences⁹ will be mentioned):

1. BaRetail students stand out by placing more importance, on average, to five of the measured aspects than all other groups. The aspects that the BaRetail students consider more important than all other groups are (in order of importance to the BaRetail students, and their mean interest in parenthesis) that the employer ...

⁸ *t*-tests, $p < 0.03$.

⁹ *F*-tests, $p < 0.06$.

... offers good opportunities for personal development (6.3); closely followed by the old BaBE and Master students (6.2).

... offers good opportunities for quick advancement (5.4).

... is very creative and innovative (5.5).

... is very entrepreneurial (4.7).

... invests heavily in equality as to gender, diversity etc. (4.6).

... invests heavily in CSR and sustainability (4.4), together with young BaBE students.

2. The only other group giving more importance than all other groups to an aspect is the Master students, who consider good opportunities to work analytically (5.5) and that the employer should look for their formal qualifications (5.2) more important than all other groups.
3. The young BaBE students place less importance than all other groups on being offered good opportunities for personal development (6.0) and, together with the BaRetail students, on being offered opportunities to work analytically (5.0 and 4.9, respectively).
4. That the employer is looking for one's formal qualifications (4.6) is less important to the BaRetail students than all other students.
5. That the employer is entrepreneurial (4.1) and invests heavily in CSR and sustainability (3.8) is less important to the old BaBE students than all other students. The Global Challenges program, established two years ago, may thus have had an effect.

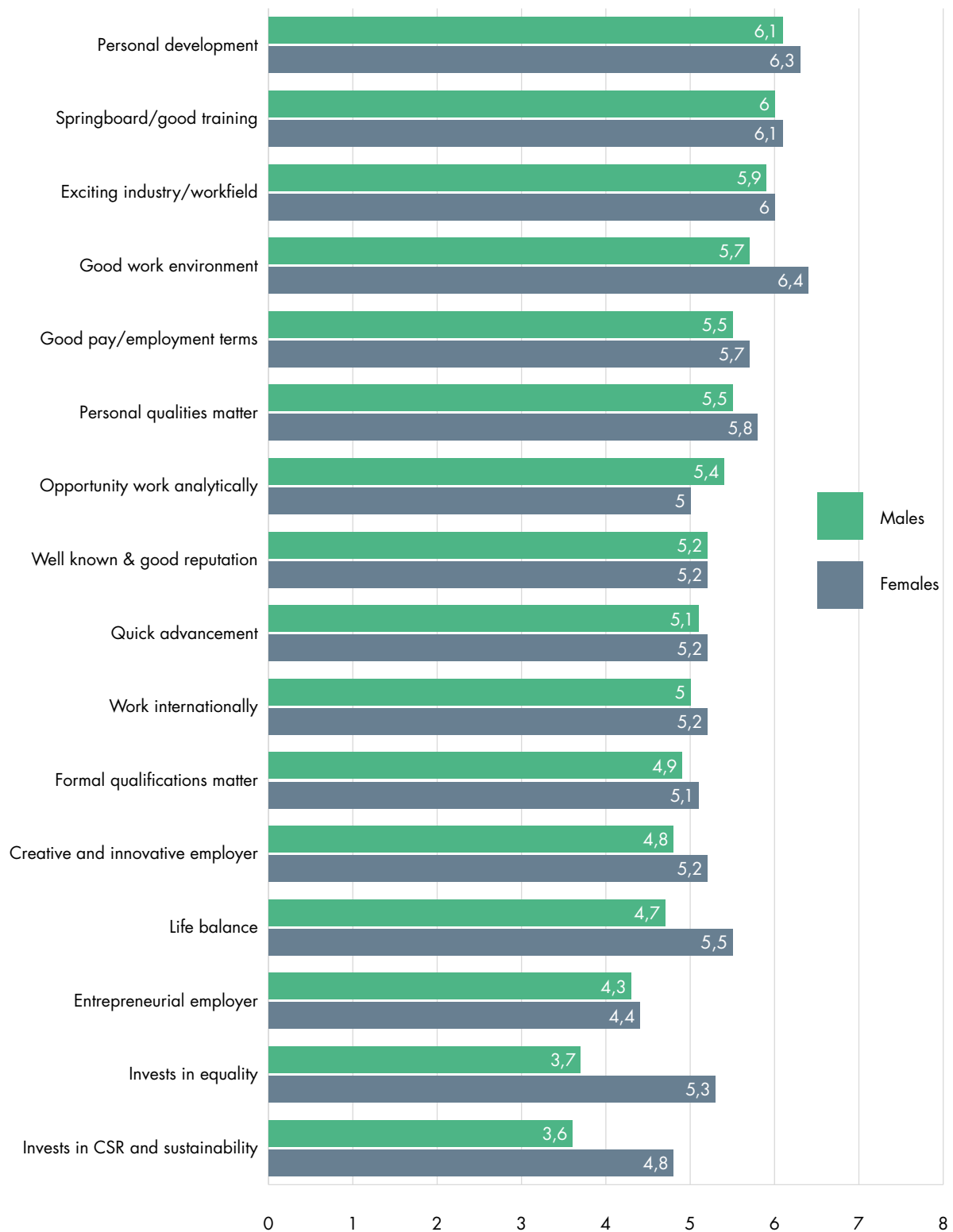


Figure 21. The mean importance of different employment aspects by gender 2019
(scale: 1 = Not at all important; 7 = Extremely important).

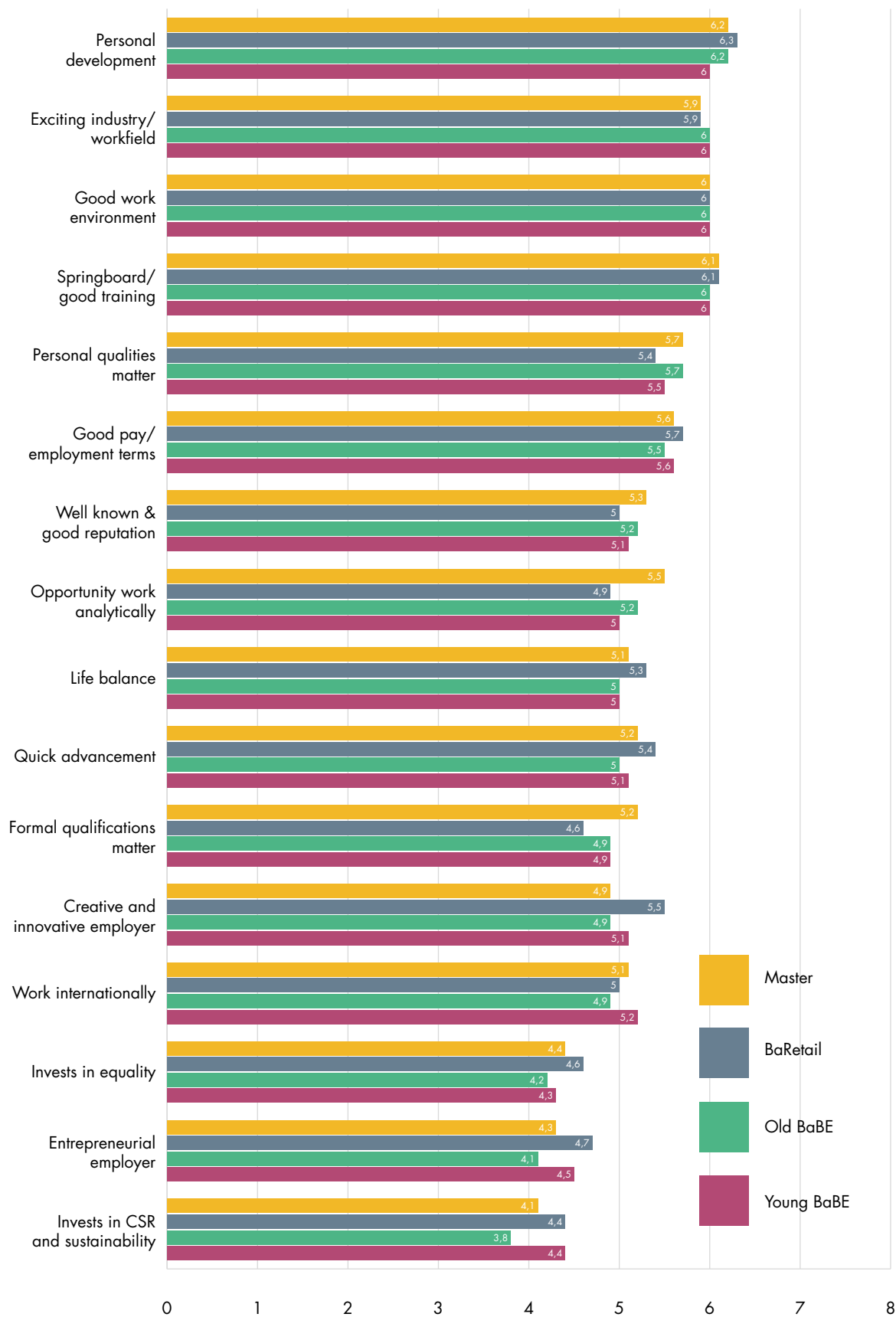


Figure 22. The mean importance of different employment offers by study programs 2019 (scale: 1 = Not at all important; 7 = Extremely important).

5. VIEWS ON EMPLOYMENT – WORKING CONDITIONS

Further questions related to the ones reported in the former chapter focused on aspects of employment as such: working conditions. The answers provide further information of what is important to the students when planning future workplaces. The overall question was “How would you like to work in the future?”, followed by eight aspects concerning staying with the same employer or changing during one’s career, working hours, location of workplace, being employed or on contract, work as a specialist or generalist, for a small or a large employer, and with specific or different tasks. Questions were also asked about interest in self-employment and in trainee programs. All scales were seven-item semantic bipolar scales. For all figures in this chapter, the scales have been categorized as follows: a) preference first scale end, scale values 1 or 2, b) indifferent, scale values 3–5, and c) preference the other scale end, scale values 6 or 7.

5.1 PREFERENCE FOR PURSUING A CAREER WITH THE SAME EMPLOYER OR WITH DIFFERENT EMPLOYERS

The question regarding type of career is intended to measure the spontaneous willingness to stay loyal to a particular employer or the desire to try different employers during one’s professional career. The question was “I would like to build a career by ...”, and the scale end-words were 1 “... continuing with the same company/employer” and 7 “... change employer for each new job position.” The resulting percentages of the answers are shown in figure 23 and the main finding is:

1. Somewhat more students, but rather few, are inclined to stay with the same employer (1–2¹⁰: 19 percent) than are inclined to change employer (6–7: 13 percent), but the great majority is indifferent (3–5: 69 percent).
2. No significant gender difference was found, nor as to study program.



Figure 23. Preference for continuing with the same employer or changing (percentages, scale values: 1–2 = same employer, 3–5 = rather indifferent and 6–7 = change employer).

¹⁰ The scale values that were marked by the students.

5.2 PREFERENCE FOR FLEXIBLE OR FIXED WORK HOURS

The question regarding working hours is intended to measure the degree of flexibility in working hours that the students prefer. The question was “I would like to have ...” and the scale end-words were 1 “... fixed working hours” and 7 “... full freedom regarding working hours.” The results are shown in figure 24 and the main findings are:

1. More students prefer flexible work hours (6–7: 34 percent) than fixed work hours (1–2: 8 percent), but the majority is indifferent (3–5: 58 percent).
2. There are no significant differences as to gender or different study programs.

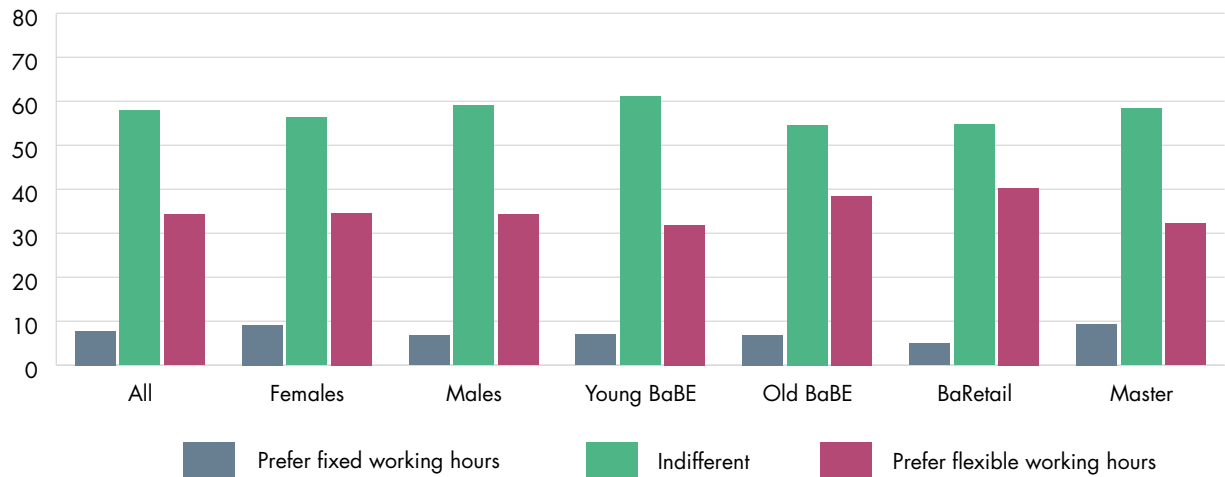


Figure 24. Preference for fixed or flexible working hours (percentages, scale values: 1–2 = fixed working hours, 3–5 = rather indifferent and 6–7 = flexible working hours).

5.3 PREFERENCES AS TO FLEXIBILITY REGARDING WORKPLACE

The question regarding the location of the workplace is intended to measure the students' preferences for a fixed or a more flexible workplace. The question was "I would like to have ..." and the scale end-words were 1 "... a fixed workplace" and 7 "... a fully flexible workplace (be able to work in different places)." The results are shown in figure 25 and the main findings are:

1. More students prefer working at different workplaces (6–7: 29 percent) than at a fixed workplace (1–2: 15 percent), but the majority is indifferent (3–5: 57 percent).
2. Female students favor, to a greater extent, working at different workplaces (6–7: 35 percent) compared to male students (24 percent), and the latter favor a fixed workplace (1–2: 18 percent) to a greater extent than female students do (10 percent)¹¹.
3. BaRetail students favor flexible workplaces (6–7: 40 percent) to greater extent than the students in all other study programs (25–32 percent), and Old BaBE students favor a fixed workplace (1–2: 21 percent) to a greater extent than the students in all other study programs (12–14 percent)¹².

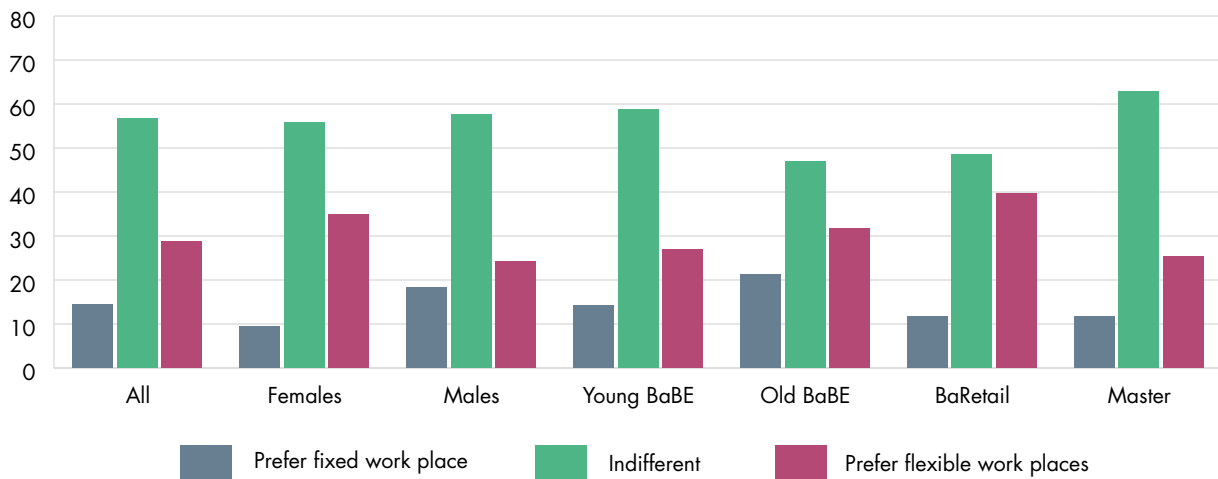


Figure 25. Preference for fixed or flexible workplace (percentages, scale values: 1–2 = fixed work place, 3–5 = rather indifferent and 6–7 = flexible work places).

¹¹ $\chi^2 = 18.2; p < 0.001$.

¹² $\chi^2 = 19.2; p = 0.004$.

5.4 PREFERENCE FOR PERMANENT EMPLOYMENT OR WORKING ON CONTRACT

The question regarding type of employment is intended to measure the students' preferences for permanent employment with one employer or for working more flexibly for different employers. The question was "I would like to be ..." and the end-words were 1 "... permanently employed" and 7 "... on contract, i.e. NOT employed." The results are shown in figure 26. The main findings are:

1. The great majority of all students favor permanent employment (1–2: 66 percent) to working on contract (6–7: 4 percent), and 29 percent are indifferent (3–5).
2. There are no significant differences between the study programs, but female students favor permanent employment to a greater extent (1–2: 71 percent) than male students do (63 percent), and the latter are to a somewhat greater extent indifferent (3–5: 32 percent) or favor, to a somewhat greater extent, working on contract (6–7: 6 percent) compared to female students (26 and 3 percent, respectively)¹³.

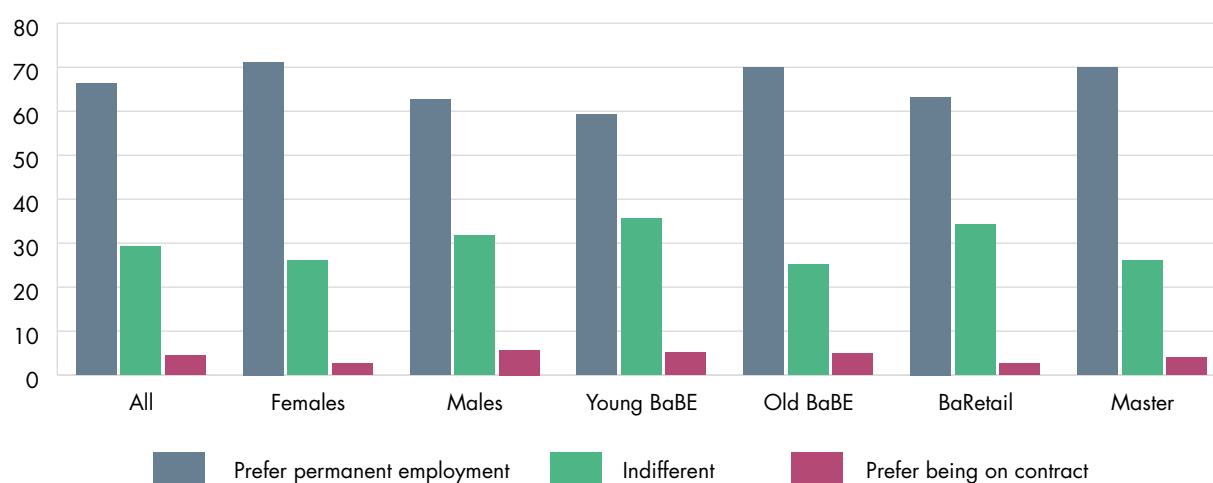


Figure 26. Preference for permanent or contract employment (percentages, scale values: 1–2 = permanent employment, 3–5 = rather indifferent and 6–7 = being on contract).

¹³ $\chi^2 = 8.0$; $p = 0.018$.

5.5 PREFERENCE FOR WORKING AS A SPECIALIST OR GENERALIST

The question regarding whether one prefers to work as a specialist or generalist was “I would like to work ...” and the end-words were 1 “... as a specialist” and 5 “... as a generalist.” The results are shown in figure 27, and the main findings are:

1. The same share of all students prefer to work as specialists (1–2: 21 percent) as those who prefer work as generalists (6–7: 21 percent), but the majority is indifferent (3–5: 59 percent).
2. There are no significant differences between the study programs, but male students favor work as generalists (6–7: 23 percent) to a greater extent than female students (17 percent), and the latter are to a somewhat greater extent indifferent (3–5: 61 percent) or favor, to a somewhat greater extent, working as a specialist (1–2: 22 percent) compared to male students (57 and 19 percent, respectively)¹⁴.

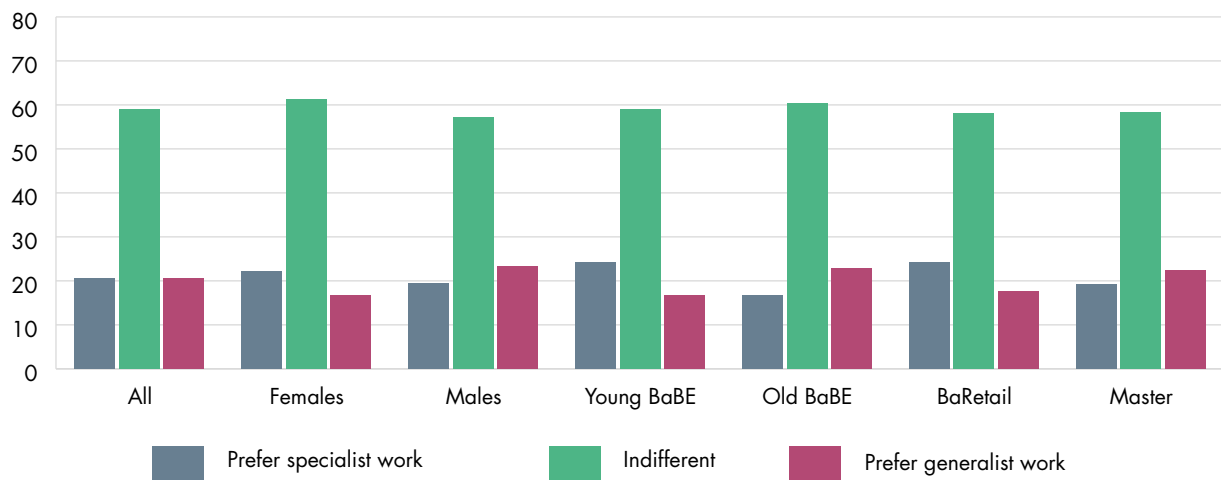


Figure 27. Preference for working as a specialist or generalist (percentages, scale values: 1–2 = specialist work, 3–5 = rather indifferent and 6–7 = generalist work).

¹⁴ $\chi^2 = 5.3, p = 0.072$.

5.6 PREFERENCE FOR WORKING WITH SPECIFIC TASKS OR WITH MANY DIFFERENT TASKS

The question regarding whether one prefers to work with specific or different tasks was “I would like to work ...” and the end-words were 1 “... with some specific tasks” and 7 “... with many different tasks.” The results are shown in figure 28, and the main findings are:

1. Many more students prefer to work with many different tasks (6–7: 40 percent) than with some specific tasks (1–2: 8 percent), but about half of the students are indifferent (3–5: 52 percent).
2. Female students favor working with many different tasks to a greater extent (6–7: 45 percent) compared to male students (36 percent), and the latter are to a somewhat greater extent indifferent (3–5: 54 percent) or favor working with specific tasks to a somewhat greater extent (1–2: 10 percent) compared to female students (49 and 6 percent, respectively)¹⁵.
3. Ba Retail students (6–7: 49 percent) favor working with many different tasks to a greater extent and are indifferent to a lesser extent (3–5: 39 percent) than the students in all other programs (36–41 percent, and 49–58 percent, respectively)¹⁶. Both Old BaBE students (10 percent) and BaRetail students (12 percent) favor, to a somewhat greater extent, to work with specific tasks than the students in all other programs (6–8 percent).

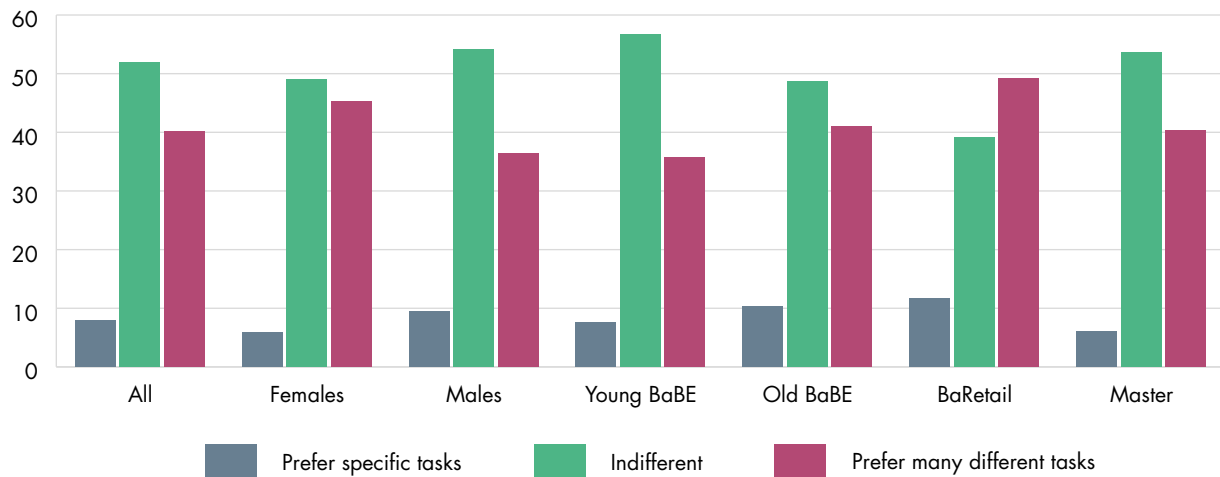


Figure 28. Preference for working with specific or many different tasks
(percentages, scale values: 1–2 = specific tasks, 3–5 = rather indifferent and 6–7 = many different tasks).

¹⁵ $\chi^2 = 8.0$; $p = 0.018$.

¹⁶ $\chi^2 = 11.0$; $p = 0.087$.

5.7 PREFERENCE FOR WORKING INDIVIDUALLY OR WITH OTHER PEOPLE – TEAMWORK

The question regarding whether one prefers to work individually – on one’s own – or with other people was “I would like to ...” and the end-words were 1 “... work individually, on my own” and 7 “... work with other people, in teams.” The results are shown in figure 29, and the main findings are:

1. Many more students favor to work together with other people (6–7: 36 percent) than to work on their own (1–2: 8 percent), but the majority is indifferent (3–5: 56 percent).
2. There are no significant differences as to gender, but Master students (6–7: 41 percent) favor working with other people to a greater extent than BaRetail and Old BaBE students (35–36 percent) and Young BaBE students (30 percent); BaRetail students favor working on their own (13 percent) to a somewhat greater extent, and Master students to a lesser extent (4 percent), than BaBE students (10 percent)¹⁷.

