

STUDENT INTERNSHIPS AS A TOOL FOR ASSESSMENT OF THE EMPLOYER BRAND

Monika WAWER

Enterprise Management Department, Faculty of Social Sciences, The John Paul II Catholic University of Lublin;
mwawer@kul.pl, ORCID: 0000-0003-4970-4650

Purpose: At present, one of the most important challenges faced by employers is to find, employ and retain talents. Attracting the best interns can be the way of creating the company's brand as an attractive employer for Generation Z. The management of an internship programme with good preparation can strengthen the employer's brand from the close supervision of engaged mentors and managers. The aim of the research is to identify the impact of the assessment of the internships carried out by students on their perception of the employer brand.

Design/methodology/approach: The survey has been conducted in Poland in the period 2019-2021 among 789 full-time students in different fields of study. The paper presents a quantitative analysis of the obtained data in the cross-section of the respondent's study level (bachelor's and master's). The theoretical part of the article explained the essence of employer branding in a contemporary organisation and the meaning of internships as an employer branding tool for Generation Z.

Findings: The answers of respondents reveal that the overall assessment of the internship affects their willingness to work at the given company and to recommend the company to others. The experiences gained during the internship, mentors involvement, and the way the internships are prepared and carried out by the company, have an impact on the assessment of the employer brand and influence the decision of Generation Z to participate in recruitment processes in this company as well as the selection of this employer as the future workplace.

Research limitations/implications: The size of the surveyed group does not allow for the formulation of general conclusions. However, the obtained results may be the basis for further in-depth studies on the problem. Similar research could be conducted to establish the opinion of employers and university representatives with a broader consideration of other variables.

Practical implications: The conclusions of the study will deliver the enterprises valuable information about the importance of internships for the acquisition and retention of future employees from Generation Z, and building the employer brand in the labour market.

Originality/value: The obtained results allowed to fill the research gap concerning the perception of the representatives of Generation Z regarding the student internships in the context of the assessment of employer brand.

Keywords: Employer branding, company brand, internships, students, Generation Z.

Category of the paper: Research paper.

1. Introduction

Building a brand of the employer is a strategy, which by an increasing number of organisations is perceived as an important area of development under conditions of strong competition (Wilden et al., 2010). Modern companies largely owe their position on the market to highly qualified employees. At present, one of the most important challenges faced by employers is to find, employ and retain talents, i.e. people with the highest competences and potential. Achieving this goal involves conscious employer branding on the labour market.

Undertaking such activities is particularly important for students starting their professional careers, i.e. those representing Generation Z. Most commonly, they gain their first experiences by doing an internship, the scope of which depends on the curricula and the conditions of cooperation between the university and the organisation (Slaidins et al., 2017). The main goal of such an internship is to increase the knowledge and develop practical skills in a real work environment, as workplace learning is considered to be one of the most effective forms of competence development among young people (Forsberg et al., 2021).

Assessment of the employer branding of a given enterprise may be directly connected to the level of the students' satisfaction with the completed internship. For this reason, each company should focus on the professional preparation of the internship program to ensure valuable candidates, for whom it will become the first choice employer (Rampl, 2014; Bellou et al., 2015).

2. Employer Branding in a Contemporary Organisation

The concept of employer branding (EB) was first defined by T. Ambler and S. Barrow (Ambler and Barrow, 1996). They viewed EB as “the functional, economic and psychological benefits that are provided by employment, and identified with the employing company”. Employer branding is currently understood as the sum of a company's efforts to communicate to existing and prospective staff that it is a desirable place to work (Tavassoli, 2008). It is also seen as the company's long-term strategy aimed to identify, recruit and retain the most talented and valuable employees (Dogl and Holtbrugge, 2014; Saini and Jawahar, 2019; Davies et al., 2018). Thus, the concept of employer branding encompasses all the efforts of the organization aimed at existing and potential employees, which purpose is to create an attractive image of the employer and support their strategic business goals (Bellou et al., 2015).

The employer's branding efforts are divided into activities directed internally and externally in the company, depending on the employee group they are targeted at (Sengupta et al., 2015):

- internal – covering efforts addressed at existing employees and aimed primarily at creating a friendly working environment, ensuring the possibility of employee development, and building organizational engagement,
- external – covering efforts undertaken outside of the company and addressed to potential employees, and seeking to build the employer image to be seen as attractive.

It is of great importance that these two directions of impact are mutually consistent. Employer branding is therefore aimed at creating the best job of the employer in the eyes of both current and potential employees. Thanks to it, it is possible not only to attract talents but also to retain them and increase their job satisfaction. Miles and Mangold (2004) drew attention to an important aspect of employer branding which assumed that working in a specific company is a special commodity that, just like everyone else, needs to be skillfully sold using external communication.