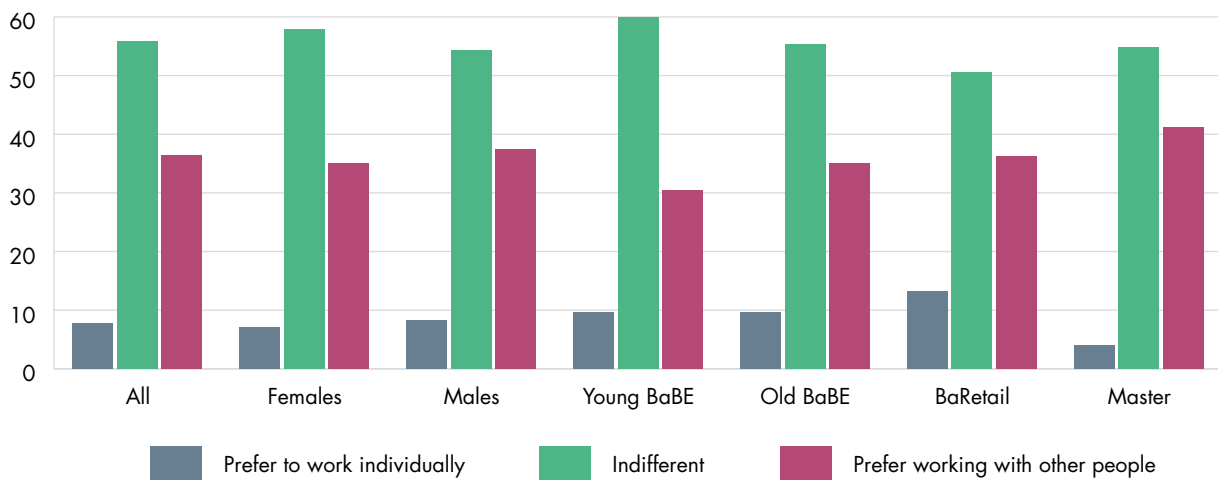


Figure 29. Preference for working individually or with other people (percentages, scale values: 1–2 = work individually, 3–5 = rather indifferent and 6–7 = work with other people).

¹⁷ $\chi^2 = 16.2$; $p = 0.013$.

5.8 CORRELATIONS BETWEEN GENERALIST/SPECIALIST, SPECIFIC/DIFFERENT TASKS AND WORKING ALONE/WITH OTHERS

It is reasonable to assume that preferring to work as a generalist is related to the preference for working with many different tasks and with other people, in the same way as working as a specialist is related with the preference for specific tasks and working individually. A correlation analysis of these variables also shows that this is the case¹⁸. The highest correlation is between working as a specialist/generalist and with specific/different tasks ($r = 0.38$). The second highest correlation is between working with specific/different tasks and working individually or with other people/in teams ($r = 0.24$). The lowest correlation is between working as a specialist/generalist and working individually or with other people or in teams ($r = 0.19$).

All three variables also load on the same factor in a factor analysis (the loadings 0.6–0.8, explaining 51.6 percent of the total variance). In other words, in general, the more one wants to work as a generalist, the more one wants to work with many different tasks and the more one wants to work with other people, and vice versa. However, the correlations, loadings and explained variance are all lower than expected.

Working as a generalist usually requires investigating and considering many different aspects, thus being involved in many different tasks. The correlation ($r = 0.38$) is, however, far from perfect, indicating that some students do not, to the same extent, regard it as self-evident that considering many different aspects also means getting involved in different tasks. The former presumably then is perceived as more theoretical and the latter more practically oriented.

Working as a generalist is often the main task for the top management, or the management teams as suggested by Belbin (2012). Although there is a general view among the students that working as a generalist requires working with other people or in teams ($r = 0.19$), for example in a management team, the correlation is quite low. Some students may thus instead view working as a generalist as a specialist task, for example in support of the management team.

Although the general tendency among the students is to view working with specific tasks and working individually to be related, as working with different tasks and with other people or in teams ($r = 0.24$), the correlation is rather low, indicating that the relation is not self-evident. Obviously, some students consider it possible to work in teams with specific tasks as well and vice versa.

¹⁸ For all correlations: $p < 0.001$.

5.9 INTEREST IN WORKING FOR A SMALL OR LARGE EMPLOYER

The question regarding preferred size of one's employer was "I would like to work for ..." and the end-words were 1 "... a small company or organization" and 7 "... a large company or organization" The results are shown in figure 30. The main findings are:

1. More students prefer working for a large (6–7: 26 percent) than for a small (1–2: 12 percent) employer, but the great majority is indifferent (3–5: 62 percent).
2. No significant gender difference was found, nor as to study program.

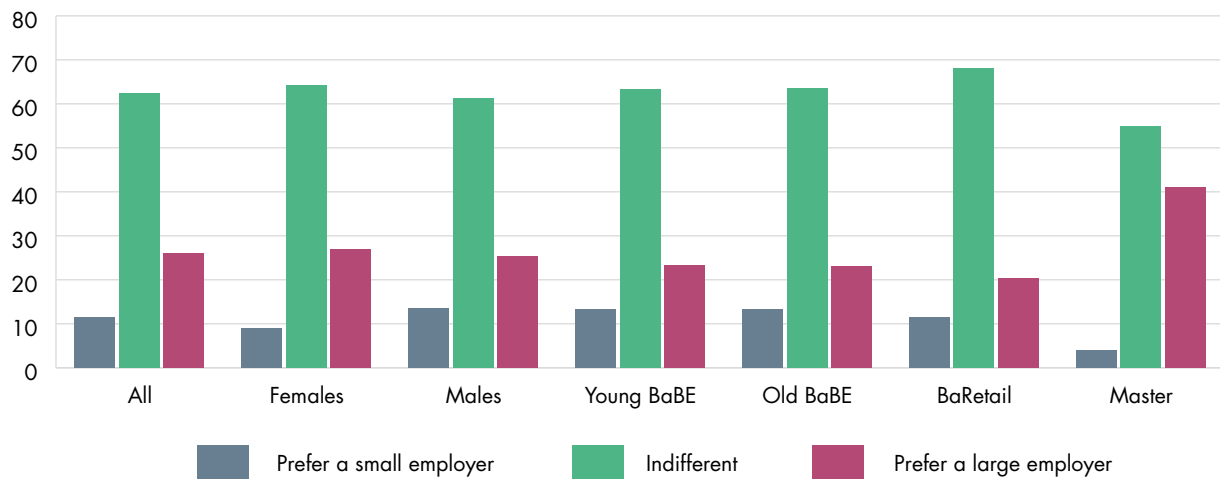


Figure 30. Preference for working for a small or large employer (percentages, scale values: 1–2 = small employer, 3–5 = rather indifferent and 6–7 = large employer).

5.10 INTEREST IN TRAINEE PROGRAMS

Nowadays it is common for employers to offer new graduates a trainee program, which normally lasts one year. To ascertain the level of interest in such programs, the students were asked the following question: “How interested are you in working in a trainee program for a year as your first job after you graduate?” The responses were measured on the scale “I would ...” 1 “... definitely NOT do this” to 7 “definitely DO this.” The results are shown in figure 31 and the main findings and conclusions are:

1. Many more students are very interested in a trainee program (6–7: 38 percent) than students who are not (1–2: 13 percent), with 49 percent of the students answering in between (3–5).
2. There is a significant difference as to gender¹⁹. Female students are, to a greater extent, very interested in a trainee program (6–7: 48 percent), and to a lesser extent not at all or little interested (1–2: 10 percent) than male students (31 and 15 percent, respectively). A trainee program may thus be a tool for attracting especially female students, although more male students are moderately interested (54 percent) than female students are (43 percent).
3. There are also significant differences between the students in different study programs²⁰. BaRetail students are very interested in a trainee program (44 percent), to a larger extent than all other groups (37–38 percent), while a majority of young BaBE students are somewhat/ rather interested (55 percent) compared to 46–48 percent of the other groups. The largest share of non-interested students is found among the old BaBE and Master students (16 percent), compared to 6–8 percent of the two remaining groups.

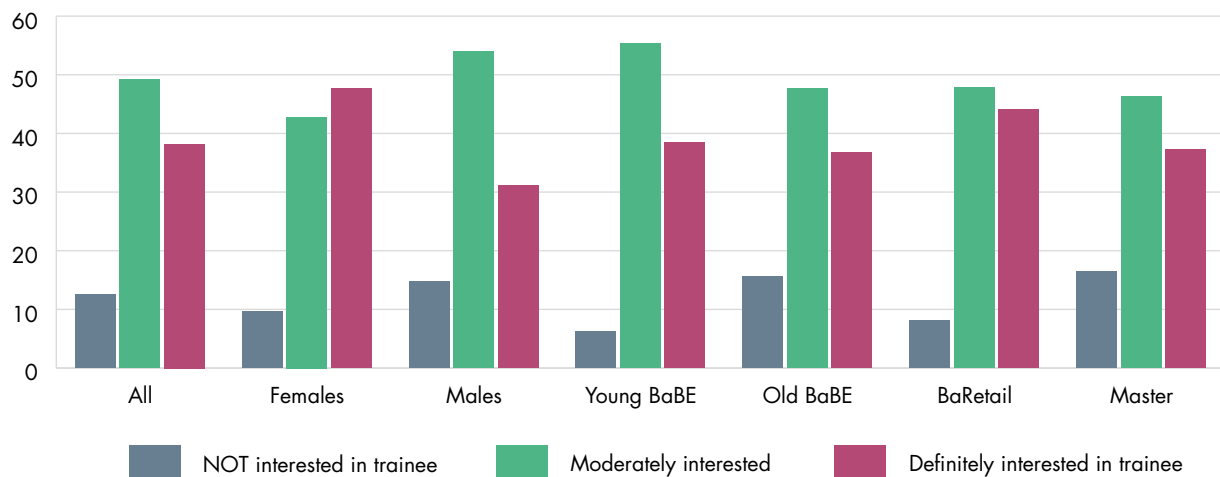


Figure 31. Interest in a trainee program (percentages, scale values: 1–2 = no or little interest, 3–5 = moderate interest and 6–7 = very interested).

¹⁹ $\chi^2 = 23.0$; $p < 0.001$.

²⁰ $\chi^2 = 16.5$; $p = 0.011$.

6. STUDENTS' SALARY EXPECTATIONS

The sixth most important aspect when the students evaluate different employers was that they offer good pay and other terms of employment: 22 percent of the students consider this to be of extreme importance and another 37 percent view it as very important. Only 3 percent consider it not at all, a little or somewhat important. Two interesting questions are then what salary levels the students plan to ask for and what they expect to get. We have also asked for the expected salary for each of the mentioned most attractive employers, if engaged there for one's first job.

In earlier SSE Employer Image Barometers, quite large gender differences have been found, both as to perceived gender equality at different employers (see e.g. Wahlund, 2002) and as to salaries the students intend to ask for and expect to get (see e.g. Wahlund, 2016; 2017). The analyses will therefore focus on this issue also this year. The following questions were asked about the students' expectations as to their monthly salary at their first job after having graduated from SSE:

1. "When you get your first job **after having completed your Bachelor/Master degree** at SSE, what **monthly salary before tax** do you then **expect to get** (in today's monetary value)? Give your answer in the *Swedish currency SEK*. Specify all and each digit in the amount of *monthly* salary before tax and write only digits – no blanks or other signs."
2. "When **interviewed** for your first job **after having completed your Bachelor/Master degree** at SSE and then asked what **monthly salary before tax** you **request**, what will your answer be (i.e. what monthly salary will you ask for, in today's monetary value)?" followed by the same specifying instructions as above.
3. For each employer mentioned as the most attractive: "What **monthly salary** do you think you would get from each of the employers you are mentioning, for a **first job** with them **today**, IF you had just **completed your Bachelor/Master degree** at SSE (i.e. in today's monetary value)?" followed by the same specifying instructions as above. For each employer mentioned, the instruction was then "Expected **monthly** salary (SEK) at company X today, for first job if I had just completed my Bachelor/Master degree at SSE."

6.1 OVERALL SALARY EXPECTATIONS AND WHAT SALARY THE STUDENTS INTEND TO ASK FOR

The main findings and conclusions from table 6, and from figures 32–34 are:

1. The dispersions (standard deviations) among the students as to the answers of all three questions are great. In other words, the students differ quite a lot as to what salary they intend to ask for, what salary they expect to get and the salary they believe they would get from the employer they consider most attractive for their first job.
2. The dispersions are further visualized in figures 33 and 34 which show, among other things, that the students prefer to ask for, and to expect, salaries at levels evenly divided by five, such as²¹ SEK 30,000 (17 percent of all students), 35,000 (17 percent), 40,000 (17 percent), 45,000 (7 percent) and 50,000 (11 percent) for the salary they expect to get, in total 77 percent of all students, and SEK 30,000 (14 percent), 35,000 (15 percent), 40,000 (19 percent), 45,000 (9 percent) and 50,000 (10 percent), in total 79 percent of all students, for the salary they intend to ask for. A vast majority of the students thus favor such even salaries (i.e. divisible by 5,000).

²¹ The percentages for SEK 50,000 are not shown in the figures, and the total percentages also include salaries (evenly divided by 5,000) for salary levels below SEK 30,000 and above SEK 50,000.

3. The mean monthly salary the students intend to ask for is, for all students, slightly higher ($\chi = \text{SEK } 39,274$) than the mean salary they expect to get ($\chi = 39,004 \text{ SEK}$)²², while the median salary differs more (SEK 40,000 and 36,000, respectively). This indicates that at least some students intend to negotiate their first salary and do not expect to get as much as they will ask for. This difference will be further analyzed in section 6.4.
4. About six of ten of all students intend to ask for (61 percent) and expect to get (62 percent) a monthly salary between SEK 30,000 and 40,000; 9 percent of all students expect to get less than that and 29 percent to get more, compared to eight percent of all students who intend to ask for less than that, and 32 percent who intend to ask for more.
5. The mean difference between the expected salary if engaged for a job at one's favorite employer and the corresponding salary one expects to actually get is SEK 837²³ (for those 766 students that answered both questions). The corresponding median difference is SEK 2,000. It therefore seems that a high salary is part of what makes the most popular employers so attractive. This will be further explored in section 6.4.

6.2 SALARY EXPECTATIONS AND WHAT SALARY THE STUDENTS INTEND TO ASK FOR BY GENDER

As in earlier SSE Employer Image Barometers²⁴ there are significant and interesting differences between female and male students as to both the salary they intend to ask for and expected salaries. The main findings, as shown in table 6 and 7 and figures 32–34, are:

1. On average (means), female students intend to ask for SEK 4,742 less than male students and expect to get SEK 4,172 less. Last year these differences were SEK 3,928 and 4,449, respectively. The corresponding median differences this year are SEK 5,000 as to both asked for and expected salaries. The corresponding median differences last year were SEK 4,000 and 4,500, respectively.
2. As to the students' favorite employers, female students expect they would get on average SEK 5,924 (last year SEK 5,761) less salary than male students. The corresponding median difference is SEK 5,000 (last year the same). Thus, overall, there has been no improvement as to the "self-imposed"²⁵ gender discrimination since last year concerning these figures. Some explanations are related to what type of employers and industries that attract male and female students, respectively, and also the expected difference between Bachelor and Master students. See Chapters 2 and 3, and sections 6.5–6.7 about this.
3. 36 percent of the female students intend to ask for the lowest salary bracket (SEK 10,000–33,333) compared to only 21 percent of the male students.²⁶ The corresponding percentages for the salaries the students expect to get is 40 percent of the female and 23 percent of the male students.²⁷
4. 22 percent of the female students intend to ask for more than SEK 40,000 per month compared to 39 percent of the male students. The corresponding percentages for the salaries the students expect to get are 21 percent of the female students and 35 percent of the male students.

²² These means differ for those who answered *both* questions ($n = 776$): χ for salary they asked for = SEK 39,734 and χ for expected salary = SEK 38,989, with a significant difference: $t = -3.9$; $p < 0.001$.

²³ $t = -5.6$; $p < 0.001$.

²⁴ See Wahlund (2016, 2017, 2018).

²⁵ *In the sense of expecting, perceiving and acting, which in turn may be due to – explained by – external factors such as discriminating pedagogics in education or upbringing, social norms, structural societal phenomena, differing interest in employers in different industries with different salary levels etc. See for example Blau & Kahn (2017).*

²⁶ $\chi^2 = 43.9$; $p < 0.001$ for the whole table.

²⁷ $\chi^2 = 34.5$; $p < 0.001$ for the whole table.

5. The standard deviations (s) shown in tables 6 and 7 are in general larger for male students than for female students, indicating that male students differ between themselves more than female students do in the salary they intend to ask for and expect to get.
6. Figures 33 and 34 show further differences as to the dispersions among female and male students, respectively. Female students are clearly overrepresented and male students underrepresented for all income brackets up to SEK 40,000 for salary they intend to ask for, and up to SEK 30,000 for salary they expect to get. At the same time, male students are clearly overrepresented and female students underrepresented for all income brackets from SEK 40,000 and upwards for salaries both they intend to ask for and expect to get.
7. When it comes to salaries divisible by 5,000, the tendency to ask for such even salary is somewhat higher among male students (81 percent) than among female students (75 percent)²⁸, while about the same when it comes to expected salary (females: 77 percent; males: 78 percent). There is thus no clear general gender-related tendency as to this phenomena.

As to gender differences within the different study programs, the main findings are, as shown in table 7:

8. In each and all study programs, female students both intend to ask for less salary and expect to get less salary than male students. On average, young female BaBE students intend to ask for SEK 3,042 less, old female BaBE students SEK 4,293 less, female BaRetail students SEK 5,837 less, and female Master students SEK 6,094 less than corresponding male students.
9. On average, young female BaBE students expect to get SEK 1,308 less²⁹, old female BaBE students SEK 4,374 less, female BaRetail students 3,836 less, and female Master students SEK 6,204 less than corresponding male students. One reason for these differences is that female and male students are interested in quite different employers, between which there are structural – industry-related – differences as to salary levels. See sections 6.6 and 6.7 as to salary gender differences for specific – named – employers.

As to gender differences within the different Master programs, the main findings are, as shown in table 7:

10. For three out of five Master programs, female students both intend to ask for less salary and expect to get less salary than male students. It is only in the Finance and Economics Master programs, that there are no significant differences (although the mean salaries differ as such).
11. The mean differences between female and male students in the salary they intend to ask for (female students intending to ask for less than male students) in the three Master programs with a significant difference are: Business and Management SEK 3,986, International Business SEK 8,509 and Accounting and Financial Management 6,318. As to the latter, the standard deviation is much higher for male than female students.
12. The mean differences between female and male students in the expected salary (female students in general intend to ask for less than male students) in the same three Master programs mentioned above are: Business and Management SEK 4,518, International Business SEK 8,350 and Accounting and Financial Management 5,873. Also in this case the standard deviations are higher for male students than for female students.

²⁸ $\chi^2 = 51.7$; $p < 0.001$.

²⁹ The only non-significant difference.

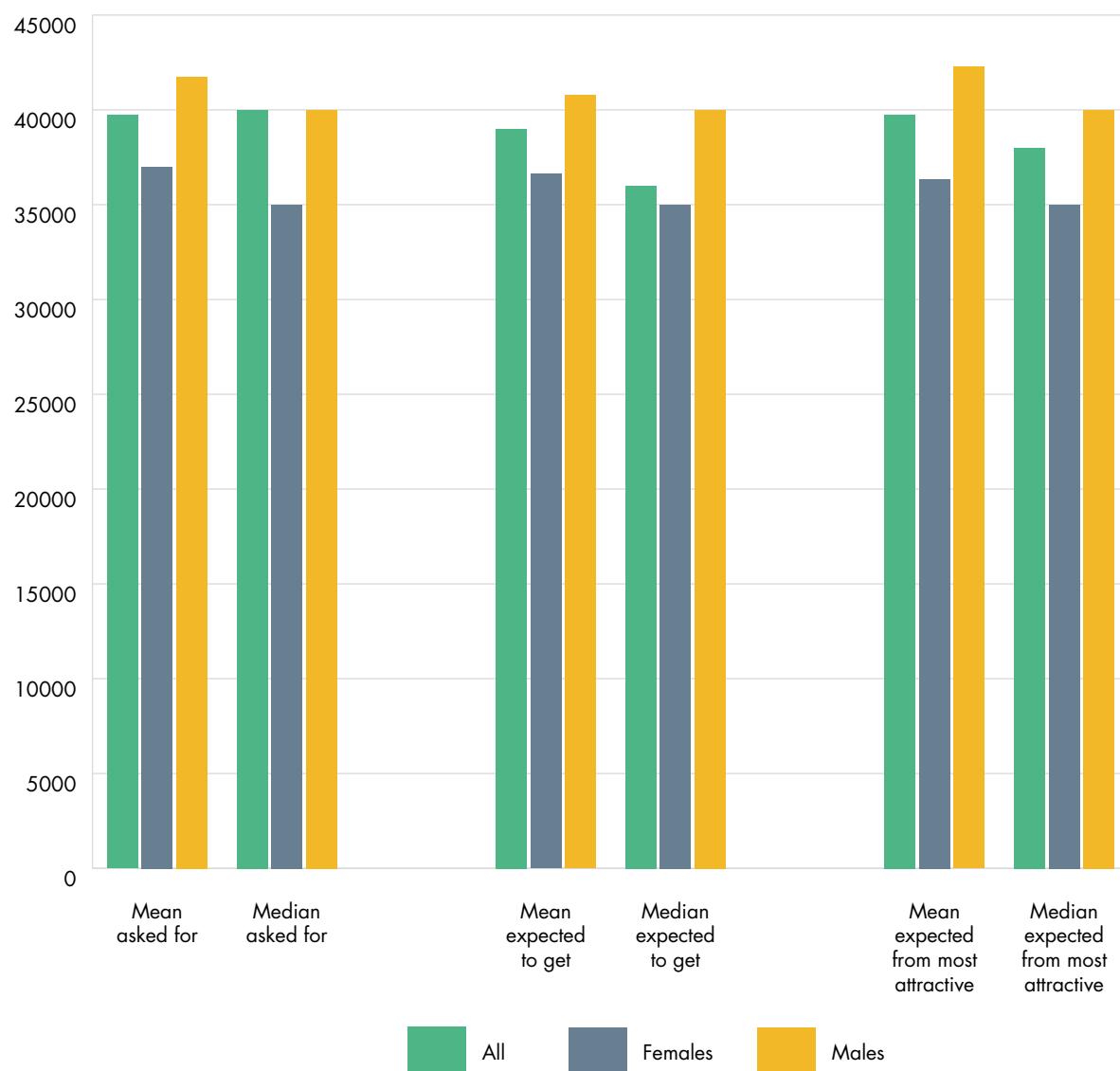


Figure 32: Average (both means and medians) monthly salary at first job after graduation from SSE; intend to ask for, expect and expect from most attractive employer, for all students and by gender (SEK).

MONTHLY SALARY BRACKETS (SEK)	MONTHLY SALARY INTENDED TO ASK FOR AT INTERVIEW			MONTHLY EXPECTED SALARY		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
10,000–29,999	7.6%	12.6%	4.0%	9.1%	13.0%	6.2%
30,000–33,333	19.4%	23.2%	16.6%	21.4%	27.3%	17.0%
33,334–36,666	18.0%	20.9%	15.8%	19.9%	20.7%	19.2%
36,667–40,000	23.3%	21.4%	24.8%	20.8%	18.1%	22.8%
40,001–49,999	13.5%	10.0%	16.1%	11.1%	8.9%	12.8%
≥ 50,000	18.2%	11.9%	22.8%	17.7%	12.0%	21.9%
χ (all)	39,274	36,997	41,739	39,004	36,610	40,782
s (all)	10,715	9,358	11,208	10,855	9,694	11,329
M (all)	40,000	35,000	40,000	36,000	35,000	40,000
Number of respondents (100%)	777	330	447	786	335	451
Significance tests: females vs. males	Percentages: Total means: Std. Dev:	$\chi^2 = 43.9$; $p < 0.001$ $t = -6.2$; $p < 0.001$ $F = 4.4$; $p = 0.037$		$\chi^2 = 34.5$; $p < 0.001$ $t = -5.4$; $p < 0.001$ $F = 3.3$; $p = 0.069$		

Table 6. Salaries students intend to ask for and expect at the first job after graduating from SSE (percentages and means for different salary intervals).

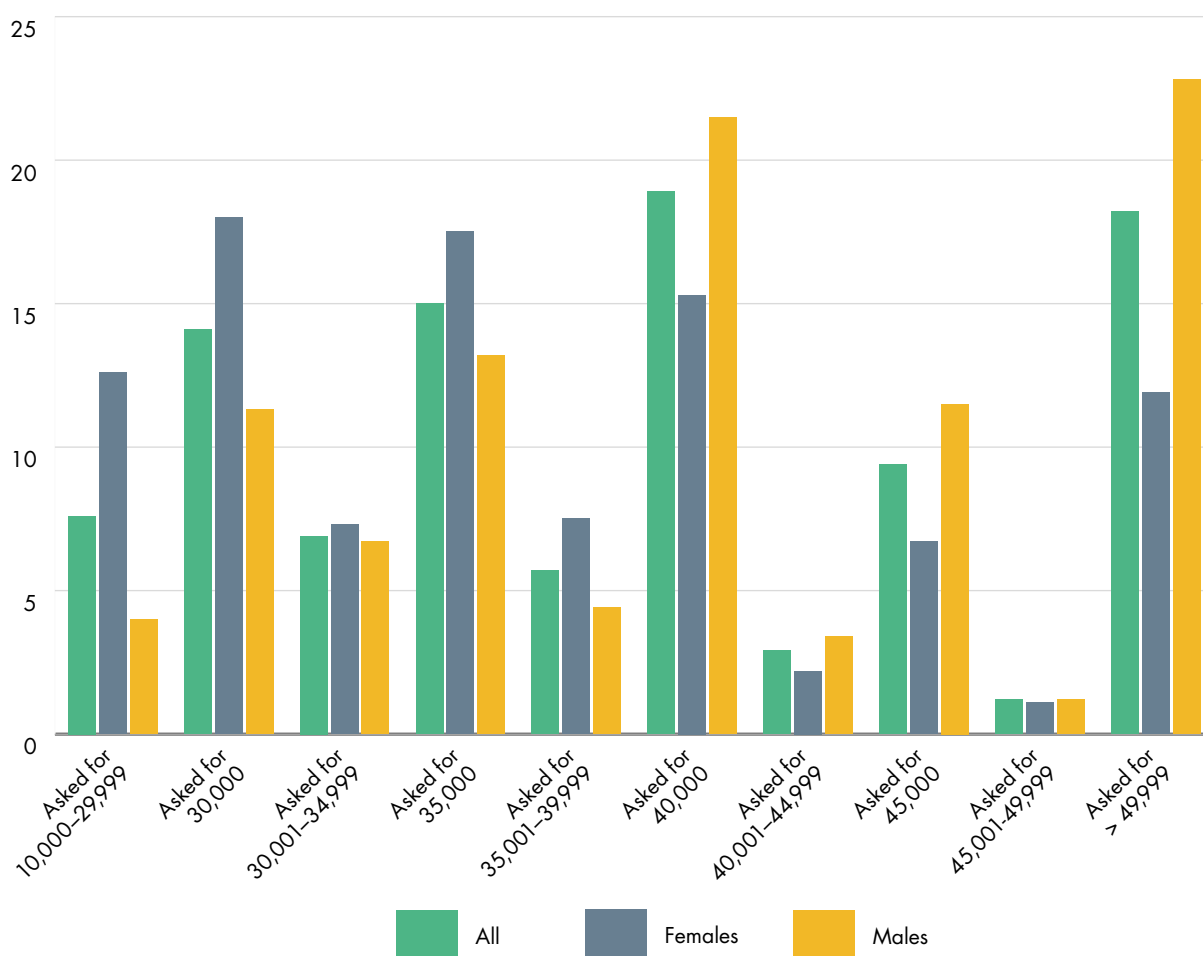


Figure 33: Dispersion of salary students intend to ask for, total and by gender (percent for salary intervals in SEK).