The brand of the company as an employer is understood as the company's image formed in the awareness of its current and future employees based on their personal experience or information that has reached the potential members of the organization, the source of which are both people who create the organization as well as all types of mass media. This definition emphasizes the importance of the opinions and experiences of different people who refer to many sources of data currently coming primarily from the Internet in the process of creating the organization's image (Grzesiuk and Wawer, 2018). Attracting the best candidates successfully can be achieved by creating the company's image as an attractive employer and combining the right personnel strategy and a strategy for the company's communication with its environment.

The brand of the employer is an important message that influences the acquisition of candidates who will later support the entrepreneurship culture and desirable values in their future work. It provides the company with visibility among potential employees and helps the company become the employer of choice among top talent candidates (Chunping and Xi, 2011). The name "employer of choice" is most often given to organizations where current and potential employees perceive the work environment as particularly attractive for the development of their careers.

Research confirms that companies that undertake efforts to establish their brand as a positive one are seen by candidates as a first-choice employer brand (Rampl, 2014). This term signifies that an enterprise has a strong and recognized brand and offers a possibility of first-rate employment (Ghadeer et al., 2016). The company becomes a trusted enterprise that employees can be proud of, and whose management team cares about the individual needs of its employees facilitating their professional and personal development, ensuring cooperation with the supervisor listening to the expectations of subordinates. Thus, employer branding can be considered an important factor not only in the implementation of the personnel strategy but also as a condition for the success of the entire organization and an important indicator of the company's value.

3. Generation Z Internships as an Employer Branding Tool

Generation Z is currently at the stage of education as students and beginning professional careers (Goh and Okumus, 2020), becoming of interest to the labour market. Based on the literature review, the author assumed that Generation Z includes individuals born after 1995 (Lut, 2020; Rodriguez et al., 2019). It is estimated that Generation Z already makes up 24% of the global workforce, and that proportion is only going to grow in the coming years (Fuscaldo, 2020).

Generation Z has been called many names, e.g. “Sharing Generation”, “All Technology All Time” Generation, and “Born Digital” (College, 2020). People from Generation Z are often referred to as “digital natives”, as they have had access to the Internet, mobile networks, and mobile systems 24/7 from their earliest years. In the specific context, the generation has become perfect at collecting and comparing information from various sources and integrating virtual and offline experiences.

Candidates from Generation Z are generally perceived as expecting a career with a fast progression to higher positions and impatiently awaiting promotions (Goh and Okumus, 2020). According to Goh and Lee (2018), Generation Z demonstrates a stronger tendency towards a positive approach (i.e., being people-engaged, interesting, fulfilling, and equipped with travel opportunities) than negative attitudes (e.g., having challenges in dealing with people, and language proficiency).

Surveys carried out by McKinsey show four main types of behaviour of Generation Z, all related to searching for truth. Therefore, it is possible to state that Generation Z is the “True Gen” (Francis and Hoefel, 2018). Young people from Generation Z appreciate individual expression and avoid stereotypical statements. They are convinced that dialogue is important for conflict solving and for making the world a better place. They make decisions and approach organisations in a highly analytical and pragmatic way. In consequence, from the perspective of candidates and employees from Generation Z, all activities of companies should be based on truth and be directly connected with the organisation's ethics, especially in the area of work ethics (Francis and Hoefel, 2018). Similar research results are presented in the Deloitte report, which emphasises that employees from Generation Z seek a transparent organisational culture and corresponding transparency from their leaders (O’Boyle et al., 2022). They also expect open conversations around business strategy and decisions. This approach is reflected in the expectations of Generation Z regarding taking up professional activity in organisations.

The global competitiveness of organisations depends on the ability to hire well-educated and experienced employees who can develop new innovative products and services. Unfortunately, for a university graduate, it takes time to become an experienced employee, because higher education is based on academic traditions providing mainly a theoretical background (Slaidins et al., 2017). This means that academic teaching must be closely linked

to the needs of the economy. Companies can offer internship opportunities for students and universities can introduce internships in their curricula. It is essential to establish information exchange between higher education organisation and businesses to find innovative solutions for efficient collaboration.

It is very important to investigate changing demands of the labour market regarding workforce knowledge and skills, match educational provision with these requirements, and take into account the diverse interests of students. It is, therefore, crucial to develop a model of education that closely links formal education with internship education, facilitating graduates entering the labour market, which in turn leads to a reduction of high unemployment among university graduates (Landrat et al., 2019). One of the forms of shaping students' practical skills is the introduction of student internships, during which the student will have the opportunity to learn in the workplace and use the knowledge gained during their studies.