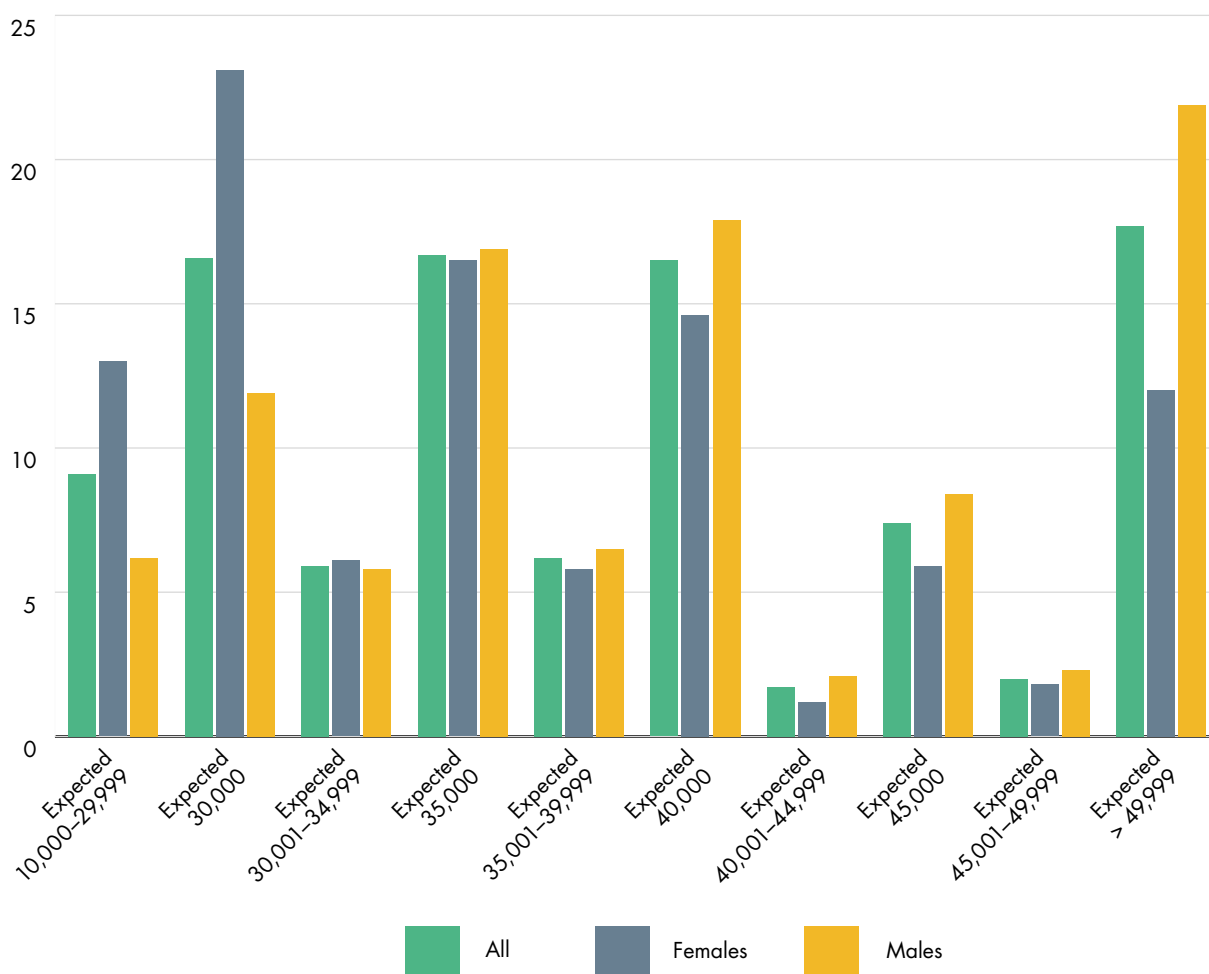


Figure 34: Dispersion of expected salary, total and by gender (percent for salary intervals in SEK).

6.3 SALARY EXPECTATIONS AND WHAT SALARY THE STUDENTS INTEND TO ASK FOR BY STUDY PROGRAMS

There are also significant differences between the different study and Master programs as to both the salary students intend to ask for and the expected salary. The main findings as to different study programs, as shown in table 7 and figures 35 and 36, are:

1. It has already been mentioned that the students intend to ask for a higher salary than they expect to get, both as to means and medians for all students. As to means, this is true also within three of the four study programs (all p values < 0.05), the exception being within the Master program (although the measured difference is in the same direction). However, the only median difference is among the BaRetail students (SEK 1,000).
2. On average (means), BaRetail students intend to ask for and expect to get a lower monthly salary than the students in all other study programs. They also expect to get a lower salary from their favorite employer than all other students expect. When it comes to medians, a difference is only found for expected salary (SEK 1,000 less than the other student groups). One explanation to the mean differences is that female students are in majority in this program, and as mentioned above, female students both intend, on average, to ask for less and expect to get less monthly salary than male students. Another explanation is that many of them wish to work for employers that are in general expected to pay less than many other employers (see section 6.6).
3. Master students in general intend to ask for and expect to get higher salaries than Bachelor students, both as to means and medians, which is what is expected since they will have a higher academic degree and will be more educated.

There are also significant differences between the students in the different Master programs, both as to what salary they intend to ask for and expect to get, as shown in table 7. The main findings are:

4. As to mean differences between salaries they intend to ask for and expect to get, there are no significant such differences, neither for all Master students, nor for any specific Master program. Thus, it seems as if the Master students do not expect to be negotiating their salary to the same extent as Bachelor students.
5. The average expected salary and salary students intend to ask for is lowest for the Economics program (χ = SEK 38,740 and SEK 39,367, respectively) and highest for the Finance program (χ = SEK 47,262 and SEK 47,220, respectively). One explanation may be that more students in the former program than in the latter program intend to stay within academia as PhD students (often on stipends) or work for public institutions.
6. The second lowest salaries students expect to get and intend to ask for – on average (means) – are in the Business and Management program (χ = SEK 39,060 and SEK 40,781, respectively). In between the Business and Management and the Finance programs are the International Business program (χ = SEK 44,492 and SEK 44,911, respectively) and the program in Accounting and Financial Management (χ = SEK 41,709 and SEK 41,360, respectively).

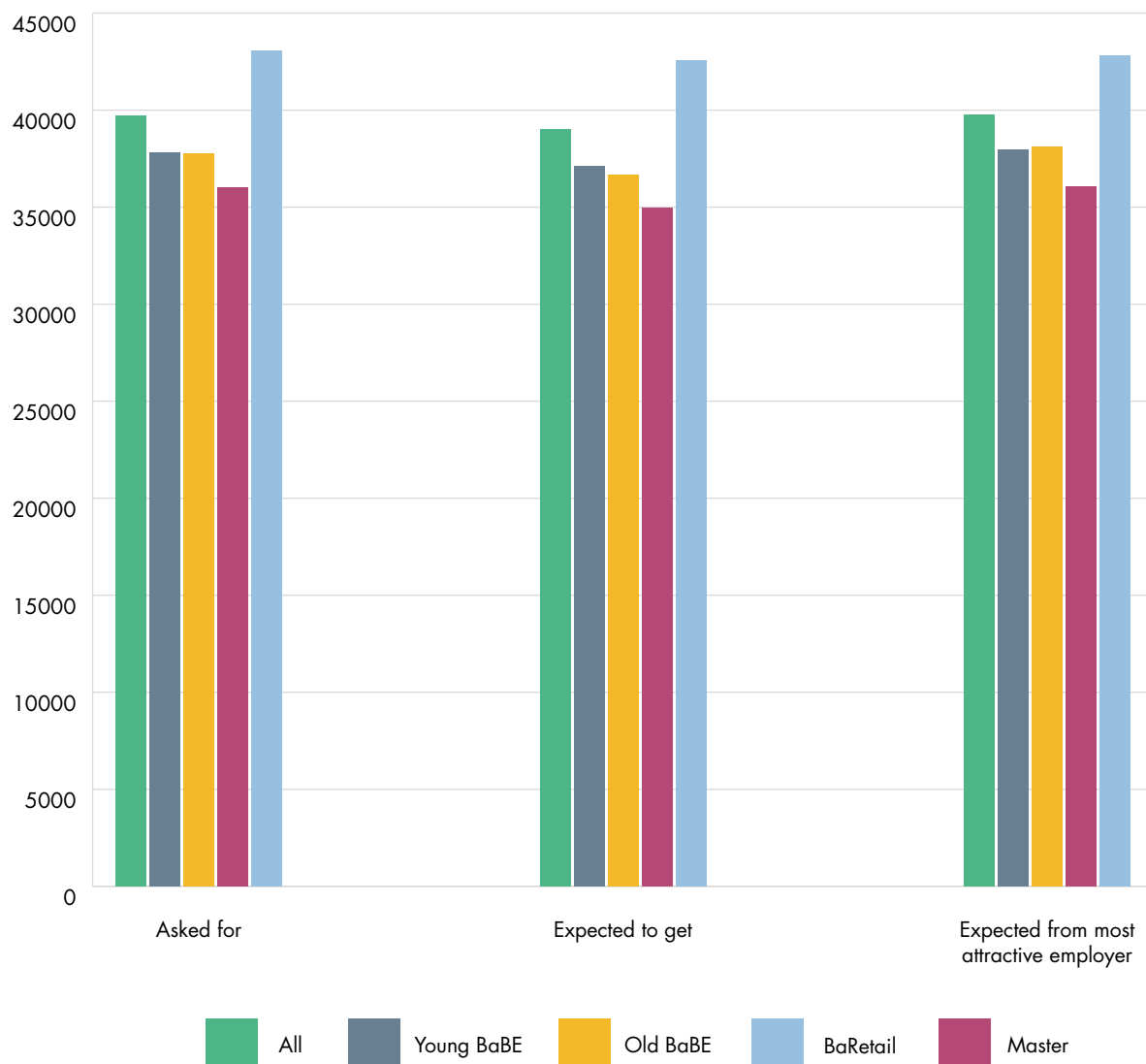


Figure 35: Mean monthly salary at first job after graduation from SSE that students intend to ask for, expect and expect from most attractive employer, for all students and by study program (SEK).

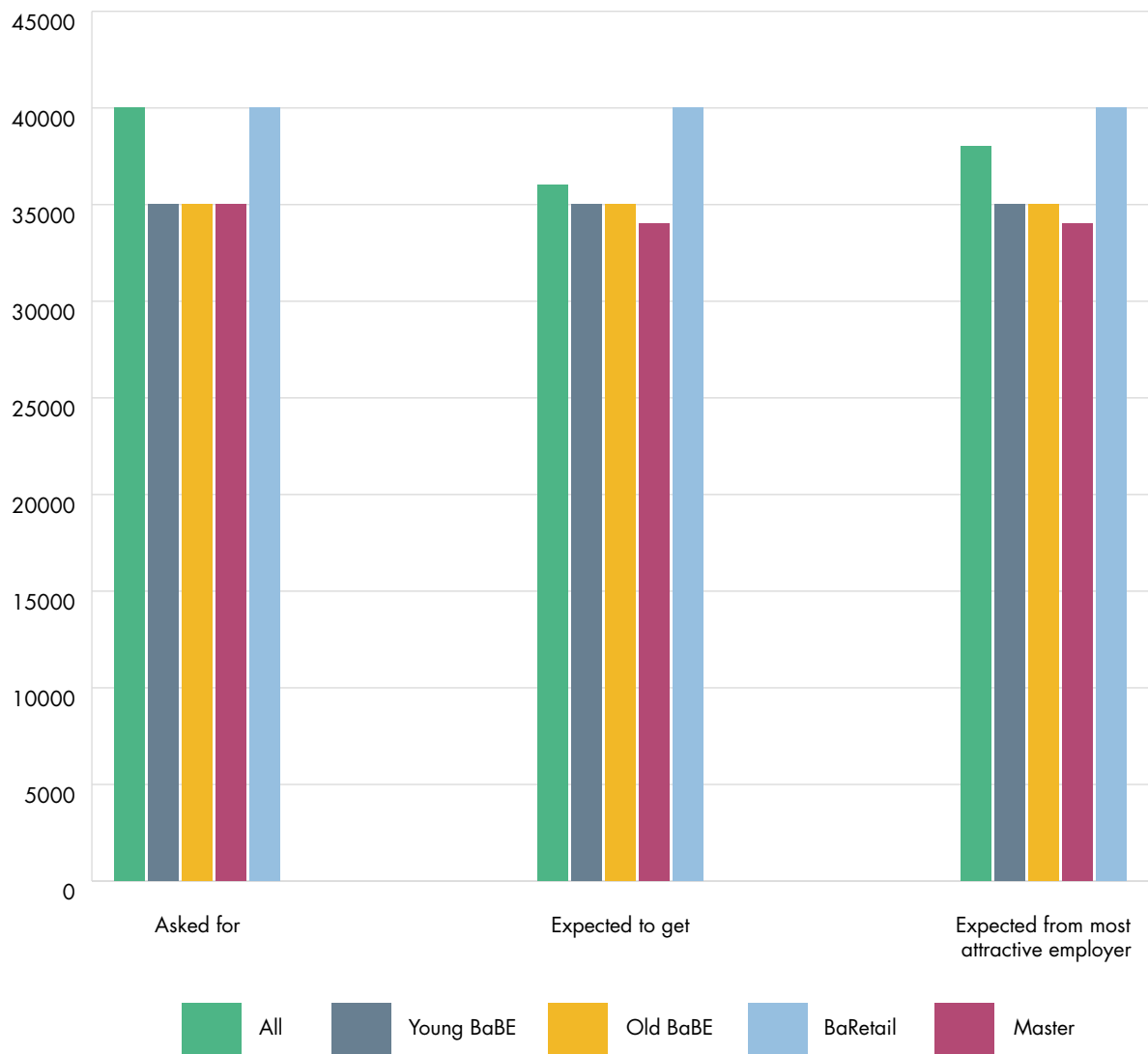


Figure 36: Median monthly salary at first job after graduation from SSE that students intend to ask for, expect to get and expect from most attractive employer, for all students and by study program (SEK).

STUDY PROGRAMS	MONTHLY SALARY INTENDED TO ASK FOR AT INTERVIEW			EXPECTED MONTHLY SALARY		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
Young BaBE students ³⁰	37,819 8,161 (212)	35,923 8,520 (80)	38,965 7,746 (132)	37,138 9,135 (216)	36,331 11,558 (83)	37,639 7,236 (133)
Old BaBE students ³¹	37,763 10,611 (170)	35,108 7,820 (65)	39,401 11,752 (105)	36,663 10,329 (171)	33,976 6,826 (66)	38,350 11,738 (105)
BaRetail students ³²	36,024 9,080 (82)	33,484 8,307 (46)	39,321 9,086 (36)	34,968 7,977 (82)	33,299 8,330 (46)	37,135 7,028 (36)
Master students ³³	43,052 11,787 (313)	39,667 10,133 (139)	45,761 12,333 (174)	42,584 11,824 (317)	39,116 9,459 (140)	45,320 12,773 (177)
χ (all) ³⁴ s (all)	39,724 10,715 (777)	36,997 9,358 (330)	41,739 11,208 (447)	39,004 10,855 (786)	36,610 9,694 (335)	40,782 11,329 (451)
FMeans pF	18.6 <0.001	7.6 <0.001	13.2 <0.001	21.7 <0.001	6.9 <0.001	17.5 0.001

MASTER PROGRAMS	MONTHLY SALARY INTENDED TO ASK FOR AT INTERVIEW			EXPECTED MONTHLY SALARY		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
Business and Management ³⁵	40,781 9,352 (75)	39,270 8,753 (46)	43,256 9,923 (28)	39,060 8,682 (76)	37,310 7,801 (46)	41,828 9,400 (29)
International Business ³⁶	44,911 13,163 (39)	40,672 12,782 (19)	49,181 12,425 (19)	44,492 13,240 (39)	40,403 12,103 (20)	48,753 13,322 (19)
Accounting and Financial Management ³⁷	41,360 9,826 (62)	37,521 7,924 (24)	43,839 10,225 (38)	41,709 9,996 (62)	38,062 7,914 (24)	43,935 10,561 (39)
Finance n.s.	47,220 13,673 (90)	44,536 11,417 (21)	48,053 14,273 (69)	47,262 13,971 (92)	44,577 10,240 (22)	48,122 14,933 (70)
Economics n.s.	39,367 10,274 (47)	37,748 10,317 (27)	41,653 10,030 (19)	38,740 9,377 (48)	37,691 9,295 (27)	40,156 9,535 (20)
χ (all) ³⁸ s (all)	43,052 11,787 (313)	39,667 10,133 (139)	45,761 12,333 (174)	42,584 11,824 (317)	39,116 9,459 (140)	45,320 12,773 (177)
FMeans pF	5.5 <0.001	1.9 n.s. (0.120)	2.1 0.086	7.4 <0.001	2.7 0.032	2.8 0.028

Number of students within parentheses to the right of the standard deviations. Footnotes concern t-tests (2-tailed) of the gender difference within each group (only significant differences).

Table 7. Salaries students intend to ask for and expect to get at the first job after graduation from SSE by gender within different study programs (means and standard deviations)

³⁰ Salary asked for: $t = -2.7$; $p = 0.008$. Expected salary: n.s. ($p = 0.357$).

³¹ Salary asked for: $t = -2.6$; $p = 0.010$. Expected salary: $t = -2.7$; $p = 0.007$.

³² Salary asked for: $t = -3.0$; $p = 0.003$. Expected salary: $t = -2.2$; $p = 0.030$.

³³ Salary asked for: $t = -4.8$; $p < 0.001$. Expected salary: $t = -4.8$; $p < 0.001$.

³⁴ Salary asked for: $t = -4.8$; $p < 0.001$. Expected salary: $t = -3.5$; $p = 0.001$.

³⁵ Salary asked for: $t = -1.8$; $p = 0.074$. Expected salary: $t = -2.3$; $p = 0.026$.

³⁶ Salary asked for: $t = -2.1$; $p = 0.043$. Expected salary: $t = -2.1$; $p = 0.047$.

³⁷ Salary asked for: $t = -2.6$; $p = 0.012$. Expected salary: $t = -2.3$; $p = 0.023$.

³⁸ Salary asked for: $t = -6.2$; $p < 0.001$. Expected salary: $t = -5.4$; $p < 0.001$.

6.4 ANALYSIS OF THE DIFFERENCE BETWEEN SALARIES ASKED FOR AND EXPECTED

The difference in the average salary the students intend to ask for at an interview for the first job after graduation from SSE and the expected salary has been briefly commented above. Further results are presented in tables 8 and 9 and figures 37 and 38. The main findings are:

1. About half of all students (49 percent) expect to get the salary they intend to ask for at an interview for their first job after graduation from SSE. In other words, these students do not expect any negotiation about their salary, or they just feel confident enough to get the salary they will ask for.
2. About a third of all students (34 percent) expect some kind of salary negotiation, on average leading to a reduction of SEK 5,240, or 12 percent less than the salary they ask for. They may believe in using *reference framing*³⁹, commonly used in negotiations (i.e. to ask for a higher salary than one believes one can get to increase the probability of a higher salary than otherwise).
3. At the same time, 17 percent of all students expect a higher salary than they intend to ask for, on average SEK 5,998, or 17 percent more. Why these students expect more than they intend to ask for is an interesting question for further research.
4. Among those who expect a *lower* salary than they intend to ask for, both the standard deviation⁴⁰ of and the mean⁴¹ anticipated salary reduction are significantly higher for male than for female students. The former means that male students vary more in their expected reduction of the salary they intend to ask for than female students. The latter means that, on average, male students expect to be more successful in their negotiations than female students.
5. As to those who believe they will get more than they will ask for, neither the standard deviation, nor the mean salary increase display any significant difference between female and male students.
6. There are no significant differences between the study programs as to the percentages expecting a lower or higher salary than asked for, but there are between the different Master programs⁴². A much higher share of the students in the Business and Management program (51 percent), and a lower share of the students in the Accounting and Financial Management (25 percent) and in the Finance (23 percent) programs than in the International Business (37 percent) and the Economics (31 percent) expect to ask for more than they believe they will get.
7. Economics students (27 percent) are to a greater extent, and the Business and Management (nine percent) and the Accounting and Financial Management (14 percent) to a lesser extent, expecting a higher salary than they will ask for than International Business (21 percent) and the Finance (20 percent) students. The shares that believe they will get what they ask for vary correspondingly.
8. Table 9 shows mean differences between salaries females and males, respectively, intend to ask for and expect to get within the different study programs and Master programs. A significant gender difference is only found among the young BaBE⁴³ and BaRetail⁴⁴ students, where in both cases female students are more optimistic or less pessimistic than male students.

³⁹ See Wahlund (1989/1996/2002) or Wahlund (1994).

⁴⁰ $F = 11.2; p = 0.001$.

⁴¹ $t = 3.7; p < 0.001$.

⁴² $\chi^2 = 23.9; p = 0.003$.

⁴³ $t = 1.8; p = 0.067$.

⁴⁴ $t = 2.2; p = 0.034$.

EXPECTED SALARY ADJUSTMENT: EXPECTED SALARY MINUS REQUESTED SALARY	TOTAL	FEMALES	MALES
Expects a reduction of the salary asked for:			
Percent of all students, and of females and males	34.0%	33.5%	34.4%
Adjustment of salary: Mean SEK	-5,240	-4,250	-5,952
Standard deviation for salary adjustment and (n)	3,954 (264)	3,045 (110)	4,369 (154)
Adjusted salary in percent of salary asked for	-12.1%	-10.5%	-13.3%
Standard deviation for adjusted salary in percent	7.1	5.8	7.7
Expects to get the salary asked for:			
Percent of students within each group and (n)	48.7% (377)	48.4% (159)	48.9% (218)
Expects to get more than the salary asked for:			
Percent of all students, and of females and males	17.3%	18.1%	16.7%
Adjustment of salary: SEK	+5,998	+5,470	+6,418
Standard deviation for salary adjustment and (n)	6,546 (135)	7,376 (60)	5,819 (75)
Adjusted salary in percent of salary asked for	+16.9%	+16.5%	+17.1%
Standard deviation for adjusted salary in percent	18.6	21.6	16.0
Total:			
Percent of all students, and of females and males	100%	100%	100%
Adjustment of salary: SEK	-603	-435	-973
Standard deviation for salary adjustment and (n)	5,652 (776)	4,910 (329)	5,505 (447)
Adjusted salary in percent of salary asked for	-1.0%	-0.5%	-1.7%
Standard deviation for adjusted salary in percent	13.5	13.5	13.0

Table 8. Expected salary adjustment: Expected salary minus requested salary

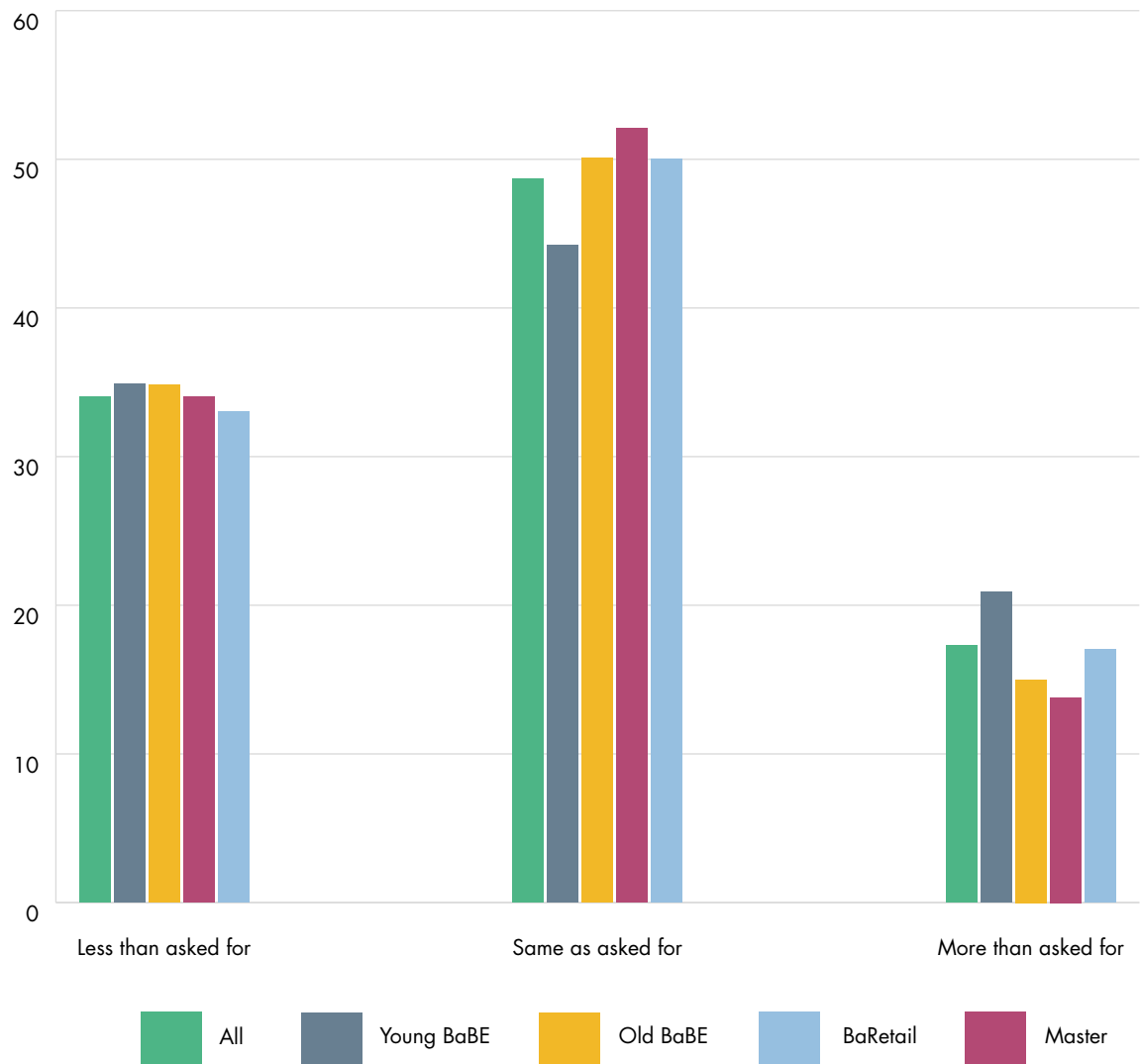


Figure 37: Shares of the students in the different study programs that expect to get less, the same or more salary than they intend to ask for.

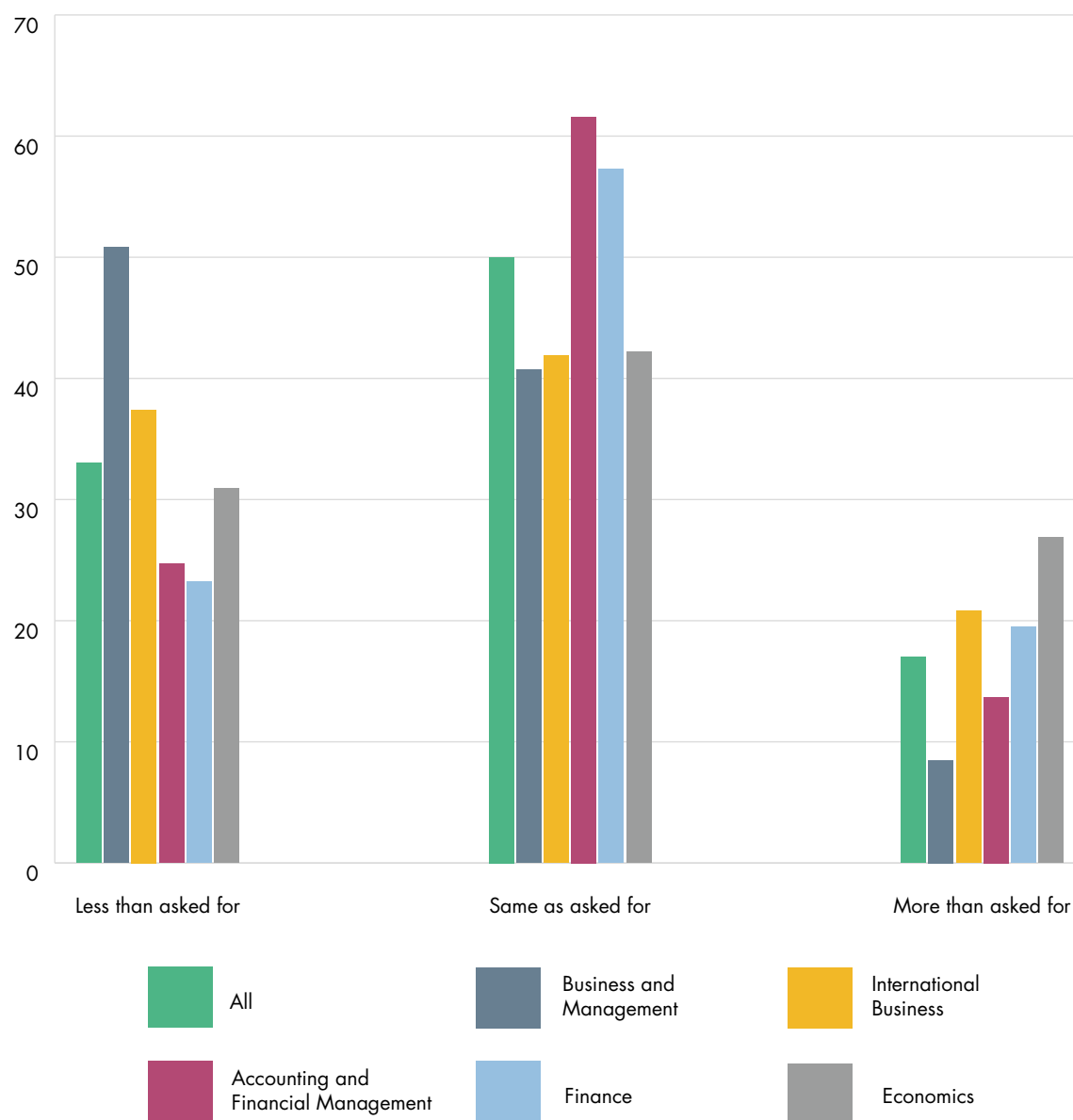


Figure 38: Shares of the students in the different Master programs that expect to get less, the same or more salary than they intend to ask for.

STUDY PROGRAMS	EXPECTED MONTHLY SALARY MINUS MONTHLY SALARY INTENDED TO ASK FOR AT INTERVIEW		
	TOTAL	FEMALES	MALES
Young BaBE students	-821 6,035 (212)	+154 7,335 (80)	-1,410 5,032 (132)
Old BaBE students	-1,033 4,302 (170)	-1,004 2,678 (65)	-1,051 5,062 (105)
BaRetail students	-1,056 3,894 (82)	-185 2,420 (46)	-2,186 5,042 (36)
Master students	-455 5,493 (312)	-594 4,590 (138)	-344 6,128 (174)
\bar{x} (all) s (all)	-745 5,264 (776)	-435 4,910 (329)	-973 5,505 (447)

MASTER PROGRAMS	EXPECTED MONTHLY SALARY MINUS MONTHLY SALARY INTENDED TO ASK FOR AT INTERVIEW		
	TOTAL	FEMALES	MALES
Business and Management	-1,664 2,999 (75)	-1,960 3,047 (46)	-1,180 2,907 (28)
International Business	-257 7,828 (39)	-87 4,463 (19)	-428 10,308 (19)
Accounting and Financial Management	+84 5,960 (62)	+284 6,241 (24)	-41 5,860 (38)
Finance	+94 5,938 (90)	+243 6,145 (21)	+48 5,917 (69)
Economics	-456 4,575 (47)	-57 3,475 (27)	-1,019 5,849 (19)
\bar{x} (all) s (all)	-455 5,493 (312)	-594 4,590 (138)	-344 6,128 (174)

Table 9. Expected monthly salary minus monthly salary intended to ask for at interview by study and Master programs (means and standard deviations)

6.5 COMPARING BACHELOR AND MASTER STUDENTS' EXPECTED SALARY AT FAVORITE EMPLOYERS

Figures 39–41 show the means and medians of expected salaries among Bachelor students for the 28 most attractive employers among these students. Figures 42–44 show the corresponding results for Master students. The reason for controlling for academic level (i.e. separating the analyses for Bachelor and Master students) is that academic level should result in different jobs and salary levels. This is also what is found as to mean and median expected salary among all Bachelor (\bar{X} = SEK 37,572; M = 35,000) and all Master (SEK 43,103⁴⁵; 40,000) students from all most popular employers.

If limiting the analysis to the 28 most popular employers among Bachelor and Master students (figures 39–44), respectively (not identical lists for these two groups), the mean expected salary levels are higher for both groups: for Bachelor students SEK 39,181 (M = 36,500) and for Master students SEK 44,929 (M = 45,000).

If including all 37 employers listed among the 28 most popular of either Bachelor and Master students, 26 employers are expected to pay Master students – on average (mean) – at least SEK 3,000 more per month than they would pay Bachelor students.

For two employers, Investor and the World Bank, the mean expected salary is higher among the Bachelor students than among the Master students. As to Investor, however, the median is higher for the Master students than the Bachelor students. As to the World Bank, it was mentioned by only one Bachelor student as one of the most popular employers, stating SEK 40,000 as the expected salary. Six of the 37 employers are expected – on average (mean) – to pay less than SEK 3,000 more to Master students than they would to Bachelor students (all these differences are non-significant). These employers are recommended to check their actual and communicated salary levels. If there is a mismatch between these and levels perceived by the students, there is clearly a problem.

6.6 ANALYSIS OF EXPECTED SALARY FROM FAVORITE EMPLOYERS AMONG BACHELOR STUDENTS

The main results from figure 39 concerning Bachelor students are (the employers are listed in order of the mean expected salaries among Bachelor students)⁴⁶:

1. The Bachelor students expect the highest, both mean and median, salaries at three US employers within the finance industry – Morgan Stanley, Goldman Sachs and JP Morgan – followed by two Swedish employers within the same industry as to mean salary: EQT and Investor. The first three have a median expected salary of SEK 49,000 or 50,000 and a mean such between SEK 47,500 and 52,100, while the median expected salary for Investor and EQT is SEK 40,000 and the mean such about SEK 44,400.
2. Then follows, as to mean expected salary, the three management consulting firms BCG, McKinsey and Bain, with mean salaries at the level of SEK 42,000–43,000, but with median salaries of SEK 44,000–45,000. They are in turn followed by another finance employer, Nordic Capital, with both mean and median expected salary of SEK 40,000.
3. The next 19 employers are expected to pay a mean salary between SEK 31,364 (Volvo) and SEK 36,875 (Tesla) and a median salary between SEK 30,000 (Volvo, pwc, Public institutions, Spotify, EF Education First, H&M and UN institutions) and SEK 35,500 (Nordea).

⁴⁵ $t = 11.1$; $p < 0.001$.

⁴⁶ If a mean differs notably from the median, it indicates that there are some students that expect a much higher or lower salary than most others, i.e. that there are outliers.

4. The results give indications as to what salary levels Bachelor students expect from some popular employers. For these employers it is important to check if these expectations are correct or incorrect. If wrong, there is an obvious communication problem. At the same time, the results indicate perceived competitive salary levels for similar employers.

The main results from figures 40 and 41 concerning what salaries female and male Bachelor students, respectively, expect from their favorite employers are (the employers are listed in order of the mean expected salaries among all Bachelor students):

5. The mean expected salary from the 28 most popular employers among female Bachelor students is SEK 36,478 ($M = \text{SEK } 35,000$) and among the male Bachelor students SEK 40,948⁴⁷ ($M = \text{SEK } 40,000$). Female students thus, on average, expect about SEK 4,500–5,000 lower salary from these very same and named employers than male students, with an equal Bachelor diploma from SSE. The corresponding standard deviations do not differ between male and female students.
6. One of the 28 most popular employers among the Bachelor students, EQT, is popular only to male students. Thus, no difference as to expected monthly salary can be studied for EQT.
7. In three cases do female Bachelor students expect a higher, both mean and median, salary from an employer: from Goldman Sachs, Tesla and Business Sweden⁴⁸. It is the same number of employers as last year, but different employers, so something has changed.
8. For 12 out of the remaining 24 employers that are favorites of both male and female students, male students expect a higher, both mean and median, salary than female students (last year it was 17 out of 22).
9. For the remaining 12 employers (last year four), both the mean and the median expected salary is about the same for female and male students.
10. After having analyzed the overall expected salary levels among female and male students in section 6.2, whatever employers they were interested in, it was concluded that there has been no improvement as to the “self-imposed”⁴⁹ gender discrimination since last year. It was then also mentioned that some explanations to the difference in expected salaries are related to what type of employers and industries that attract male and female students, respectively. This is clearly the case, since more male than female students favor employers within, for example, finance or management consulting with in general higher expected salaries, and female more than male students favor employers within, for example, digital platforms, retailing or public institutions with in general lower expected salaries.
11. When looking at specific – named – employers, there is, however, a clear change since last year towards less “self-imposed” discrimination between male and female students when it comes to expected monthly salary, as indicated by points 8 and 9 above. One reason may be that last year’s SSE Employer Image Barometer was distributed more among the students last year than earlier. The author also gave presentations of last year’s results at some seminars, including one specifically for students. This may have increased the awareness for some of the students.

⁴⁷ As to the difference between male and female students: $t = 5.9$; $p < 0.001$.

⁴⁸ As to differences in mean income, $pt \leq 0.05$.

⁴⁹ As mentioned earlier, in the sense of expecting, perceiving and acting, which in turn may be due to – explained by – external factors such as discriminating pedagogics in education or upbringing, social norms, structural societal phenomena, differing interest in employers in different industries with different salary levels etc. See for example Blau & Kahn (2017).

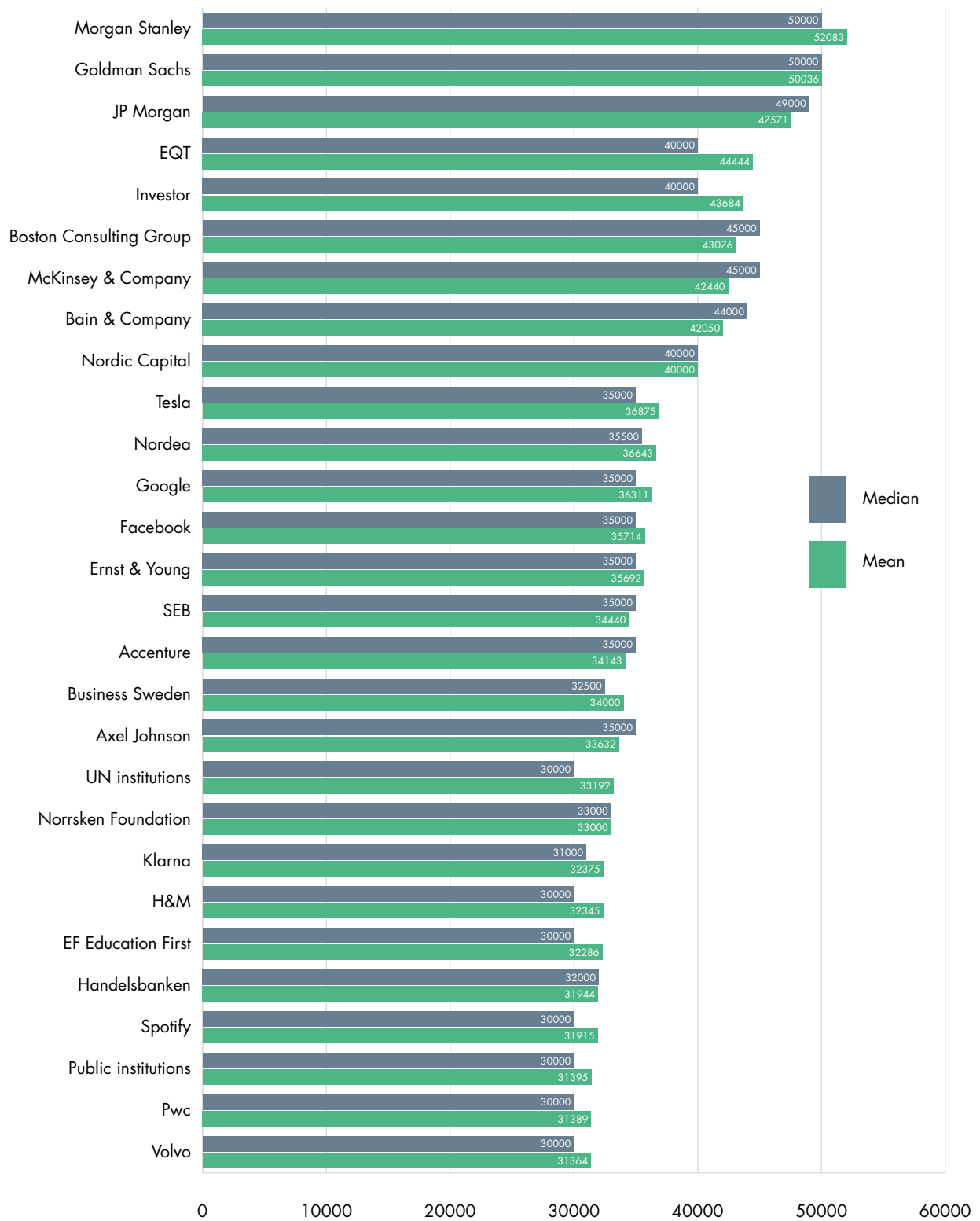


Figure 39: Average (means and medians) monthly salary expected by Bachelor students from their 28 most attractive employers, if they were employed there after graduating from SSE (SEK).

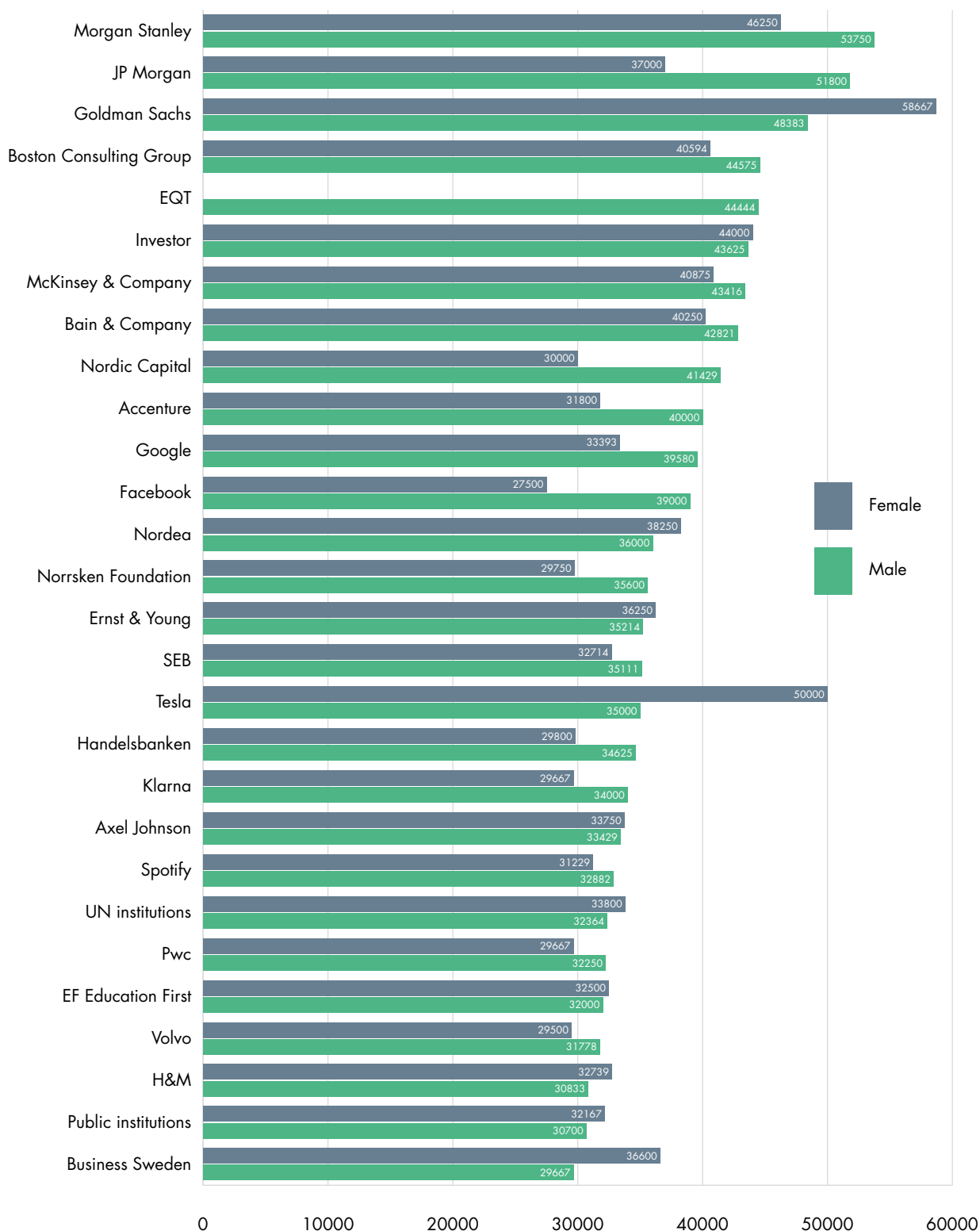


Figure 40: Mean monthly salary expected by Bachelor students from their 28 most attractive employers, if they were employed there after graduating from SSE, by gender (SEK). If no value, there are no female or male students in the group.

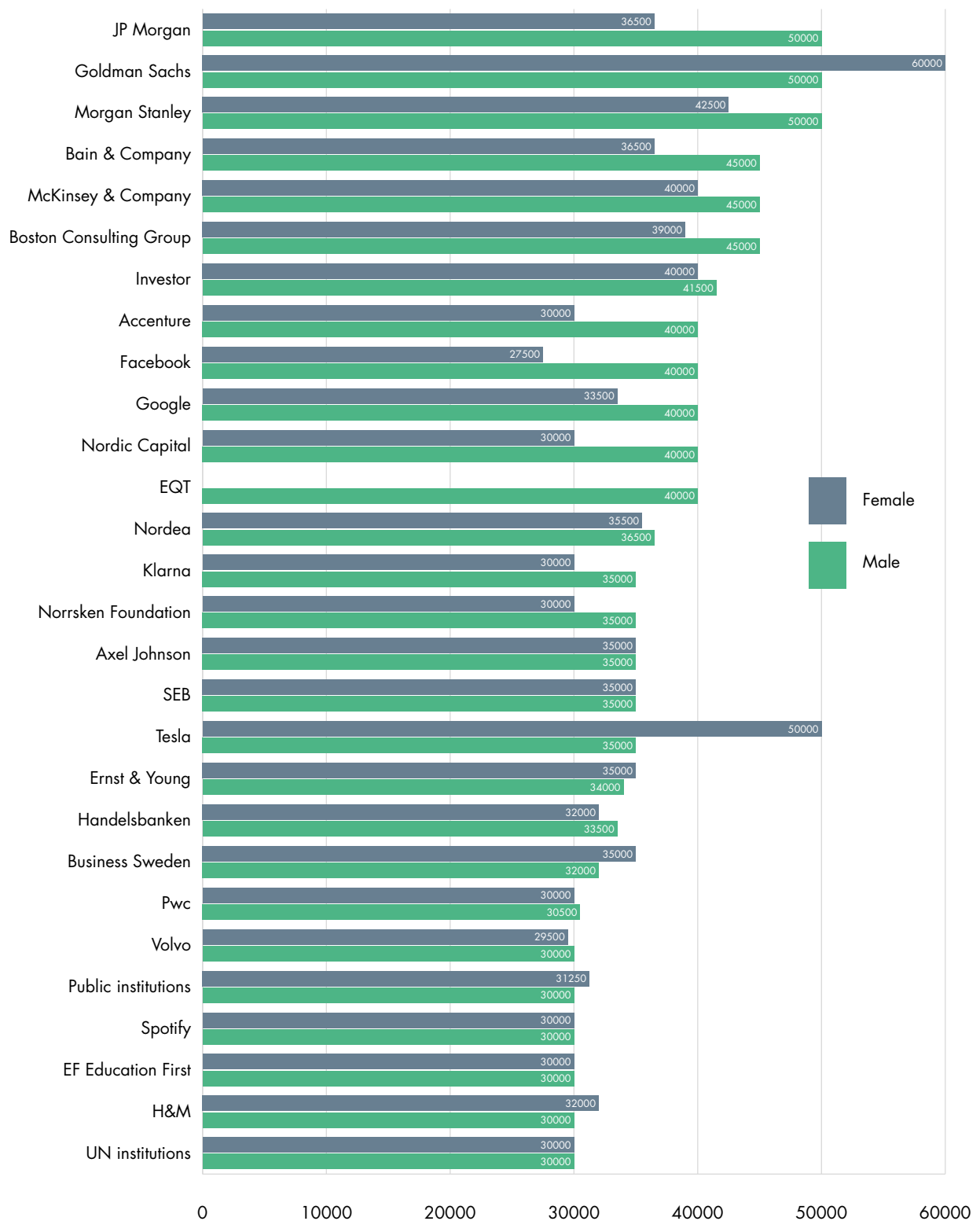


Figure 41: Median monthly salary expected by Bachelor students from their 28 most attractive employers, if they were employed there after graduating from SSE, by gender (SEK). If no value, there are no female or male students in the group.

6.7 ANALYSIS OF THE EXPECTED SALARY FROM FAVORITE EMPLOYERS AMONG MASTER STUDENTS

Figures 42–44 show the means and medians of expected salaries among Master students for the 28 most attractive employers among these students. The main results from figure 42 are (the employers are listed in order of the mean expected salaries among Master students)⁵⁰:

1. The Master students expect to get the highest mean and median salaries from three US employers within the finance industry – Blackstone Group (χ = SEK 65,000; M = 60,000), Goldman Sachs (SEK 56,458; 55,000) and Morgan Stanley (SEK 52,667; 50,000), followed by two more employers within finance (EQT and JP Morgan) and four consulting firms (Bain, BCG, McKinsey and Roland Berger), with a mean expected salary of SEK 48,714–51,737 and median of SEK 48,000–50,000.
2. All other employers have a mean expected salary between SEK 33,091 (OECD) and 42,000 (Google) and a median such between SEK 30,000 (UN institutions) and 45,000 (Investor), with the most common median being SEK 40,000 (seven of 19 employers).
3. The results give indications as to what salary levels Master students expect from the most popular employers. For these employers it is important to check if these expectations are correct or incorrect. If wrong, there is an obvious communication problem. At the same time, the results indicate perceived competitive salary levels for similar employers.

The main results from figures 43 and 44 concerning what salaries female and male Master students expect from their favorite employers, are (the employers are listed in order of the median expected salaries among Master students):

4. The mean expected salary among female Master students from the 28 most popular employers among the Master students is SEK 41,019 and among the male Master students SEK 47,852⁵¹. Female students thus, on average, expect almost SEK 7,000 lower salary from these employers than male students do (last year about SEK 5,000). The median difference is SEK 8,000 (the medians being SEK 40,000 and 48,000, respectively; last year the median difference was SEK 5,000).
5. In three cases do female Master students expect a higher mean salary from a favorite employer of at least SEK 3,000: Roland Berger, ECB and EF Education. For 10 out of the remaining 25 employers, male students expect a higher mean salary than female students of at least SEK 3,000. For the remaining 16 of the employers, (i.e. a majority of the employers), the difference is less than SEK 3,000 in either direction.
6. The corresponding figures when it comes to medians are the following: The median expected salary is at least SEK 3,000 higher for female than male Master students in five cases: EQT, Roland Berger, ECB, EF Education First and OECD. For 13 of the remaining 23 employers, male students expect a higher median salary than female students of at least SEK 3,000. For the remaining 10 of the employers, (i.e. a minority of the employers), the difference is less than SEK 3,000 in either direction.
7. There has not been much improvement in the differences between male and female Master students as to expected monthly salary from named employers since last year. Thus, the results from last year appear not to have reached the Master students to the same extent as the Bachelor students. It is really important that each employer compares the expectations with their actual and communicated salary levels to see if anything needs to be done. If there are gender discrepancies, one should consider reviewing either one's actual salary levels, or how they are communicated. To actually discriminate between males and females as to salary levels, all other things equal, involves a reputational risk (see Wahlund, 2016; Wahlund et al., 2016).

⁵⁰ If a mean differs notably from the median, it indicates that there are some students that expect a much higher or lower salary than most others, i.e. that there are outliers.

⁵¹ $t = 6.9$; $p < 0.001$.

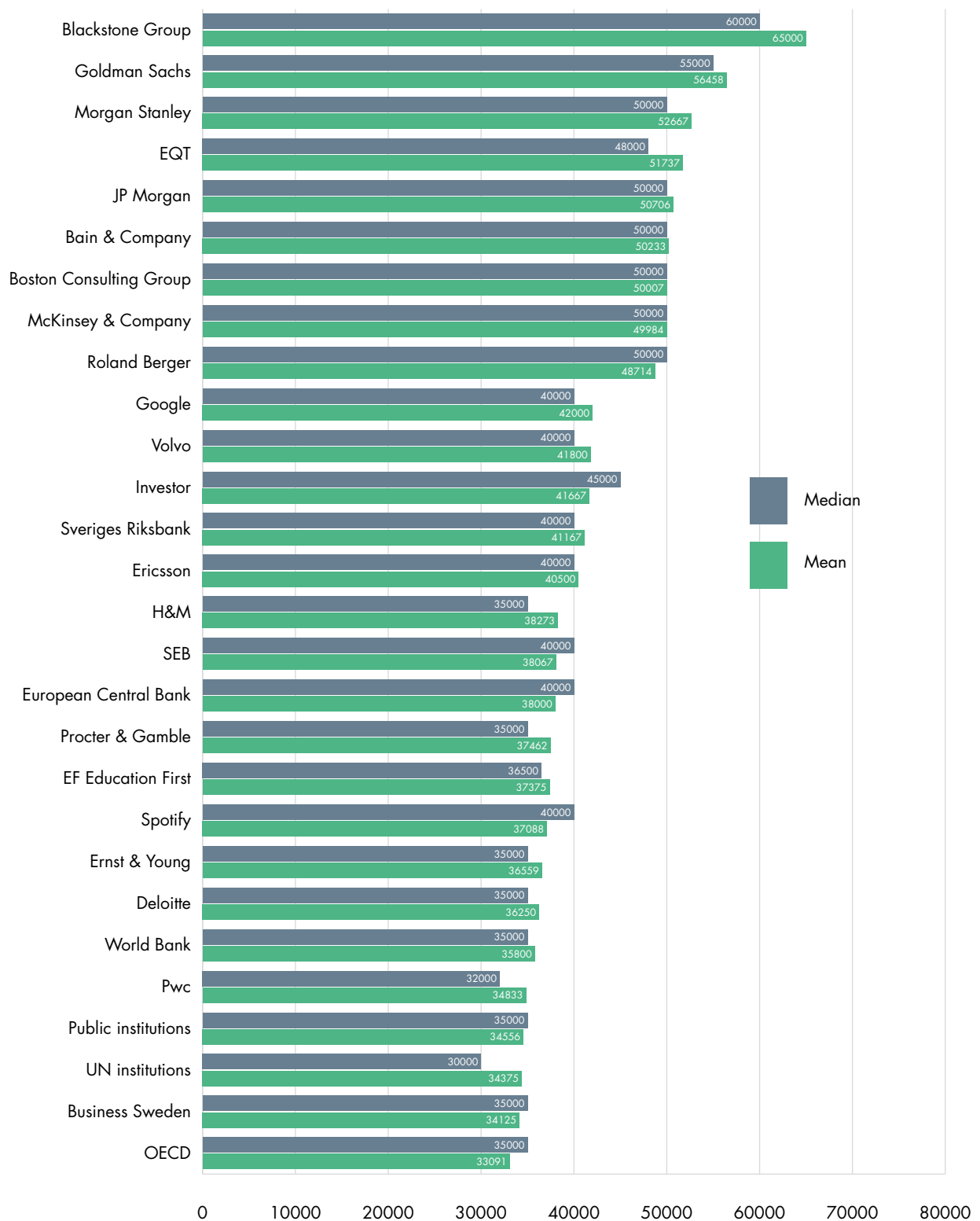


Figure 42: Average (means and medians) monthly salary expected by Master students from their 28 most attractive employers, if they were employed there after graduating from SSE (SEK).

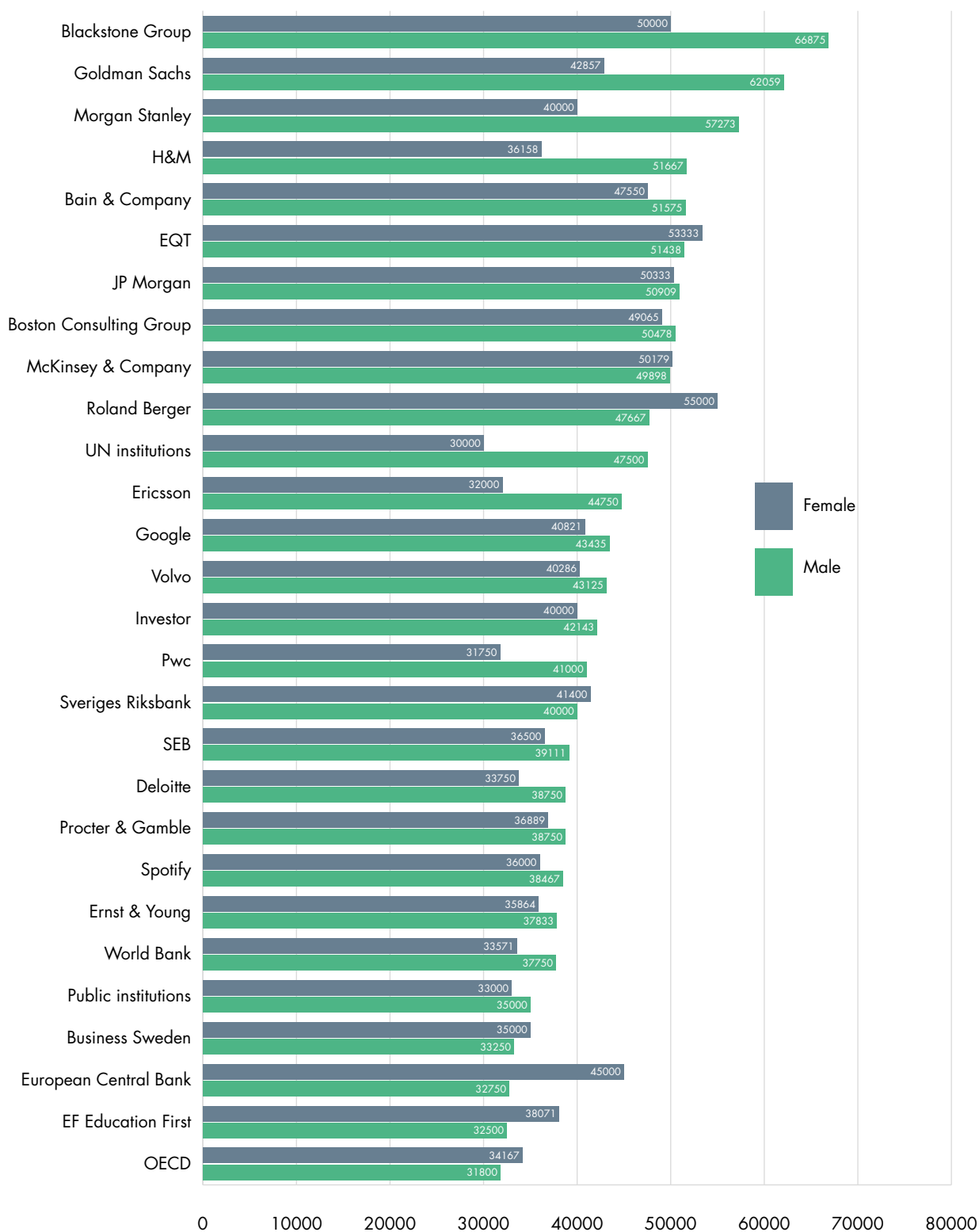


Figure 43: Mean monthly salary expected by Master students from their 28 most attractive employers, if they were employed there after graduating from SSE, by gender (SEK). If no value, there are no female or male students in the group.

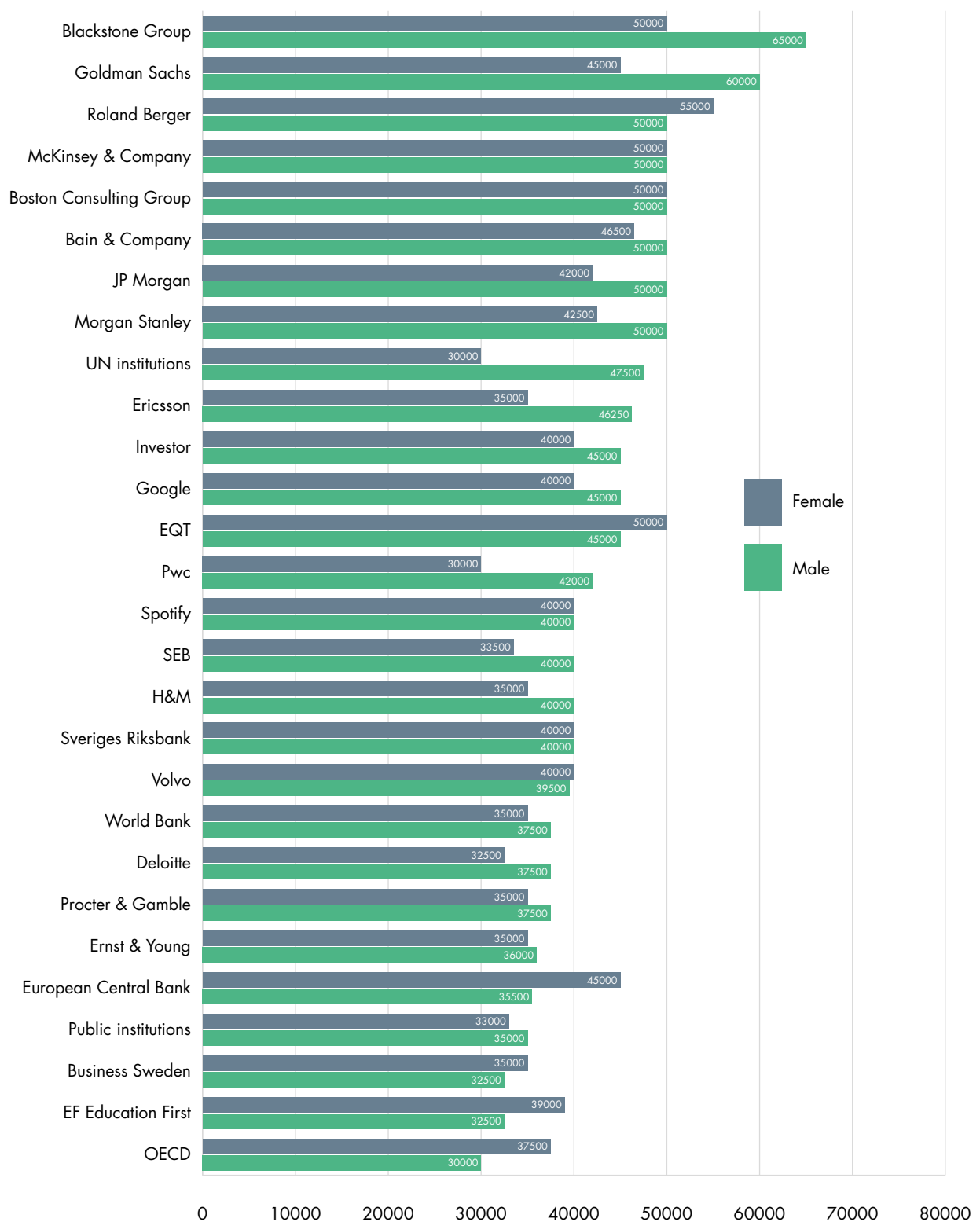


Figure 44: Median monthly salary expected by Master students from their 28 most attractive employers, if they were employed there after graduating from SSE, by gender (SEK). If no value, there are no female or male students in the group.

7. HOW TO REACH THE STUDENTS – WHICH MEDIA OR WAYS TO USE

The survey included a straightforward question about how the students wish to be informed about prospective employers: “How interested are you in getting to know about possible future employers through the following?”, followed by 13 different such ways or media (hereafter referred to as “media”), each measured with the scale 1. Not at all interested, 2. A little interested, 3. Somewhat interested, 4. Rather interested, 5. Even more interested, 6. Very interested and 7. Extremely interested. What has been measured is thus the students’ *wishes* as to how to be informed, as they perceive the different media, not through which media they may actually have been influenced (as measured in earlier surveys until 2016).

The mean values for each medium are shown in table 10 for all students, and for female and male students and for each study program (not comparable with earlier findings), respectively. Figure 46 shows, for each medium, the percentages of the students that had marked it as very interesting, (scale values 6 or 7), medium interesting (scale values 3–5), or not at all or a little interesting (scale values 1 or 2). Some main findings and conclusions of interest from the table and the figure are:

1. Letting the students get to know more about an employer by working for it is by far the most yielding way according to the students, either during one’s education (e.g. during holidays, weekends or on the side of one’s studies; 5.9; 73⁵²) or within an internship (5.6; 65) that is organized in some of the courses at SSE. Talking to someone who has been or is working for the employer is in third place (5.5; 58), which means that if employing some students, their experiences will spread. More than half of the students thus consider these ways of getting to know more about the employer to be very or extremely interesting. This indicates that personal contacts or relations mean most to the students.
2. Other ways to get to know about the employer through SSE is via events arranged by the student association SASSE (5th place; 5.4; 55); inviting students in specific courses for a study visit (5; 4.9; 42); providing courses with a (talented) guest speaker (7; 4.8; 35), if there is one related to the learning outcomes of the course; or getting involved in cases, course projects or the like (8; 4.8; 37).
3. Something that is also very interesting to quite a few students is presentations of employer, either at the employer’s premises (6; 4.8; 39) or at SSE (9; 4.8; 34). Such presentations can be arranged in collaboration between SSE and prospective employers, either integrated in the educational programs at SSE, or arranged by SSE or SASSE at the school.
4. Information via the employer’s homepage ranks tenth (4.6; 29). In general, it is most important as a medium when a student is already interested in a specific employer and wants more information. In earlier SSE Employer Image Barometers, it has been by far the most actually used source of information about the most attractive employers.
5. Social media, which nowadays often are thought as very important media to reach target groups, only appears at 11th place (4.1; 19). Employer information is a serious matter, and Andersson and Weibull (2018), as well as recent still unpublished research by the author, have found that these media are the least trusted.
6. Last in the rankings of different media for employer information is reading, hearing etc. about employer in mass media (TV, radio, newspapers etc.) (3.9; 17), and being informed through ordinary marketing communications (3.7; 13), which may still play a crucial role in how the students actually get information about employers⁵³.

⁵² (Mean; percentage that consider it very or extremely important).

⁵³ See for example Wahlund (2002, 2016).

"How interested are you in getting to know about possible future employers through the following?" Through/by ...	Rank	All students	Female students	Male students	Young-BaBE students	Old BaBE students	Ba Retail students	Ma students
... working for an employer during my education (e.g. in the summer or by the side of my studies).	1	5.9	5.9	5.9	6.0	5.8	5.8	5.9
... internship with an employer (i.e. supervised training within my field of study, with little or no pay).	2	5.6	5.7	5.5	5.7	5.5	5.5	5.6
... talking to people who have worked or are working for the employers.	3	5.5	5.6	5.4	5.4	5.4	5.6	5.6
... contact with employers at SASSE (the student union at SSE) events, such as the Career Days ("Handelsdagarna"), M2, Women's Banking Day, Focus on Finance etc.	4	5.4	5.5	5.2	5.5	5.3	5.3	5.3
... study visits to employers within my studies at SSE.	5	4.9	5.0	4.8	5.1	4.5	5.3	4.9
... presentations of employers at the employers' premises.	6	4.8	4.9	4.8	4.9	4.7	5.1	4.9
... listening to guest speakers from employers during my studies at SSE.	7	4.8	5.0	4.7	5.0	4.4	5.2	4.8
... course projects, case studies or retail clubs etc. within my studies at SSE.	8	4.8	5.0	4.7	4.7	4.4	5.3	4.9
... presentations of employers held by the employers at the SSE premises.	9	4.8	4.7	4.8	4.8	4.6	4.9	4.8
... employers' homepages/websites.	10	4.6	4.7	4.4	4.3	4.3	4.7	4.9
... social media (on Twitter, Facebook, LinkedIn, Instagram, YouTube etc.).	11	4.1	4.4	3.8	4.1	3.9	4.6	4.0
... reading, hearing etc. about employers in mass media (TV, radio, newspapers etc.)	12	3.9	4.1	3.8	4.2	3.9	3.9	3.8
... reading or taking part of ads or PR from employers.	13	3.7	3.9	3.6	3.8	3.5	3.8	3.8

Table 10. The mean interest in different ways or media to get to know about prospective employers for different groups of students in 2018.

7.1 GENDER DIFFERENCES AS TO INTEREST IN DIFFERENT MEDIA FOR INFORMATION ABOUT EMPLOYERS

Table 10 and figure 46 show the means for female and male students, respectively, of the interest in different media for getting to know more about possible future employers. Some main findings and conclusions are:

1. Female students are in general more interested than male students to get to know about possible future employers via the measured media. In fact, male students do not consider one single of the measured media to be more interesting – significantly and on average – than female students do. It may indicate that male students in general are less interested in getting information about possible future employers than female students are.

2. The mean differences between female and male students are in general not that great, but there are some statistically significant differences⁵⁴. Female students consider the following media to be more interesting for information about possible future employers than male students do (in order of the size of the difference between females and males; means shown for Females – F – and males – M – respectively):

- Through social media (Twitter, Facebook, LinkedIn etc.): F = 4.4 and M = 3.8.
- Through mass media (TV, radio, newspapers etc.): F = 4.1 and M = 3.8.
- By reading or taking part of ads or PR from employers: F = 3.9 and M = 3.6.
- Through the employers' homepages: F = 4.7 and M = 4.4.
- Via SASSE events: F = 5.5 and M = 5.2.
- Through course projects, cases etc.: F = 5.0 and M = 4.7.
- By talking to present or past employees from the employer: F = 5.6 and M = 5.4.
- Through guest speakers within courses from the employers: F = 5.0 and M = 4.7.

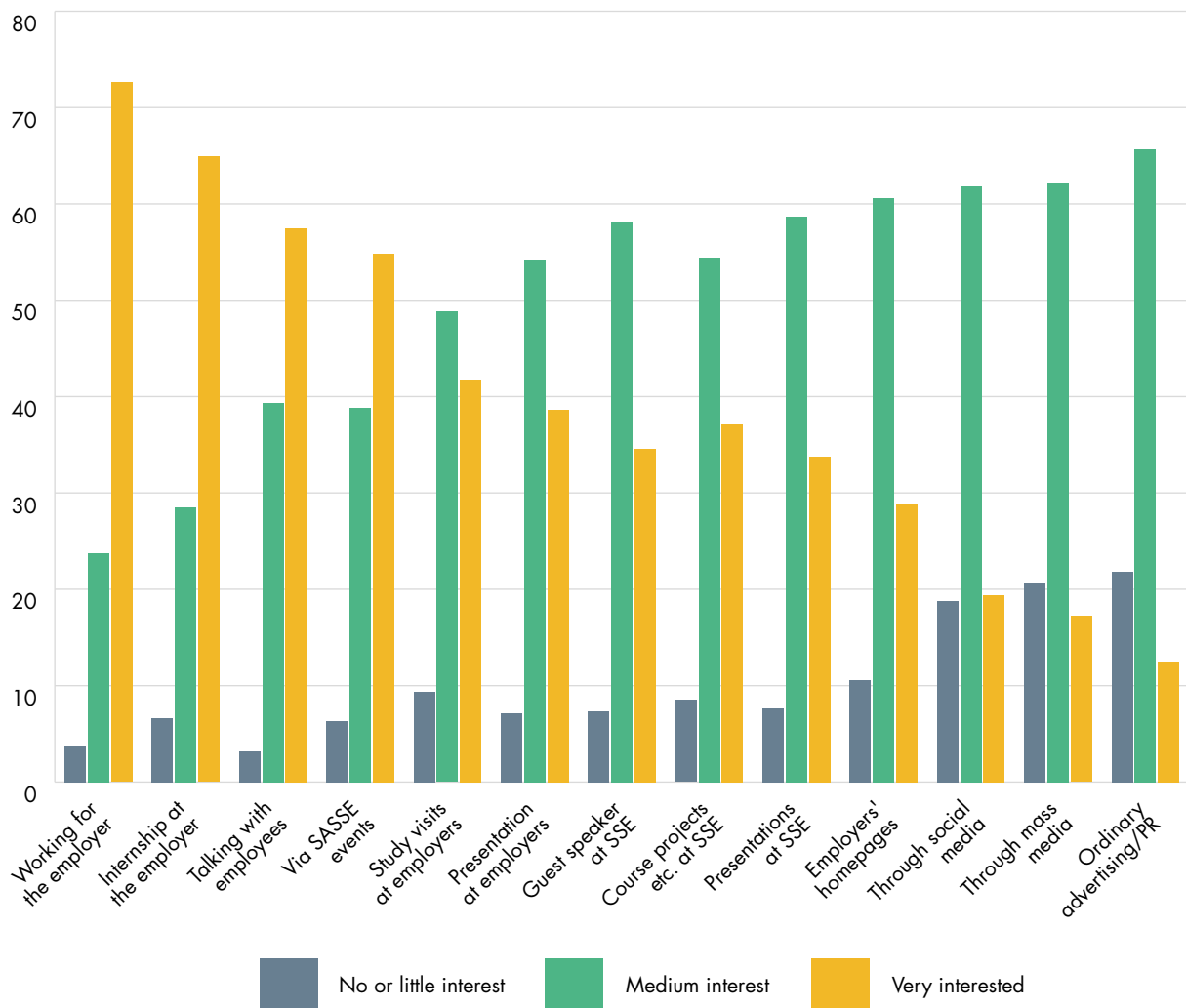


Figure 45. The percentages of all students viewing different media to get to know more about an employer: no or little (scale values 1–2), medium (3–5) or very (6–7) interesting, respectively.

⁵⁴ *t*-tests, all *p* < 0.02.

7.2 DIFFERENCES BETWEEN STUDENTS IN DIFFERENT STUDY PROGRAMS

Table 10 and figure 47 show the means for young and old BaBE, BaRetail and Master students, respectively, of the interest in different media, for getting to know more about possible future employers. Some main findings and conclusions are (only significant differences⁵⁵ are mentioned):

1. The specific media that the BaRetail students are more interested in than all other students are (in order of the interest among BaRetail students and their mean interest in parenthesis):
 - Through course projects, case studies etc. (5.3); old BaBE students being least interested in this (4.4).
 - Study visits at employers (5.3); old BaBE students being least interested in this (4.5).
 - By listening to guest speakers from the employer (5.2); old BaBE students being least interested in this (4.4).
 - Via social media (4.6); the other students having a mean of about 4.0.
2. Two reasons for the BaRetail students being more interested than other students in getting information about possible future employers through the media listed above may be that they have actually experienced the listed media in their education to a greater extent than students in the other programs since they work with different employers within the program, for example in “retail clubs”, each such in direct cooperation with a specific employer.
3. Master students favor employers’ homepages more than all other students (4.9), followed by the BaRetail students (4.7).
4. Getting information through mass media is more interesting among the young BaBE students (4.2) than among the students in all other study programs (3.8–3.9).

⁵⁵ *F-tests, all $p < 0.05$.*

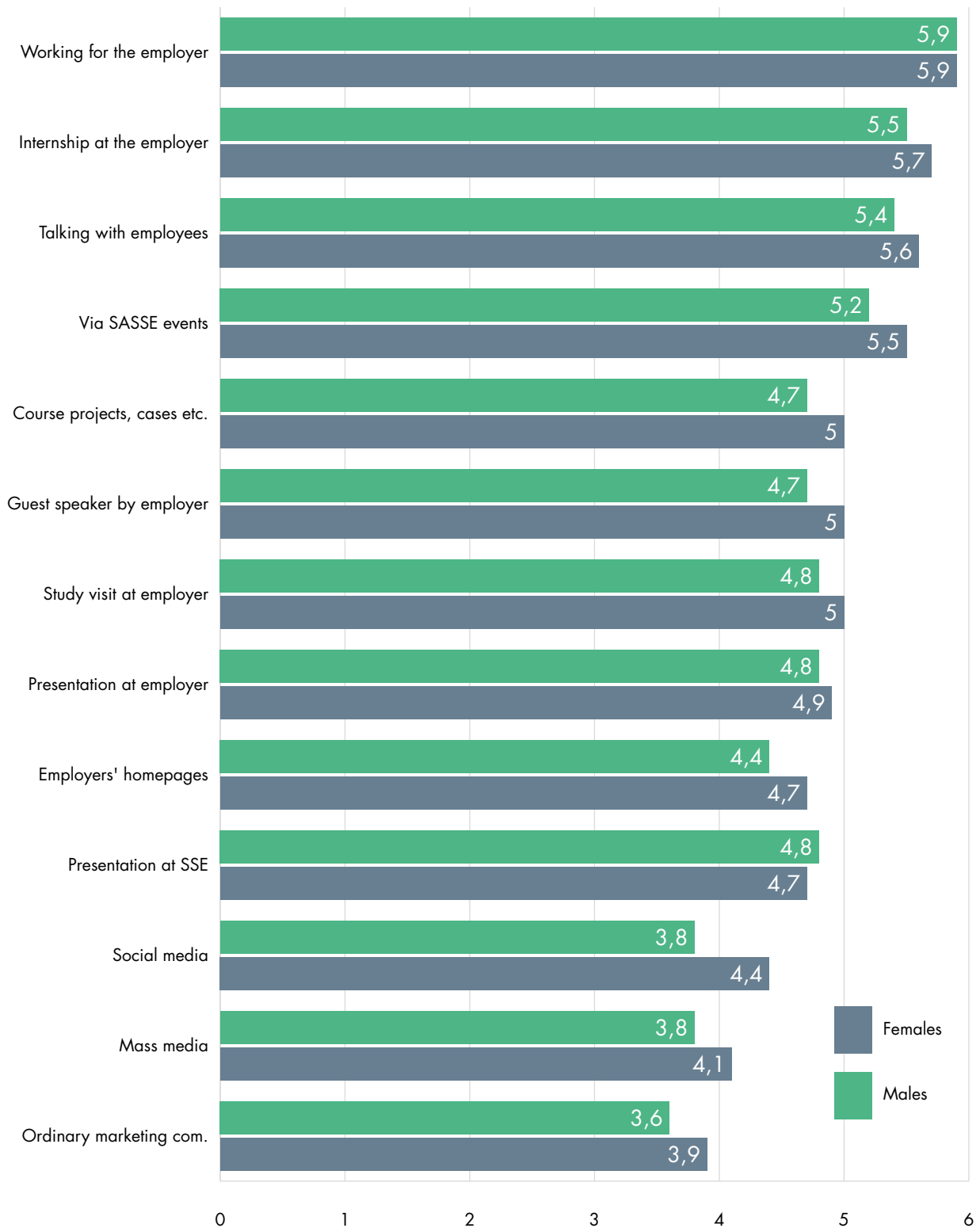


Figure 46. The mean interest in different media to get to know about possible future employers by gender (scale: 1 = Not at all interested; 7 = Extremely interested).

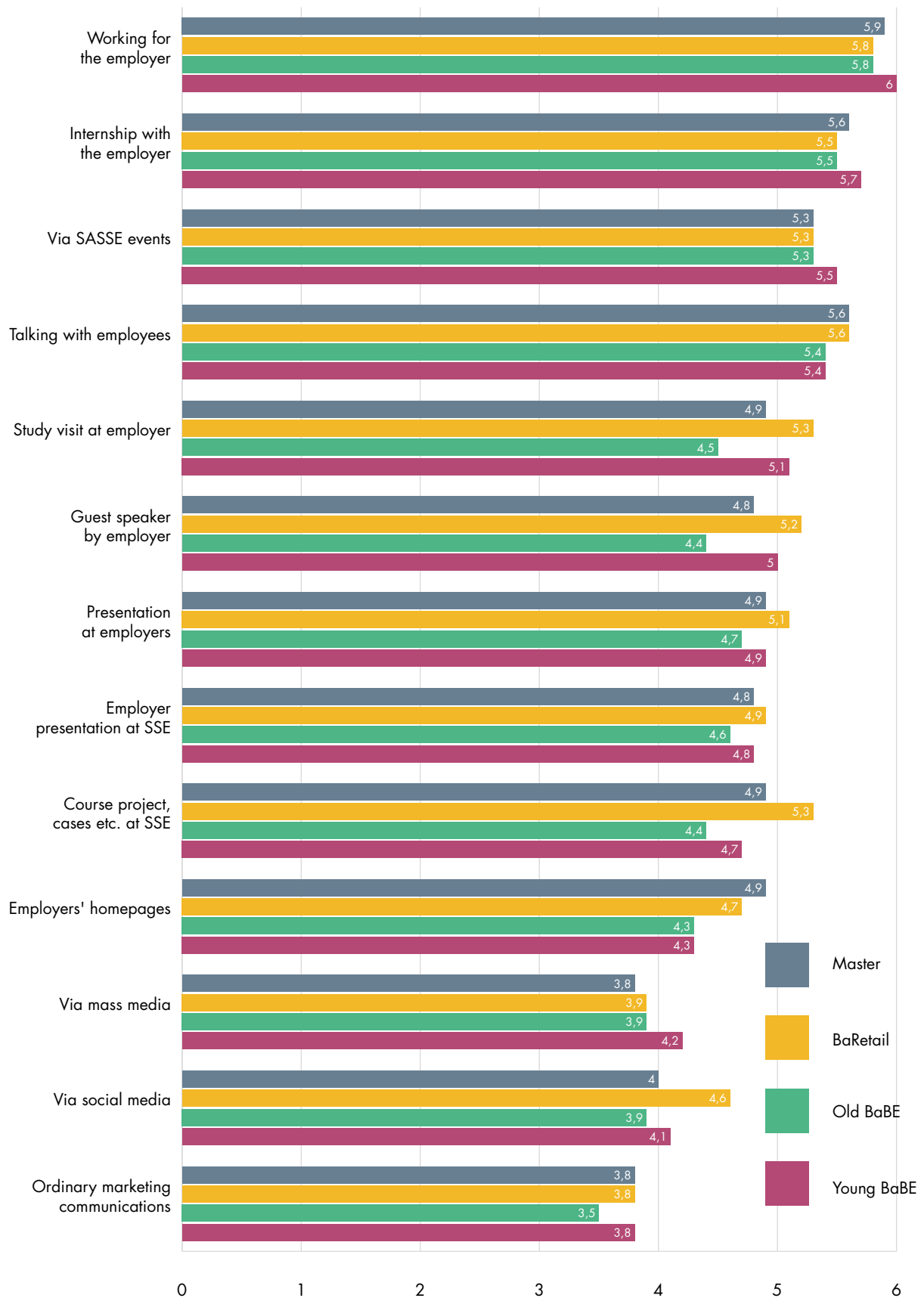


Figure 47. The mean interest in different media for getting information about possible future employers by study programs (scale: 1 = Not at all interested; 7 = Extremely interested).

8. SELF-EMPLOYMENT – ENTREPRENEURSHIP

In the 1990s, the Stockholm School of Economics (SSE), the Royal Institute of Technology (KTH) and Karolinska Institutet (KI) established the Stockholm School of Entrepreneurship (SSES) to develop an integrated teaching syllabus to meet the demands of students, faculty and industry for skills in entrepreneurship. Since then Konstfack and Stockholm University have also joined SSES. The new Master program in Business and Management, started in the fall of 2016, is also primarily focusing on innovation and entrepreneurship.

In 2001 a firm incubator was established at SSE – the start of the SSE Business Lab – to encourage and support students interested in starting a company of their own. Since then, 104 companies being active to this date have been established, together having created over 3,000 new jobs and reaching about six billion SEK in combined revenues (5.63 billion SEK in 2017). Some of the most well-known are Klarna, Budbee, Voi Technology, Yolibox, Digiexam and Nividas.

In 2018, a new Department was established at SSE, the Department of Entrepreneurship, Innovation and Technology (DEIT), along with the House of Innovation (HoI), extracted from the two departments of Marketing and Strategy (DMS) and of Management and Organization (DMO), but also with new recruitments of faculty within the mentioned areas.

There are thus many initiatives taken at SSE to encourage and support entrepreneurship, which may have contributed to the 14 percent of the SSE students (last year 7 percent) who are already running their own companies alongside of their studies, and to the 24 percent of all students who are definitely interested in running their own business in the future. The most important aim of these initiatives, however, is to develop the competence of the students who wish to start and run a company.

8.1 INTEREST IN BEING SELF-EMPLOYED

Interest in running one's own business – being self-employed – was measured by the following question: "How do you feel about working in your own business (to be self-employed)?" The responses were measured on the scale "I will ..." 1 "... definitely NOT work in my own business" to 7 "... DEFINITELY work in my own business." The results are shown in figures 48 and 49. The latter shows the development of the interest during 2000–2019 (another scale was used in 2017, which is the reason why the results for that year are excluded). The main findings and conclusions are:

1. Figure 48 shows that almost as many students are very interested in self-employment (scale values 6–7: 24 percent) as are not at all or little interested (1–2: 28 percent), and 48 percent (3–5) are medium interested.
2. Figure 49 shows that the percentage of all students that were very interested in self-employment increased from 31 percent in 2000 to 38 percent in 2015/16, but then suddenly dropped to 23 percent in 2018, without any known explanation. The percentage of the students with a very strong interest in self-employment remained much the same this year (24 percent).
3. The percentage of all students that were not at all or a little interested was about the same during 2000–2009 (11–15 percent), then increased sharply in 2010 to 21 percent, followed by a slow but rather steady decrease over the following years to 15 percent in 2015/16, then to increase again last year to 26 percent, remaining at about the same level this year (28 percent).
4. The percentage of those with medium interest was about the same during 2000–2009 (54–57 percent), then decreased in 2010 to 47 percent, and has since been between 46 and 51 percent. The change in 2010 was primarily due to the start of the Master programs in

2009, and the fact that Master students in general are less interested in self-employment than Bachelor students.

5. There are significant differences both between female and male students, and between students in different study programs. Male students are to a greater extent very interested in running their own business (6–7: 26 percent), and to a lesser extent not at all or only a little interested (1–2: 24 percent), compared with female students (22 and 33 percent, respectively)⁵⁶.
6. As to study programs, young BaBE students are to a much greater extent definitely interested in running their own business (6–7: 36 percent), and to a lesser extent not at all or a little interested (1–2: 21 percent) compared with all other students⁵⁷.
7. Master students are to a lesser extent definitely interested in running their own business (6–7: 18 percent), and to a greater extent not at all or a little interested (1–2: 35 percent) compared with all other students. The corresponding percentages for old BaBE and BaRetail students are in between those for young BaBE and Master students.
8. The latter results indicate that the interest in being self-employed decreases rather than increases during the students' studies, despite that there are courses focusing on entrepreneurship, and that entrepreneurial issues are discussed in many other courses. Another interpretation is that they discover so many other possibilities during their studies and personal development. It should, however, be pointed out that a clear majority consider running one's own business as an option.

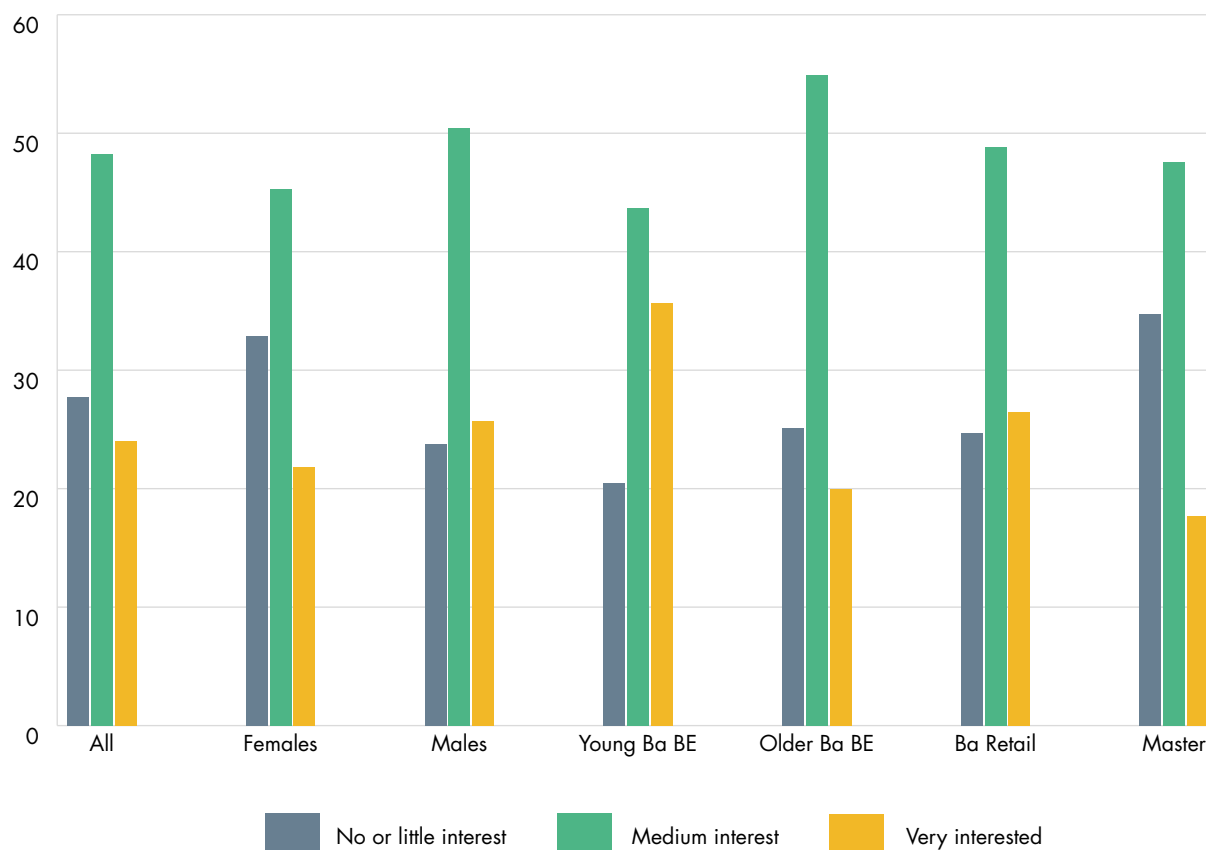


Figure 48. Interest in running one's own business (percentages, scale values: 1–2 = no or little interest, 3–5 = medium interest and 6–7 = very interested).

⁵⁶ $\chi^2 = 8.2$; $p = 0.017$.

⁵⁷ $\chi^2 = 31.9$; $p < 0.001$.

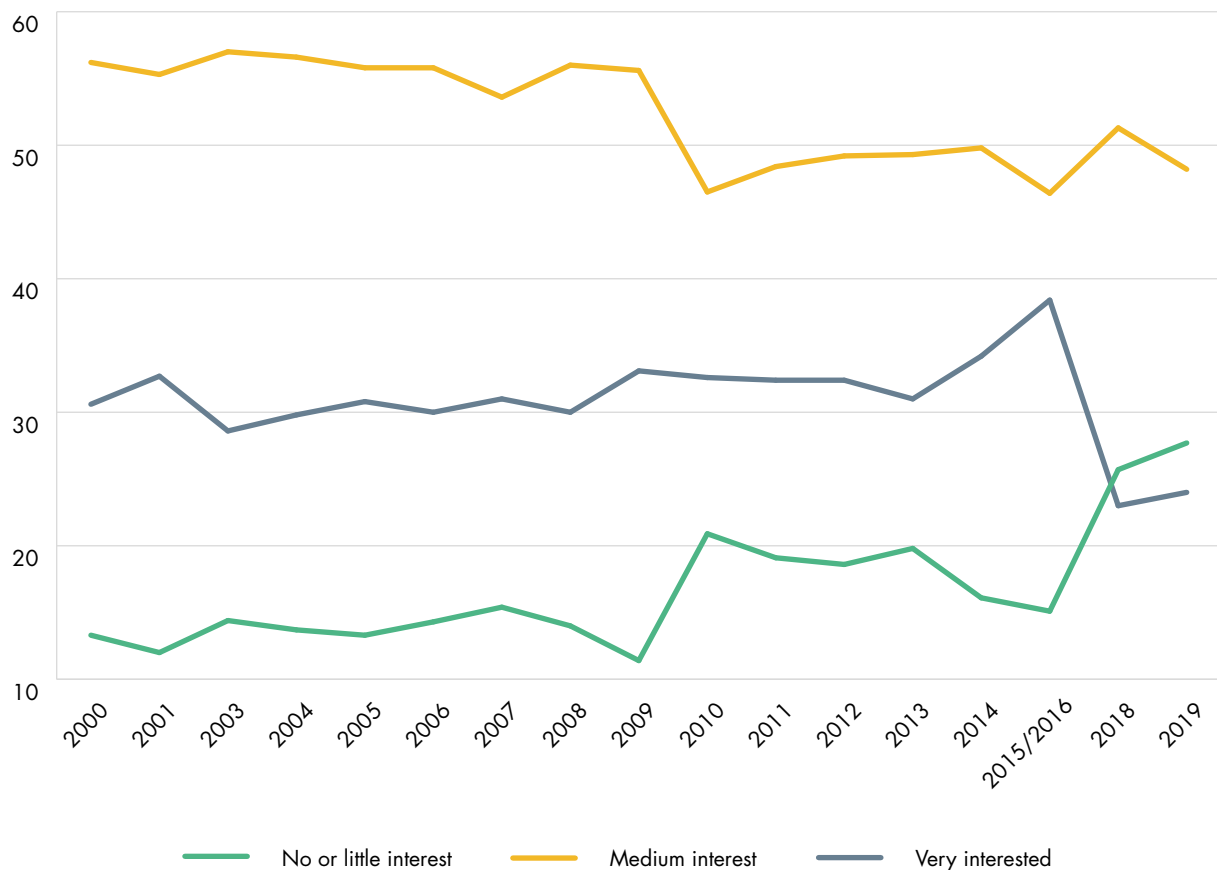


Figure 49. Interest in running one's own business, 2000–2018 (percentages, scale values: 1–2 = no or little interest, 3–5 = medium interest and 6–7 = very interested).

8.2 DRIVING FORCES BEHIND – EXPLANATIONS TO – INTEREST IN SELF-EMPLOYMENT

Being self-employed is often characterized by greater flexibility (e.g. greater possibilities to choose working hours, workplace, work environment and working conditions oneself), but also less possibilities concerning some of the employment aspects mentioned earlier, compared with being employed. This indicates that views on employment and working conditions discussed in Chapters 4 and 5 may be driving forces behind the interest in starting and running one's own business.

Thus, all variables presented in Chapters 4 and 5 may stimulate or discourage the interest in working in one's own company. To see which variables that may play a role in this, all these variables have been correlated with the interest in self-employment. The reason behind this analysis is that each variable may contribute to the interest, while also correlating with each other, thus partly sharing the same fundamental reason and the same "explanatory power". Thus, it is impossible from these data to say exactly which variable explains what, when it comes to the variation in interest. The correlations are shown in table 11, both for all students and separately for female and male students since they may differ as to what stimulates their interest in self-employment. The main findings and interpretations of these are:

1. For the whole population one variable correlates a lot more than all other variables: that one's employer is very entrepreneurial ($r = 0.45$). Appreciating or enjoying entrepreneurship thus seems to be a main driving force behind the interest in self-employment. It also indicates that these students do not consider many other employers entrepreneurial enough.

2. The five variables next in order with the highest correlations imply that the more one prefers working on contract rather than being employed ($r = 0.30$), for an employer that is very creative and innovative ($r = 0.28$), for a small employer rather than a large one ($r = 0.27$), preferring to work flexible hours and with a flexible workplace ($r = 0.18$), the more interest in self-employment.
3. The first and two last of these variables indicate that feeling free – unattached – is important, the second that one appreciates creativity and innovativeness and believes that one is better on one's own than if working for an employer. The third variable is possibly that one perceives this flexibility, creativeness and innovativeness more likely to be found in a small employer than a large one.
4. As to the preference to work for a small employer rather than a large one, there may also be other aspects of a small employer than those mentioned above that may be attractive, such as more opportunities to work for different other companies (clients; $r = 0.15$) and with many different tasks ($r = 0.11$), and more likely to be able to work as a generalist rather than a specialist ($r = 0.11$). Yet another aspect may be that it is easier to have an overview of and understand the whole business.
5. Three of the variables have negative correlations, meaning “the more the less”. The more important one considers working for a well-known employer with a good reputation, the less interest in self-employment ($r = -0.12$). This is also in line with preferring to work for a small employer rather than a large one.
6. Another negative correlation is that the less one prefers employers who look for one's formal qualifications, the more interest in self-employment. This is in line with the tendency to strive for entrepreneurship and innovativeness, which relates to something new, not to such matters as formal merits from the past.
7. The remaining negative correlation is that the more opportunities to work analytically, the less interest in self-employment. It thus seems as if entrepreneurial students are less interested in analysis, which may follow that they are looking for creativity and innovativeness, as well as working as a generalist rather than a specialist.
8. An interesting question is to what extent self-employed students actually have experienced these work characteristics. In some cases, probably not to the extent one may expect. Some self-employed are quite dependent on their clients or customers, being their actual ‘employers’. Characteristics of the industry in which they run their business may also infringe on the freedom, and innovativeness and creativity may sometimes result in less work structure, in turn requiring a lot of extra administrative work. And small firms are usually more niched than large employers, thus more specialized, thus needing both more specific tasks and analysis.
9. It is also interesting to consider the factors that *do not* correlate significantly with interest in becoming self-employed, factors that one would presumably be more in charge of oneself, if self-employed. Such factors are, for example, that the employer invests heavily in CSR, sustainability or equality, a good life balance between work and leisure, opportunities to advance quickly, good opportunities for one's personal development, a nice and positive work environment, and working in an exciting industry or field of work. As to CSR and life balance, there is, however, a gender aspect.
10. As to gender, female students' interest in self-employment is more driven by the following factors than that of the male students (in order of the difference in the correlations between male and female students; r shown for Females, F, and males, M, respectively):
 - The more one prefers freedom as to working hours: F = 0.30 and M = 0.23.
 - The less important one considers working analytically: F = -0.21 and M = -0.13.
 - The more important one considers that the employer invests heavily in CSR and sustainability: F = 0.23 and M = n.s.
 - The more one prefers working as a generalist rather than a specialist: F: 0.14 and M = n.s.

The main interpretation of these differences is, of course, that these factors drive female students' interest in self-employment more than they do male students' interests. Another interpretation is that female students regard these aspects as more likely to be achieved – or avoided – by being self-employed than if working for an employer, while less so among male students.

FACTORS CORRELATING WITH INTEREST IN SELF-EMPLOYMENT: PREFERENCES, OR THE EMPLOYER ...	2019 ⁵⁸	FEMALE STUDENTS ⁵⁹	MALE STUDENTS
... is very entrepreneurial	0.45	0.38	0.52
Prefer working on contract rather than permanently employed	0.30	0.24	0.33
... is very creative and innovative	0.28	0.27	0.32
Prefer working for a small company or organization	0.27	0.19	0.33
Prefer freedom regarding working hours	0.26	0.30	0.23
Prefer flexible workplace	0.18	0.20	0.20
Prefer an employer that looks for my formal qualifications	-0.18	-0.15	-0.19
Prefer working for a new employer for every new position	0.15	–	0.21
... offers good opportunities to work analytically	-0.15	-0.21	-0.13
... is well-known with a good reputation	-0.12	–	-0.15
Prefer working as a generalist rather than a specialist	0.11	0.14	–
Prefer working with different tasks rather than specific tasks	0.11	–	0.21
... invests heavily in CSR and sustainability	–	0.23	–
... offers a good life balance between work and leisure	–	0.14	0.10

– = not significant.

Table 11. Factors correlating with interest in self-employment (correlations)

11. Male students' interest in self-employment is more driven by the following factors than female students' interests are (in order of the difference in the correlations between male and female students; r shown for Females, F, and males, M, respectively):
 - The more one prefers one's employer to be very entrepreneurial: M = 0.52 and F = 0.38.
 - The more one prefers working for a small firm rather than a large firm: M = 0.33 and F = 0.19.
 - The more one prefers working on contract rather than being permanently employed: M = 0.33 and F = 0.24.
 - The more one prefers working for a new employer for every new position: M = 0.21 and F = n.s.⁶⁰
 - The more one prefers working with different tasks rather than specific tasks: M = 0.21 and F = n.s.
 - The less important one considers it to be to work for a well-known employer with good reputation: M = -0.15 and F = n.s.

⁵⁸ Pearson r: all $r \geq 0.10$ and all $p \leq 0.002$.

⁵⁹ Pearson r: all $r \geq 0.10$ and all $p < 0.030$, for both female and male students.

⁶⁰ Not statistically significant correlation.

The main interpretation of these differences is, of course, that these factors drive male students' interest in self-employment more than they do for female students. Another interpretation is that male students regard these aspects as more likely to be achieved – or avoided – by being self-employed than if working for an employer, while this is less so among female students.

12. A remaining variable that does not correlate for the total population, but for female ($r = 0.14$) and male ($r = 0.10$) students, respectively, is the importance of a good life balance between work and leisure. The reason for the overall absence of a significant correlation is most likely that female students in general consider such a balance more important than male students do, which means that the dispersions for male and female students, respectively, are found at different parts of the scale, thus not being “linear” in the same way as in the overall correlation. The main interpretation of these correlations is that both female and male students believe it is easier to achieve such a life balance, if wished for, by being self-employed than employed.

8.3 ACTUAL SELF-EMPLOYMENT DURING ONE'S STUDIES

The question of whether students were already running their own business (being self-employed) alongside of their studies was measured by the following question: “Are you at present running your own business?”, followed by the alternative answers “No”, “Yes, by myself” and “yes, together with one or more others.” As already mentioned, and shown in figure 50, 13 percent answered that they did run their own business, which is a great increase since last year's seven percent. Five percent said they were running a business on their own, and eight percent that they run it together with one or more others.

There is a significant gender difference⁶¹: Male students are to a greater extent (16 percent) than female students (eight percent) running their own business, five percent by themselves and 11 percent with one or more others; the corresponding figures for female student are four and five percent, respectively. Male students thus seem to inspire each other to a greater extent than female students.

In a comparison between the study programs, the percentages seen in figure 50 do not differ statistically significantly, but since it is the total population that has been studied it could be pointed out that only ten percent of the Master students are already running their own business, compared to 18 percent of the old BaBE students, 15 percent of the BaRetail students and 12 percent of the young BaBE students.

61 $\chi^2 = 11.7$; $p = 0.003$.

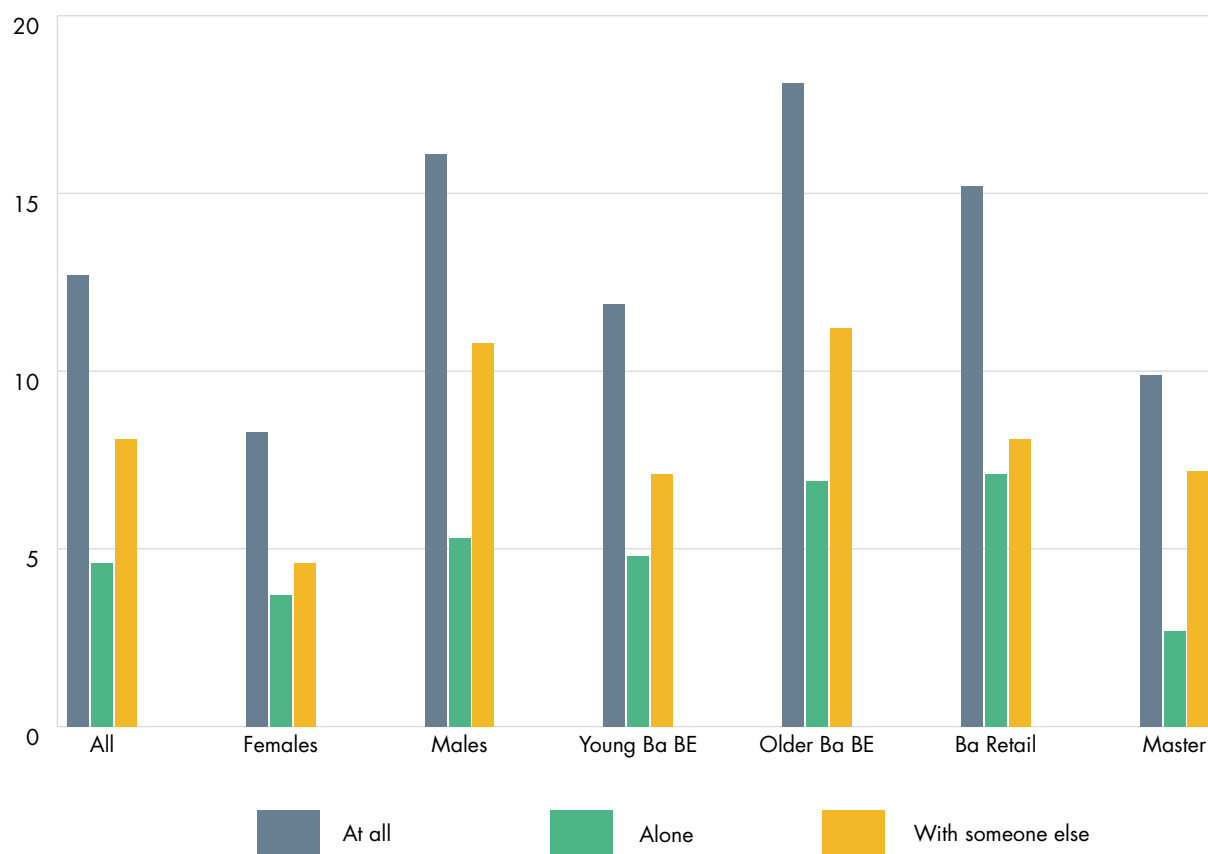


Figure 50. Percentages of all students, as well as of female and male students, and the students within the different study programs, respectively, who at present are running their own business (alongside of their studies), alone or together with someone else.

8.4 DRIVING FORCES BEHIND ACTUAL SELF-EMPLOYMENT DURING ONE'S STUDIES

In last year's SSE Employer Image Barometer (Wahlund, 2018), some direct questions were asked about the reasons for running one's own company alongside of one's studies: "How important are the following reasons for running your own business?" followed by seven reasons given by some students interviewed about their own business. A scale of seven (1–7) grades was used for each reason: 1 "not at all important", 2 "a little important", 3 "somewhat important", 4 "rather important", 5 "even more important", 6 "very important" and 7 "Extremely important". This question was not asked this year, but the results shown in figure 51 from last year are still of interest, and the main findings and conclusions were:

1. The two most important reasons for the students to run their own company were that it is fun – that they enjoy it (71; 21; 9⁶²) – and that they "want to accomplish something" (65; 29; 6).
2. The two following reasons of importance were "to gain experience" (61; 34; 5) and that one "had a bright idea that I/we wanted to make come true" (42; 43; 16).

⁶² The first figure is the percentage of the students that consider it very or extremely important, the next figure medium important, and the last figure not at all or little important.

3. The least important reasons were “want or need the income” (27; 40; 33), “it’s a valuable merit on my CV” (19; 52: 29 percent), and that “a great capital value is possible to be created” (45; 37; 18).
4. The overall conclusion is that most SSE entrepreneurs do not start their own company for economic reasons, although it is an important driving force to some students, nor because it may be an important merit in their CVs. The main driving forces are more personal – to have fun, to accomplish something (cf. *need for achievement*⁶³), to gain experience, or just having a great idea that one wants to see come true.

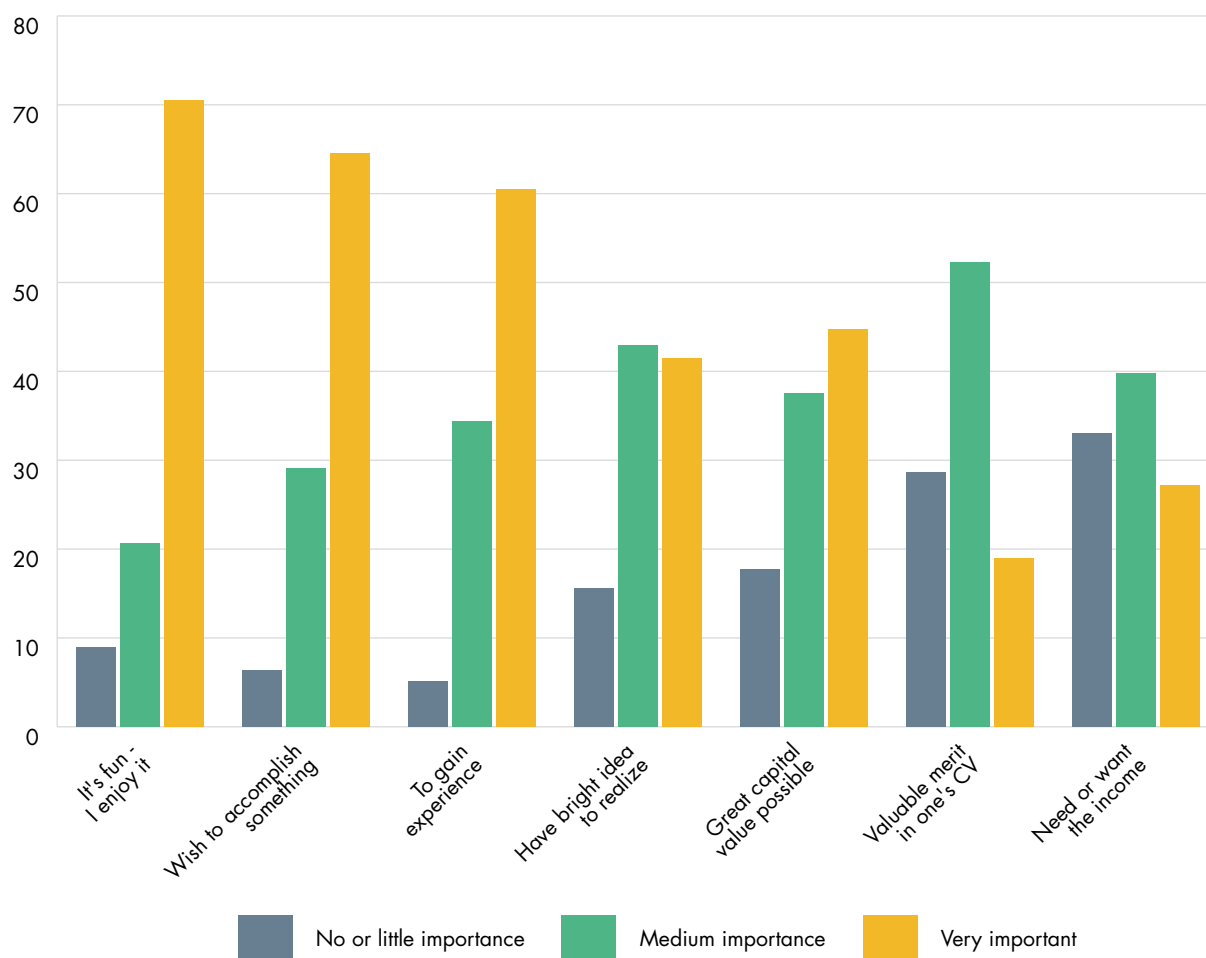


Figure 51. Reasons for running one’s own business alongside of one’s studies at SSE in 2018. Percentages of these students viewing each reason as not at all or little important (scale values: 1 and 2), of medium importance (3–5), or very important (6 and 7), ranked by overall means.

63 See McClelland et al. (1976) and Hansemark (2003).

9. INTEREST IN WORKING IN SPECIFIC COUNTRIES

In Chapter 4, it was reported that it is very or extremely important to almost 50 percent of the SSE students that an employer provides good opportunities to work internationally. The SSE Country Index shows the popularity of the various countries to work in. Before 2010, the question inquired about ‘dream countries to work in when you are looking for work abroad’, thus concerned only countries outside Sweden. Because the SSE Employer Image Barometer survey since 2010 also includes foreign students, the question has since then been the following:

“Which up to **three** countries would you most of all like to work in (including your home country, if you would prefer it)?” Since the students can also choose Sweden from the 2010 survey and onwards, the number of countries the students can mention increased from two to three in 2010. The results are shown in figures 52 and 53, and table 12. The main findings are:

1. The four most popular countries to work in have been the four most popular countries seven years in a row, and in the same order: Sweden, USA, UK and Germany. For Sweden, it is all-time high popularity this year (79 percent), after a rather steady increase since 2013.
2. The drop in 2017 in the interest in USA (from 60 percent 2015/16 to 49 percent 2017) and the UK (from 46 to 43 percent 2017) continued this year as last year, for USA down to 41 percent and for UK down to 40 percent. That means that USA and UK are now about as popular to work in. During these years, Donald Trump became President of the USA and the UK has gone for Brexit.
3. The sudden increased popularity for the UK in 2010 may partly be due to our new Master programs that started that year, and partly due to the question being changed that year (from two to three countries). The interest in Germany increased notably in 2012, most likely due to increased number of German students to our new Master programs. It has since been fluctuating between 11 and 14 percent (this year 13 percent). France dropped suddenly in popularity from 13 percent in 2012 to eight percent in 2013 but has since slowly and rather steadily increased to 12 percent in the last two years.
4. The interest for specific other countries to work in is in general rather stable over the years, as is the answer “No preferences. Any country would do” (7 percent this year). Countries that have gained popularity since last year are China/Hong Kong (from 5.7 to 8.5 percent), Norway (from 2.9 to 5.4 percent), Singapore (from 2.4 to 4.6 percent) and the Netherlands (from 2.8 to 3.8 percent). The interest has decreased only for Australia (from 7.7 to 5.6 percent).
5. The remaining countries on the list that are about as popular this year as last year are (in order of popularity) Switzerland, Denmark, Italy, Spain, Canada, Japan, Finland and South Africa (RSA).
6. 84 percent of the Swedish students are interested in working in Sweden, which is somewhat more than last year (79 percent). Almost as many of the students from countries outside EU (78 percent) are interested in this, while only 56 percent of the students from other EU countries share this interest, which is a significantly lower share⁶⁴.
7. While 47 percent of the Swedish students are interested in working in the USA (57 percent in 2017), only 25 percent of the students from other EU countries and 21 percent of students from countries outside EU share this interest. The corresponding percentages for the UK are 41, 38 and 31 percent⁶⁵, for Germany 7, 44 and 10 percent, for France 14, 8 and 2 percent, for Switzerland 8, 12 and 12 percent, and for China 7, 6 and 25 percent, respectively. Many of the students from other EU countries are from Germany and quite a few from outside EU are from China.

⁶⁴ For all comparisons reported in list items 6 – d: $\chi^2 > 12.0$; $p \leq 0.002$.

⁶⁵ Not a significant difference.

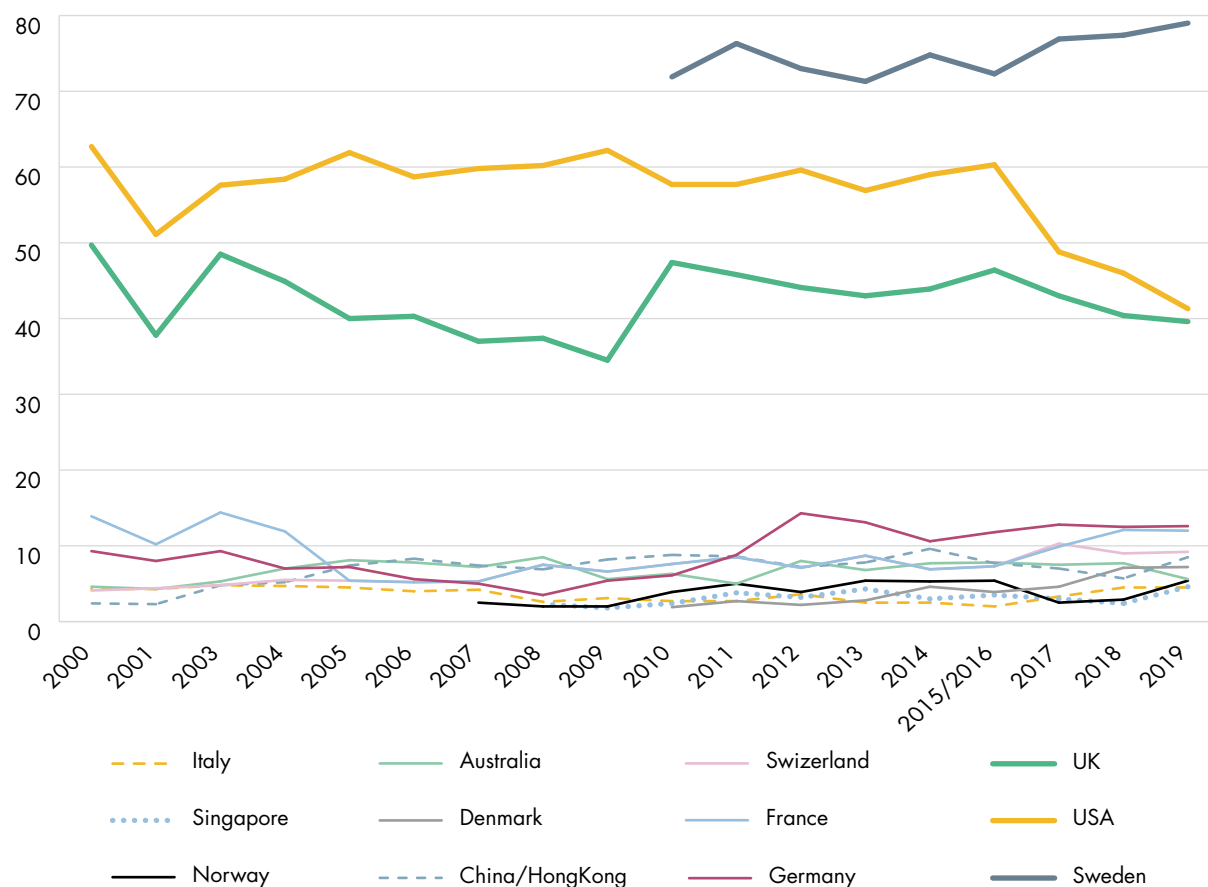


Figure 52. The SSE Country Index 2019: The interest in working in the 12 most popular countries to work in (percentages; total percentages ≤ 300 since the students could name up to three countries).

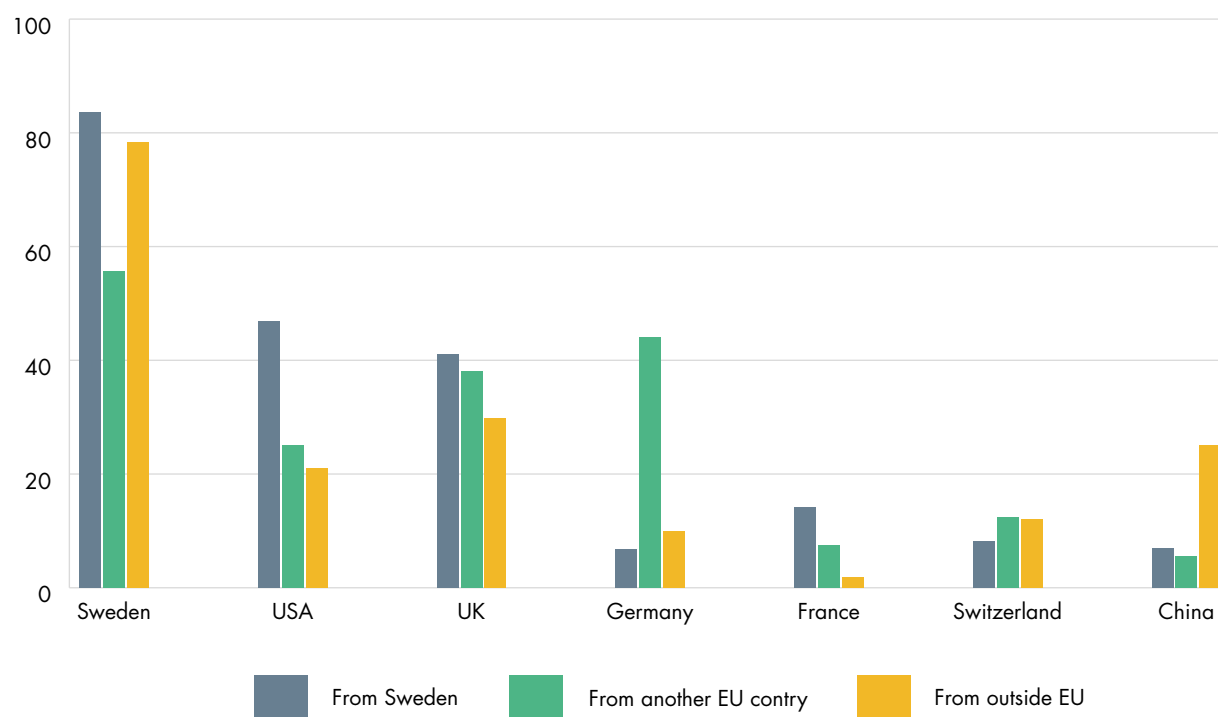


Figure 53. Interest in working in specific countries depending on students' origin (percentages).

COUNTRY	2019		2018		2017		2015/2016		2014	
	RANK	PERCENT	RANK	PERCENT	RANK	PERCENT	RANK	PERCENT	RANK	PERCENT
Sweden	1	79.0	1	77.4	1	76.9	1	72.3	1	74.8
USA	2	41.3	2	46.0	2	48.8	2	60.3	2	59.0
UK	3	39.6	3	40.4	3	43.0	3	46.4	3	43.9
Germany	4	12.6	4	12.5	4	12.8	4	11.8	4	10.6
France	5	12.0	5	12.1	6	9.9	7	7.4	5	9.7
Switzerland	6	9.2	6	9.0	5	10.3	8	7.3	8	6.9
China/Hong Kong	7	8.5	9	5.7	8	7.0	6	7.7	6	9.6
Denmark	8	7.2	8	7.1	9	4.6	10	3.9	10	4.6
Australia	9	5.6	7	7.7	7	7.5	5	7.8	7	7.7
Norway	10	5.4	14	2.9	15	2.5	9	5.4	9	5.3
Singapore	11	4.6	16	2.4	14	3.0	11	3.5	12	3.0
Italy	12	4.5	10	4.5	10	3.3	16	2.0	13	2.5
Spain	13	4.0	11	4.4	11	3.2	13	3.3	16	2.1
Canada	14	4.0	12	3.9	12	3.2	12	3.4	11	4.2
The Netherlands	15	3.8	15	2.8	13	3.2	15	2.2	14	2.3
Japan	16	3.6	13	3.5	16	2.3	14	2.9	15	2.1
Finland	17	1.5	17	1.8	18	1.1	-	-	-	-
South Africa (RSA)	18	1.0	-	-	-	-	-	-	-	-
No preferences, any country would do		7.0		6.1		6.9		6.0		4.8
Number of students		797		631		723		691		608

"-" = not ranked (included in the table) this year.

"n.s." = not surveyed.

Table 12. The SSE Country Index 2008–2019: the most attractive countries to work in (percentages of all students)

2013		2012		2011		2010		2009		2008	
RANK	PERCENT	RANK	PERCENT	RANK	PERCENT	RANK	PERCENT	RANK	PERCENT	RANK	PERCENT
1	71.3	1	73.0	1	76.3	1	71.9		n.s.		n.s.
2	56.9	2	59.6	2	57.7	2	57.7	1	62.2	1	60.2
3	43.0	3	44.1	3	45.8	3	47.4	2	34.5	2	37.4
4	13.1	4	14.3	5	8.8	8	6.1	7	5.4	7	3.5
7	7.7	5	13.2	4	12.4	4	12.7	3	14.1	3	11.9
5	8.7	8	7.1	7	8.5	6	7.6	5	6.6	5	7.5
6	7.8	7	7.2	6	8.6	5	8.8	4	8.2	6	6.9
12	2.8	16	2.2	14	2.7	15	1.9	-	-	-	-
8	6.8	6	8.0	9	5.0	7	6.3	6	5.6	4	8.5
9	5.4	9	3.9	8	5.0	10	3.9	13	2.0	16	2.0
10	4.3	12	3.2	11	3.8	12	2.4	14	1.8	13	2.3
14	2.5	10	3.6	15	2.7	11	2.7	12	3.1	12	2.6
13	2.7	11	3.2	10	4.0	9	4.7	8	3.7	8	3.2
11	3.0	13	2.9	12	3.4	14	2.1	8	3.7	11	2.8
17	1.6	17	1.8	17	1.9	-	-	-	-	-	-
15	2.2	14	2.3	13	2.7	13	2.4	11	3.2	9	3.2
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
	7.9		6.2		8.9		8.1		n.s.		n.s.
696		745		669		599		565		653	

9.1 THE SSE COUNTRY INDEX BY GENDER AND STUDY PROGRAM

There are some differences between female and male students, students in different study programs and in different Master programs when it comes to interest in countries to work in. The findings are (not shown in tables):

1. As to gender, significant differences in interest to work in a country were found (percent within parentheses)⁶⁶:
 - USA is more popular among male (47) than female (34) students.
 - Germany is more popular among male (16) than female (8) students.
 - France is more popular among female students (16) than male students (9).
 - Switzerland is more popular among male students (11) than female students (6).
 - Denmark is more popular among female students (10) than male students (5).
 - Norway is more popular among male students (7) than female students (3).
2. As to study program, the following significant differences between the programs were found (percent within parentheses; not shown in tables)⁶⁷:
 - Sweden is more popular among the BaBE students (82–85) than among BaRetail (76) and Master (75) students. There are many more foreign students among the Master students than among the Bachelor students, but the interest in Sweden is still very high among the Master students.
 - USA is more popular among young (52) and old (48) BaBE students than among BaRetail (39) and Master (32) students.
 - Germany is more popular among Master students (19) than old BaBE (12), young BaBE (7) and BaRetail (2 percent) students.
 - France is more popular among old BaBE students (20) than BaRetail (15), young BaBE students (10) and Master (8) students.
3. As to different Master programs, the following significant differences⁶⁸ between the programs were found, in order of size of differences (percent within parentheses):
 - Sweden is less popular among the Economics Master students (58) than among the Master students in Finance (69), International business (73) and Accounting and financial management (84 percent) students, and most popular among the students in the Business and management program (86). There are many more foreign students among the Master students than among the Bachelor students, but the interest in Sweden is still very high among the Master students.
 - USA is more popular among the Master students in Finance (41) and Business and management (40) than among the students in International business (24), Accounting and financial management (23) and Economics (19).
 - UK is more popular among the Master students in Finance (53) than the students in any other Master program (27–30).
 - France is more popular among the Master students in Economics (24) than the students in any other Master program (3–9).

⁶⁶ χ^2 tests: all $p \leq 0.01$.

⁶⁷ χ^2 tests: all $p \leq 0.004$.

⁶⁸ χ^2 -tests: all $p \leq 0.01$.

10. RECOMMENDATIONS TO EMPLOYERS BASED ON THE FINDINGS

In this chapter, recommendations are given to employers who wish to attract SSE students, primarily for their first job. The recommendations are based on the findings in this report and some earlier reports. In general, the results indicate that there is still a great deal to do for many employers to attract SSE students and graduates more efficiently and effectively.

10.1 WHAT CAN WE LEARN FROM THE MOST ATTRACTIVE EMPLOYERS OR INDUSTRIES?

As reported in Chapter 2, the two most popular and three of the four most attractive employers to all SSE students in 2019, as most years, are the three management consulting companies (percentages within parentheses) McKinsey (27.1), BCG (19.7) and Bain (12.1), and the by far most popular industry is consulting (68.7), although less attractive to female (61.6) than to male (74.0) students.

Worries have been expressed about this dominant interest for consulting firms from employers within other industries that want to hire the same students. There is one reason not to worry so much about the competition from the consulting firms, and certain things employers can do to compete with the consulting firms, based on reasons for the students' interest in such firms and by learning from what they do.

Another reason not to worry is that in earlier SSE Employer Image surveys (see section 3.2), it was found that management consulting is the most mobile industry to the students, thus to a great extent a transition industry. In other words, most students view it as very likely that they will switch to another industry after a first job at a management consulting firm, if they were to get such a job (which only a limited number of students actually do), and that to a greater extent than for any other industry. Thus, students having worked for some time in the consulting industry will then be available to other employers, and then not only with the competence they gained at SSE, but also with experience and insight from other companies and industries gained through their work at a consulting firm.

The usual motive for hiring a consultant is that one's organization needs someone with some expertise – skills, experiences, knowledge or insights – that one's organization is lacking. Does the interest in management consulting mean that students perceive themselves as such experts, demanded by different organizations? That is neither the answer I have gotten when talking with students, nor indicated by findings reported in this report (discussed below).

Instead, the main reasons for the interest in consulting among many students is that they are quite uncertain of what jobs there are and what job they would be interested in after graduation, and working for a management consulting company offers opportunities to get in touch with and learn about many different companies, different industries and different jobs. It also includes getting experiences that may be of value on one's CV. One should remember that a newly graduated from SSE will most likely be recruited as a junior fellow or associate, primarily assisting a consultant team with gathering and analyzing information. It usually takes years to be an associate.

The mobility of the consulting industry – in the eyes of the students – is another indication of the mentioned uncertainty and perceived possibilities to gain more experiences and knowledge. Further indications are that most students mention employers from different industries as their preferred employers and different industries as their preferred industries, and that quite a few students have no clue as to whether they want to continue in the same industry or move on to another after having worked within an industry for some time. See Chapter 3 about this.

So, what can other employers learn from these management consulting firms?

1. Among the things that consulting firms offer is a chance to gain experiences from and insights in different companies, industries and jobs, and the key word for – that is communicating – all these possibilities is “consulting”. The recommendation is thus, if possible, to offer internal (or possibly also external) “consulting” tasks in job descriptions. If possible, one could even establish a subsidiary or department for employees working with internal (or external) consultations, with a name that directly competes with the popular management consulting firms, like *Ericsson Management Consulting*.
2. The management consulting companies are also perceived to be satisfying other aspects of employment of importance to many students to a greater extent than other employers. This is elaborated more in sections 10.2 and 10.3 below. Some of these aspects are possibilities for personal development, a springboard and good training for one’s future career, variability as to work tasks, that personal qualities matter, good pay and other employment terms, and opportunities to work analytically. Such aspects could be offered and communicated by most employers.
3. As to variability, both concerning tasks and experiencing different work fields and jobs within a company or organization, another recommendation is to offer a trainee program. Such includes much of the variability many students are looking for. This will also be elaborated further on in section 10.3.
4. The management consulting companies are also good at marketing these aspects and themselves to the students. Especially, they start doing this early, sometimes already from the very beginning of the first semester (discussed further below). The most attractive employer to the students for the nineteenth consecutive year, McKinsey, has been especially successful in involving itself in school activities and presenting offers to the students, creating a relation to the students from the very beginning and then throughout the students’ studies, for example:
 - Students at SSE have been offered to participate in fiction-reading groups and attend author discussions arranged by the School. Participating students will receive a certification in fiction issued by the SSE and McKinsey & Co. This offer has attracted over 200 students.
 - McKinsey is hosting many events for students, for example The Lounge where they treat the students to something to eat and drink and tell them all about what they can do within Retail at McKinsey and about life as a management consultant (last year in August, right in the beginning of the first-year students’ studies).
 - The McKinsey Global Institute has launched a global essay contest aimed at crowd-sourcing solutions to one of Europe’s biggest political and economic conundrums: How to implement a pro-growth economic strategy that is both effective and that appeals to voters and policy makers. The contest is being held under the patronage of European Commission president Jean-Claude Juncker, former Prime Minister of Luxembourg. The winner of the essay contest will receive a prize of €60,000. The thing is that it engages a lot of students in an activity connected to McKinsey.
 - McKinsey is hosting many events, also especially for CEMS students, which they present at the local McKinsey offices’ homepages. McKinsey also joins the CEMS Annual Event and the CEMS Career Forum.
 - McKinsey offers both an International Internship and a regular McKinsey internship to CEMS students. If one applies for the International Internship, McKinsey guarantees a place outside one’s CEMS home school country. See www.mckinsey.com/cems for further details.

There are of course other employers on the list of most attractive employers. So, what else can we learn from the most attractive ones?

5. As already pointed out, employers that have begun to market themselves early to the students during their studies – especially some of the management consulting firms – have a considerable lead over those who have not. The employers that begin marketing themselves towards the students later in the students' study programs are forced to surpass the relationship with the students and the image that other employers have already established. Beginning to communicate with the students in their first semester also increases the likelihood of gaining more votes among the younger students in the SSE Employer Image Barometer survey from these students and thereby moving up the list of the most popular employers.

Some employers have begun to market themselves already during the students' first week at SSE. This is not recommended since there are a lot of new impressions competing for the students' attention at the very beginning of their studies, and if many more employers start doing that it will just be too much. However, the sooner one engages in student activities and begins to market oneself, the more likely is it that one gets an advantage before employers who enter "the student market" later.

How to market oneself by getting involved in school activities and offers to the students will be discussed further in section 10.4, and some examples from McKinsey have already been given above.

6. Some popular employers are attractive because they are active in a popular or trendy industry, such as digital platforms (in fact media and retailing), for example Google and Spotify, or the finance industry, for example Goldman Sachs, SEB, EQT, Morgan Stanley, Investor, Nordea and others, or retailing, for example H&M and Axel Johnson, focusing on the marketing and distribution of consumer products. However, most companies are today to a great extent going digital and have a finance or marketing department.

Thus, by communicating how much one is engaged in and how well one is doing in these areas (corresponding to "industries"), one connects or forms an association to an exciting industry, which is very or extremely important to 75 percent of all students. Many of these employers are also engaging themselves in school and student activities, which helps them communicate how exciting they are, at the same time as they create a stronger relation to the students.

10.2 WHAT SHOULD THE MESSAGE – THE OFFERS – TO THE STUDENTS BE?

1. A first general recommendation is to consider the job offers discussed below and ask yourself: "What is most important to the new recruitments we are interested in? Which of these offers or working conditions can we provide? How do we at present communicate what we offer – can we be equally or more effective in marketing our offers compared with our competitors, especially the management consulting firms (further discussed below)?"
2. Earlier SSE Employer Image Barometers (e.g. Wahlund, 2010, 2014) have shown that what the employers can *offer* the students, i.e. *what's in it for them*, is more important to the students than the formal qualifications required for the job. At the same time, the latter requirements have dominated the texts in recruitment ads for a long time (ibid.). Employers could thus most likely achieve better results from their advertisements to students if they reduce statements of such requirements (further discussed below), and at the same time use the space made free to increase the amount of information on what they can *offer* the students, i.e. *what's in it for them*.
3. There is also a difference in the requested personal qualities and formal qualifications; the question is, how this can be best communicated. 62 percent of the students consider it very or extremely important that the employer is looking for one's personal qualities,

and 43 percent that the employer is looking for one's formal qualifications. Thus, it is primarily the personal qualities one is looking for that should be mentioned in an add or other communications of a job offer. That an employer is asking for personal qualities is even more important to female than to male students.

By letting the students know what personal qualities one is looking for, a positive self-image is endorsed with the students, making them feel good about having desirable qualities – or helping them developing such! In other words, these types of requirements actually mean that there is something in it for the students, i.e. offers the student something.

For formal qualifications, the employer should refer to the employer's homepage where more details about the job should be found. This has two advantages: It drives traffic to the employer's homepage, and it requires an activity by the student connected to the employer, stimulating the development of or enhancing a relation with the employer. This would then also become part of the employer's general marketing communications. Just make sure the homepage functions well, and that information sought for is easily found!

4. The *personal qualities* most sought after in the job ads on the Student Association's Placement Board's 2007–2013, analyzed and reported in earlier SSE Employer Image Barometer reports (e.g. Wahlund, 2010, 2014) were motivated/industrious/ambitious, interest in the industry, analytical ability, ability to cooperate/team player, independent, and social/extrovert (same). Other qualities that were sought included: ability to establish contacts/relationships, thorough/attentive to details, responsible, structured/organized, creative, ability to take initiative, result-oriented/ target-oriented, flexible, entrepreneurial, curious, problem solving oriented, business minded, service minded, engaged and ability to cope with stress/able to comply with deadlines.

All the qualities mentioned may give some ideas for other advertisers as to what to look and advertise for. In general, the different types of personal qualities sought after in the ads increased over time.

5. As to *formal qualifications*, good knowledge in English, good communication skills, having an academic degree and work experience were the qualifications most asked for in general over the years in the ads mentioned above, followed by good knowledge in Swedish, knowledge in other languages, good computer skills, good knowledge and understanding of the industry or work, good study results and grades, and international experience.

It is interesting that the greater part of the most common formal merits refers to communication skills, including speaking specific languages. Such skills are more common than, for example, subject-related qualifications and are obviously something that employers regard as very important for students to develop in addition to their knowledge of different subjects.

The target group is students or recent alumni (with an academic degree). Since the education is focused more on general business understanding and specific skills in different economic subjects rather than on specific industries (except for the Ba Retail Program), the requirement "good knowledge of/understanding of the industry" could be questioned. This is probably something the students learn a lot more about *after* having been recruited.

6. The four most important offers to the students are good opportunities for personal development (very or extremely important to 80 percent of all students), a good springboard and training for one's future career (78 percent), a nice and suitable work environment (76 percent), a job in an exciting industry or field of work (75 percent); i.e. involving more personal yielding related to *what's in it for me*. The first two job aspects refer to what one can gain in the long run from the job, and the two latter the chances of getting along while on the job. A nice and suitable work environment is especially important to female students.
7. "Field of work" concerns for example accounting, marketing, finance, economics, management etc., which is likely in line with the study specialization of each student and

thus possibly her/his main interest. As to exciting industry or field of work, employers should not only market themselves, but also be involved in marketing their *industry* and *field of work* (media, retailing, accounting, banking, corporate finance, insurance, auditing, advertising etc.) to which they wish to recruit students.

This is naturally something that employers from the same industry can do together or with help from their industry organization. This can be done both with activities aimed specifically for SSE students, e.g. within the framework of different courses or activities directed towards these students, but also through general PR activities (e.g. positive visibility of the industry in media). Competitors may fear the competition from each other, but it is well-known that they can also profit from each other's reputation. When a competitor is seen as a representative of the industry in a positive and favorable way, that is also marketing for the industry.

8. Good pay and other employment terms rank sixth in the list of different employment offers (job characteristics or aspects) as to the mean importance for the students when choosing an employer, and 59 percent of all students consider it very or extremely important (female somewhat more than male students). But what is "good pay" to the students? What salary do they intend to ask for at the first interview after their graduation from SSE, and what salary do they expect to get? What do they think they would get at their most preferred employers? The answers to these questions are reported in detail in Chapter 6, but some main findings and recommendations based on these are:

- The dispersions (standard deviations) among the students as to the answers of all three questions are great. In other words, the students differ quite a lot as to what salary they intend to ask for, what salary they expect to get and the salary they believe they would get from the employer they consider most attractive for their first job, also for the named (most preferred) employers. The latter is of special interest, since some of these employers offer a fixed and the very same salary to new recruitments of students (with the same educational background) for their first job after graduation.

If the salaries actually offered to the students are lower than the expected ones, the students will be disappointed, and this disappointment will "feel" worse than the corresponding good feeling if one's expectation is surpassed due to *loss aversion* (a component in prospect theory by Kahneman and Tversky, 1984⁶⁹). Employers would therefore most likely gain from communicating to the students actual or at least realistic salary levels offered, especially if such are fixed. Another recommendation is to help educating students in how to think and reason about salaries, which could be carried out in cooperation with either the school or the student union SASSE.

- Employers can expect students from the two Bachelor programs to ask for and expect different levels of salaries when they apply for a job. BaBE students will ask for a monthly salary of about SEK 37,800 and expect to get about one thousand less, on average (mean). BaRetail students will, on average (mean), ask for a monthly salary of about SEK 36,000 and expect about one thousand less. At the same time, there are huge gender differences, which are discussed below. Employers of post Bachelor students are recommended to study the salary levels reported in Chapter 6 and compare them with what they are offering. There may be a need for improved communication of salary levels offered to Bachelor students, or a change in the salaries.
- Employers can also expect students from different Master programs to ask for and expect different levels of salaries when they apply for a job. Master students in finance both intend to ask for and expect a higher salary, on average (mean), than all other students, followed by the students in the International Business program, in Accounting and Financial Management, in Business and Management and lastly Economics. At the same time, there are huge gender differences, discussed below. Employers of Master students are also recommended to study the salary levels reported in Chapter 6 and compare them with what they are offering. There may also

69 See also Wahlund (1989/1996/2002) or Wahlund (1994).

be a need for improved communication of salary levels offered to students with a Master degree, or a change in these salaries.

- As to salaries expected from specific named favorite employers, the results presented in Chapter 6, both means and medians for each of these employers for both Bachelor and Master students, respectively, should be studied by these employers to see if the students have correct perceptions of the salary levels offered, and by competitors to see what salary perceptions they are competing with.
- About half of all students (49 percent) expect to get the salary they intend to ask for at their first job interview after having graduated from SSE; 17 percent expect to get more than that and 34 percent expect to get less. That means that about half of the students do not expect any salary negotiation, or they just feel confident enough to get the salary they will ask for, while about a third of the students believe there will be a negotiation where they intend to use *reference pricing* (i.e. to ask for a higher salary than they believe they will get in order to increase the probability of getting a higher salary than otherwise).⁷⁰ The author has no explanation to why some expect to get a higher salary than they intend to ask for.
- As in earlier years' surveys, there are noticeable gender differences both as to the salary they intended to ask for and salary they expected. Female students in general both intend to ask for and expect to get a lower salary than male students; on average (means), female students intend to ask for about SEK 4,700 less than male students and expect to get about SEK 4,200 less. The corresponding median differences are SEK 5,000 as to both asked for and expected salaries.

One reason for the gender differences is that female and male students to some extent are interested in different employers, between which there are structural – industry-related – differences as to salary levels. Consequently, the mean expected salary and what they intended to ask for also differ between the different Bachelor and Master programs. Still, in each of the Bachelor programs (BaBE and BaRetail), female students both intend to ask for less salary and expect less salary than male students. Young female BaBE students intend to ask for about SEK 3,000 less, old female BaBE students about SEK 4,300 less, and female BaRetail students about SEK 5,800 less than corresponding male students, on average (means).

For three out of five Master programs, female students on average (means) both intend to ask for less salary and expect less salary than male students. There are no significant differences only in the Finance and Economics Master programs (although the mean salaries as such differ similarly in favor of male students, but not statistically significantly).

As to the students' favorite employers, i.e. specifically named employers in specific industries, where female and males students interested in the same employer can be expected to have much the same educational background, there are still gender differences.

For 12 of the 27 employers that are favorites of both male and female Bachelor students, male students expect a higher both mean and median salary than female students do. In total, female Bachelor students expect, on average (mean and median) for all 28 favorite employers, about SEK 4,500–5,000 lower salary from these same named employers than the male Bachelor students do, all with an (assumed) equal Bachelor diploma from SSE.

For 10 out of the 28 employers that are favorites of both male and female Master students, male students expect a higher mean salary than female students of at least SEK 3,000, and for 13 of the employers a higher median salary of at least SEK 3,000. In total, female Master students expect from all 28 favorite employers, on average almost SEK 7,000 (mean) or SEK 8,000 (median) lower salary than the corresponding male students, all with an (assumed) equal Master diploma from SSE.

In total and within most study programs, the variance of both the salary the students

70 See also Wahlund (1989/1996/2002) or Wahlund (1994).

intended to ask for and expected is higher for male than female students. This means that male students differ among themselves more than female students do, i.e. that more male than female students intend to ask for and expect to get (much) higher salaries than most other students.

The gender differences found may affect salaries actually offered and settled, which may cause problems for employers in the long run. Not treating female and male employees equally as to salaries risks attracting attention in for example social media where students or SSE alumni are active. It may result in a bad reputation, especially among female students and alumni⁷¹.

9. Other more personally related offers which the students find important are opportunities to work analytically (48⁷²), possibilities for quick advancement (42), and possibilities for a good life balance between work and leisure (45), of which the latter is more important to female than to male students, and to work analytically is more important to male than female students. Just think: What of this can we offer?
10. Almost half of all students (47) also view opportunities to work internationally as very or extremely important. Still, 79 percent of all students mention Sweden as one of the three countries they most of all prefer to work in: 84 percent of Swedish students, 56 percent of students from other EU countries and 78 percent of students from other countries. Thus, quite a few foreign students are interested in staying and working in Sweden, which makes a recruitment base for such for internationally active employers in Sweden.

The second most popular country to work in is USA (41⁷³), third is the UK (40), fourth is Germany (13), fifth France (12), sixth Switzerland (9) and seventh China/Hong Kong (8.5). As to USA and UK, the interest has dropped considerably during the last three years, that is since Donald Trump took over as President of the USA and the discussion about Brexit began. See Chapter 9 for more results about the interest to work in different countries, including differences in gender and country of origin, and differences between students in different study programs.

11. There are also characteristics of an employer *per se* that some students perceive as very or extremely important, such as (in order of mean importance) that the employer is well-known with a good reputation (49), is creative and innovative (41), is entrepreneurial (21), that it invests heavily in gender equality or diversity (32) or invests heavily in CSR and sustainability (28). Thus, all these aspects would attract a certain number of students.

The two latter aspects are especially important to female students and to students in the BaRetail program, considerably more so than to male students and students in other study programs, respectively. The Me-Too movement and on-going environmental debate are clear indicators that employers should pay increased attention to such aspects, especially if they wish to recruit female students.

12. Findings as to reasons for being self-employed or interested in self-employment indicate that some students consider it easier to satisfy their demands regarding some job characteristics themselves, rather than being offered them by existing employers (see Chapter 8).
13. It should finally be pointed out, that for each offer (job aspect) mentioned, some students view it as extremely important while others view it as not at all or just a little important. An employer may not be able to – or wanting to – offer each or all aspects mentioned. By studying the findings reported in Chapters 4–6 an employer can match what is preferred by a certain percentage of the students, including gender differences and differences between students in different study programs, with the employer's capabilities, needs and wants.

⁷¹ See for example Wahlund et al. (2016).

⁷² Percentage of all students considering this very or extremely important.

⁷³ Percentage of all students mentioning this country as one of three countries most attractive to work in.

10.3 WORKING CONDITIONS AND FURTHER EMPLOYER CHARACTERISTICS PREFERRED BY THE STUDENTS

It has already been pointed out that for the different job and employer aspects mentioned above, some students view them as extremely important while others regard them as not at all or just a little important, and that an employer may not be able to satisfy each and all students. Students also have different preferences as to different working conditions, and to some further employer characteristics. For gender differences and differences between study programs when it comes to the following working conditions and employer characteristics, see Chapter 5:

1. While 19 percent of all students clearly prefer pursuing a career with the same employer, 13 percent clearly prefer careers with different employers. Some employers prefer the former, some the latter. Thus, there are possibilities for matching demand with supply. A clear majority of the students (69) answered in between, possibly being rather indifferent or uncertain.
2. While 34 percent of all students clearly prefer flexible working hours rather than fixed, only eight percent prefer the latter. The majority of the students (59) answered in between. Thus, the more flexibility as to working hours an employer can offer, the more students it will attract for job offers.
3. While 29 percent of all students clearly prefer flexible workplaces rather than a fixed such, only 15 percent clearly prefer the latter. The majority of all students (57) answered in between. Thus, the more flexibility as to working places an employer can offer, the more students it will attract for job offers.
4. Since 66 percent of all students clearly prefer permanent employment rather than being on contract (4), employers looking for employees have a greater “market” than those looking for hiring people temporarily – on contract. And 29 percent of all students answered in between.
5. While 40 percent of all students clearly prefer working with many different tasks than specific tasks, only eight percent clearly prefer the latter. And 52 percent of all students answered in between. Being able to offer a job that includes many different work tasks will thus attract more students.
6. As to “variability in work tasks”, i.e. to be offered a chance to work with many different tasks, one solution for employers in general is to offer a trainee program, which 38 percent of all students are very or extremely interested in and another 49 percent are somewhat or rather interested in. Such a program attracts female students (48) to an even greater extent than male students (31), which is thus a good offer especially if an employer wishes to attract female candidates (see sections 5.6 and 5.10 for more detailed findings about variability in work tasks and interest in trainee programs).

A trainee program is usually a good start in acquiring broad experience. In that way such a program has some things in common with consultancy, e.g. varied work tasks. Considering that about two thirds of all students are interested in the consultancy industry, there is a huge potential in offering a trainee program to attract students. The companies that offer such should look at the arguments used by the consultancy firms and then check how they can become better at accentuating the corresponding advantages of the trainee programs in their communications.

In view of the attempts to increase leadership by women in the business world, and in society as a whole, the greater interest in trainee programs among female students means that those programs could serve as a suitable tool for a good start towards more widespread leadership by women. Another solution is to offer internships for students taking courses including such. The students view this as the second most interesting way to get more information about a prospective employer (further discussed below).

7. Of all students, 21 percent clearly prefer working as a specialist, while the very same share clearly prefer working as a generalist. There is thus a sizeable supply of both, although the

majority (59) answered in between and most likely would like to work with both types of tasks.

8. While 36 percent of all students prefer working with other people, only eight percent prefer working on their own. A majority of the students (56) answered in between. Possibilities for teamwork should therefore attract more students than jobs where one works alone, although most students prefer a mix of these.
9. While 26 percent of all students clearly prefer to work for a large employer, only 12 percent clearly prefer the opposite. A great majority (63) is possibly interested in mid-sized employers, rather indifferent or uncertain.

10.4 HOW SHOULD THE MESSAGES – THE OFFERS – BE DELIVERED?

The students were asked about their interest in different ways – different “media” in a broad sense – of getting to know more about employers. The main findings and their implications are (for more detailed results, gender differences and differences between students in different study programs, see Chapter 7):

1. The ways – or *media* – which the students are most interested in to get to know more about employers are by working for them, e.g. during holidays or in the summer (considered very or extremely interesting by 73 percent of all students) or do internship with the employer (65 percent). Employing students for holiday work or offering them internships are thus extremely effective ways of establishing positive relationships with students.

Such relationships are difficult for other employers to compete with. Some study programs and courses at SSE already have collaborations with various employers including internships, for example within the one term Master Executive Trainee Module, the new Master program in Business and Management, and the Bachelor Retail Management Program. Employers interested in involving themselves in internships should contact SSE.

Last year’s report (Wahlund, 2018) showed that a majority of the students already work alongside of their studies for payment, about a third paid per hour (36 percent), but about 20 percent worked part time and full time with fixed monthly salary. Working in one’s free time is a good way to get to know an employer. However, working part or full time is not recommended by the school since it may impair the possibilities to take part in the educational programs at SSE and thus make it more difficult to graduate within reasonable time.

2. Students who have worked for an employer often also tell other students about the employer they have worked for, which means that the employer is also marketed to other students by word-of-mouth. This is normally an extremely effective type of marketing communication and talking to people who work or have worked for an employer is considered the third most interesting way of getting to know about an employer (58).
3. Other chances for the students to talk with employers is at SASSE events, which is the fourth most interesting medium to the students (55). Such events include SSE Career Days (*Handelsdagarna*, where employers present themselves to the students), M2, Women’s Finance Day, or Focus on Finance.
4. Presentations of an employer at the employer’s premises (39) is the sixth and at SSE premises (34) the ninth most interesting media to the students. The former is more effective, establishing stronger relationships with the students. Earlier Barometers (e.g. Wahlund, 2016) have shown that many students have participated in such presentations held by the most attractive employers, or in other events arranged by such employers (e.g. seminars, breakfast meetings, wine or beer tastings, interviews with managers in school projects, thesis work, case study competitions etc.; the nature of such events or activities is only limited by the employer’s imagination).

5. In addition to internship, there are other ways for employers to promote themselves by interacting with the school. Study visits at employers (42), guest lectures at SSE (35) or course projects (37) rank as the fifth, seventh and eighth most interesting media to the student, respectively (by means). Contributing with guest lecturers, case studies or real assignments for course projects, or welcoming study visits by students (though it is important that these should conform to the intended learning outcomes for each course) may thus contribute not only to the educational programs at SSE, but also establish positive relations with students. Becoming an SSE Corporate Partner facilitates getting involved in the educational programs.

For example, the BaRetail Program at SSE includes within its Applied Retail Track what is called Retail Clubs, which are directly linked to specific employers. Some students are also entrusted more formal tasks within the framework of these clubs, such as KAM (*Key Account Manager*). A number of companies are also involved within the BaBE and Master programs in course projects carried out by the students, as live cases. In some courses, the students spend time at the company (internship), where they work on actual problems that they analyze based on the course literature and lectures, and to which they propose solutions. In other courses, the students carry out business development projects.

6. Information about the employers through their homepages ranks tenth (29). However, earlier SSE Employer Image Barometers (e.g. Wahlund, 2016) have shown that the most attractive employers' sites are actually visited by most students, possibly because these employers have provided the students with reasons to go there, although they may not *view* it as very important sources of information. One thing that would make them visit an employer's homepage is, as already mentioned, if it is referred to in a job ad. Homepages can also be referred to when an employer is involved in other activities with the school or student union SASSE.
7. The least interesting media channels to get to know more about an employer are through social media (19), mass media (17) or ordinary marketing communications (ads, PR etc.; 13). Earlier SSE Employer Image Barometers have shown that the students are greatly acquainted with the general marketing communication carried out by their favorite employers and the general visibility of these employers in mass or social media. Wahlund (2002, 1998) also showed that the general corporate image has a substantial positive effect on the attractiveness of employers.

Although viewed as less interesting media than the other media measured to get to know about possible employers, the general corporate image creation to which such communication contributes is still important also for recruiting personnel in general, and SSE students in particular, something marketing departments should consider as well in their general PR work, and especially when designing their website(s).

8. Female and BaRetail students are in general more interested than male students and students in other study programs to get to know about possible employers via the measured media.
9. There is great potential for employers in using the mentioned media or ways to make oneself better known to the students and thus compete with the most attractive employers as of today. These activities have been used by the most popular employers to a great extent (e.g. Wahlund, 2016).

10.5 WHAT CAN BE LEARNED FROM FINDINGS CONCERNING SELF-EMPLOYMENT – ENTREPRENEURSHIP?

If one wants to employ or work with SSE alumni with an interest in being entrepreneurial, one should consider the main driving forces behind actual self-employment alongside of the students' studies and behind their interest (or lack of such) for self-employment. A whole chapter – Chapter 8 – is devoted to analyses of the interest in being self-employed or engaging in entrepreneurship⁷⁴. Some of the findings and recommendations are:

1. Of all SSE students, 13 percent are running their own business alongside of their studies. The main driving forces behind this are that it is fun – that they enjoy it (71⁷⁵), that they want to accomplish something (65), to gain experience (61) and that one had a bright idea that they wanted to make come true (42). Economic reasons are that a great capital value is possible to be created (45), that they want or need the income (27) or that it is a valuable merit on one's CV (19).

The overall conclusion is that most SSE entrepreneurs do not start their own company for economic reasons, although it is an important driving force to some students, nor that it may be an important merit in their CVs. The main driving forces are more personal – internal – to have fun, to accomplish something (cf. *need for achievement*⁷⁶), to gain experience, or just having a great idea that one wants to see come true.

2. As to interest in self-employment, 24 percent of all students are very or extremely interested in self-employment while 28 percent are not at all or only little interested. Thus, almost half of the students are “medium” interested. Male and young BaBE students are somewhat more interested than female students and students in other study programs (and ages), respectively. The interest thus seems to decrease with age during the students' studies, possibly as other career possibilities become more salient.

The interest in self-employment was correlated positively with all job-related factors discussed above and analyzed in Chapters 4 and 5. Preferences were oriented toward an entrepreneurial, creative, innovative and small employer, as well as toward working on contract (before being employed), freedom regarding working hours and workplace, that an employer is not looking for one's formal qualifications (thus a negative correlation), and working with a new employer for every new position. Most of these job aspects are quite reasonable, and could be summarized by entrepreneurial spirit, and a need for variability and freedom.

3. The recommendation in the introduction to this section should be repeated: If one wants to employ or work with SSE alumni with an interest in being entrepreneurial, one should consider the main driving forces behind this, mentioned above. It seems that many employers do not satisfy these criteria, since quite a few students are choosing self-employment before being employed by another employer.

⁷⁴ See also Wahlund (2010; 2018) for some further and other analyses of self-employment.

⁷⁵ The percentage of the students that consider this as a very or extremely important reason in last year's study (Wahlund, 2018) in response to direct questions about these reasons.

⁷⁶ See McClelland et al. (1976) and Hansemark (2003).

11. GENERAL INFORMATION ON THE RESPONDENTS

This chapter contains background data on the SSE students who took part in the SSE Employer Image Barometers 1990–2018. SSE has implemented the Bologna model, where the former four-year *Civilekonom Program*, an extended Bachelor program in business and economics, has been replaced by a three-year Bachelor, and two-year Master programs. In addition, a new Bachelor program focusing on retail management was started in 2008 at the Center for Retailing (CFR).

11.1 THE RESPONDENTS' HOME COUNTRY

Table 13 shows the percentage of non-Swedish students in the different study programs participating in the survey, based on a question about this. It should be pointed out, that exchange students spending only a semester at SSE are not included in the survey. The results indicate that students from Sweden clearly dominate the Bachelor programs, while foreign students are found to a great extent in the Master programs, where a majority of the respondents are now non-Swedish students. Since the fall semester 2018, the BaRetail program is given in English which has opened the program for students who do not speak Swedish.

YEAR	BABE YEARS 1–2	BABE YEARS > 2	BARTAIL	MASTER	TOTAL %	TOTAL N
2019	3.0%	0.7%	9.3%	54.1%	24.0%	797
2018	7.0%	0%	3.6%	48.9%	23.0%	629
2017	2.0%	3.0%	1.0%	46.8%	21.8%	723
2015/ 2016	6.6%	3.9%	3.5%	39.7%	21.0%	686
2014	4.4%	2.6%	6.1%	37.9%	19.5%	606
2013	3.4%	2.3%	2.4%	46.0%	21.8%	695
2012	4.3%	7.3%	2.9%	45.6%	21.0%	743
2011	4.0%	2.2%	0%	45.9%	15.7%	668

Table 13. Another home country than Sweden 2011–2019.

11.2 THE RESPONDENTS' GENDER

Table 14 shows the gender distribution of the respondents in all surveys since 2001. The percentage of female students has varied somewhat over the years as a consequence of variations in the enrollment at SSE but is now clearly higher than it was in the beginning of the new millennium (now 43 percent compared to 28 percent in 2001).

2019	Female = 42.8%	Male = 55.2%	n = 797
2108	Female = 42.0%	Male = 58.0%	n = 629
2017	Female = 40.2%	Male = 59.8%	n = 723
2015/2016	Female = 38.8%	Male = 61.2%	n = 810
2014	Female = 40.4%	Male = 59.6%	n = 608
2013	Female = 43.6%	Male = 56.4%	n = 697
2012	Female = 43.6%	Male = 56.4%	n = 761
2011	Female = 41.4%	Male = 58.6%	n = 683
2010	Female = 42.1%	Male = 57.9%	n = 580
2009	Female = 42.2%	Male = 57.8%	n = 535
2008	Female = 39.3%	Male = 60.7%	n = 628
2007	Female = 36.8%	Male = 63.2%	n = 771
2006	Female = 39.1%	Male = 60.9%	n = 931
2005	Female = 36.9%	Male = 63.1%	n = 875
2004	Female = 37.4%	Male = 62.6%	n = 832
2003	Female = 30.5%	Male = 69.5%	n = 646
2001	Female = 28.0%	Male = 72.0%	n = 582

Table 14. Gender distribution in the SSE Employer Image Barometer 2001–2019.

11.3 THE RESPONDENTS' AGE

Table 15 shows the age means in the various surveys. The average age has remained relatively constant around 23 years of age in all surveys. However, in total, the average age has fallen by one year since 1990, despite the introduction of Master programs in 2009 requiring a Bachelor degree; students thus being older. One explanation to the decrease may be the increased efforts on the part of SSE to reduce the number of years of study. Another reason may be the increased number of foreign students at SSE, since it is more common to start schools earlier in some other countries and thus also at universities.

2019	\bar{x} = 23.0 years	s = 3.1 years	n = 797
2018	\bar{x} = 23.0 years	s = 3.2 years	n = 631
2017	\bar{x} = 23.1 years	s = 3.0 years	n = 723
2015/2016	\bar{x} = 23.2 years	s = 2.7 years	n = 810
2014	\bar{x} = 23.1 years	s = 2.6 years	n = 606
2013	\bar{x} = 23.0 years	s = 2.8 years	n = 697
2012	\bar{x} = 22.9 years	s = 2.7 years	n = 740
2011	\bar{x} = 23.0 years	s = 3.0 years	n = 667
2010	\bar{x} = 23.0 years	s = 2.6 years	n = 583
2009	\bar{x} = 22.8 years	s = 2.6 years	n = 537
2008	\bar{x} = 23.0 years	s = 2.7 years	n = 631
2007	\bar{x} = 23.2 years	s = 2.9 years	n = 773
2006	\bar{x} = 23.3 years	s = 3.0 years	n = 929
2005	\bar{x} = 23.1 years	s = 3.1 years	n = 873
2004	\bar{x} = 22.9 years	s = 2.9 years	n = 834
2003	\bar{x} = 22.9 years	s = 3.1 years	n = 646
2001	\bar{x} = 23.5 years	s = 2.7 years	n = 582

Table 15. Average age of the respondents in the SSE Employer Image Barometer during the period 2001–2019.

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