The results of the literature research confirm that the students participating in the internships positively assessed the shaping of work readiness. They knew what it was expected by employers from them to do at work. They were able to effectively apply basic academic skills, high-order skills, and professional skills required by employers on the job (Kapareliotis et al., 2019). It should be emphasised that the measure of success of such activities is a high level of students' satisfaction with their internship. For this reason, organisations should pay great attention to appointing the right work supervisors who can assign appropriate tasks to interns, provide clear guidance, and facilitate social interaction between interns and other people (To and Lung, 2020).

The management of an internship programme with good preparation can strengthen the employer's brand from close supervision of engaged managers. Employment planning should also include a process for high-performing interns to convert to regular employment. An outstanding internship program will hire motivated and talented students who feel embraced by the organization and empowered by their managers to make a positive difference in their roles. And these successful interns will spread positive messages back to their peers and help to enhance the company's brand (Griffitts, 2016).

4. Methods

The conducted research aimed to identify the impact of the assessment of the internships carried out by students on their perception of the employer brand.

The main research question is as follows: can the way of preparing and carrying out student internships by an enterprise be a tool for assessment the employer brand? Four detailed research questions have been formulated in the study:

1. Do the students take into account the brand of the potential employer on the labour market when considering the selection of a given company as a place for their professional internship?
2. Do the professional competences and experience acquired by students during the internship have an impact on the assessment of the employer brand?
3. Does the way the internship is organised have an impact on the assessment of the employer brand?
4. Is the opinion on the carried out professional internship a basis for recommending a company to other students as a valuable employer and the willingness to work at it in the future?

The following two hypotheses have been defined:

H1: Ensuring professional development by the company during the student internships has an impact on the assessment of the employer brand.

H2: The organisational aspects of internships have an impact on the assessment of the employer brand.

To achieve the research goal, the author developed a questionnaire consisting of eleven closed-ended questions. Five of them concerned the first hypothesis, and the next six ones – the second hypothesis.

The first question verified whether the students considered the brand of the potential employer when choosing the place of their internship. The answers to the following three questions expressed the opinions of the respondents on acquiring knowledge, skills, and social competences during the internship. The question as to whether the professional experiences gained during the internship have an impact on the opinion about the employer brand was a summary of the considerations concerning the first research hypothesis. In the next four questions, the respondents answered whether the working conditions, the mentor attitude and engagement, the attitude and engagement of co-workers, and the duties performed during the internship affect the assessment of the company brand. The next question has been defined to diagnose whether the attitude of the company towards interns has an impact on their assessment of the employer brand. The purpose of the last question was to assess whether the general opinion on the completed internship was the basis for recommending the organisation to other people as a valuable employer and the willingness to work at it in the future.

The 5-point Likert scale has been applied in the questionnaire, used for measuring attitudes in social sciences. Answers have been given on scale: definitely yes, somewhat yes, neither yes nor no, somewhat no, definitely no. The section with detailed information about respondents contained questions about the level of study, the field of study, gender, and job seniority.

In the period 2019-2021, emails with a link to the online questionnaire have been sent to over 1960 students of universities located in Poland. The data were collected with the use of Computer-Assisted Web Interviewing (CAWI), a technique suitable for the respondent group characterised by very high computer literacy. A total of 818 responses to this study have been

received. To ensure the quality of data, all respondents' entries have been carefully scrutinized and verified to ensure that the study includes only fully completed questionnaires. These ones which did not contain answers to each question have been excluded. For further analysis, 789 questionnaires have been accepted.

The survey has been conducted among students of bachelor's (59%) and master's studies (41%) in different fields of study, i.e. natural sciences (26%), strict sciences (31%), and human sciences (43%). 58% of them were women and 42% were men, 19% of surveyed had the job seniority. All respondents were full-time students. The paper presents a quantitative analysis of the obtained data in the cross-section of the respondent's study level (bachelor's and master's) because this variable differentiated the responses of the investigated group of students to the greatest extent.

5. Results

The first question in the research questionnaire was as follows: When considering the choice of a given enterprise as the potential internship place, did you take its brand in the labour market into account? The detailed results have been presented in Table 1.

Table 1.

Consideration of employer brand when choosing the internship place (%)

Level of studies	Definitely yes	Somewhat yes	Neither yes nor no	Somewhat no	Definitely no
Bachelor	21	24	18	31	6
Master	38	27	16	15	4

Source: Own elaboration.

Analysis of the total results for all students revealed that more than half of them (55%) confirmed the consideration of the employer brand when looking for a place of internship, 17% had no opinion, while 28% of the respondents answered negatively. The cumulative values of the positive answers (definitely yes and somewhat yes) – according to the level of education – were determined at 45% for the bachelor's degree students and 65% for the master's students. The above results indicate that for approximately half of the students, the employer brand is important when looking for a potential internship place; however, it is most important for the respondents who are closer to completing their academic education and starting their job search. It is also noteworthy that the cumulative values of the negative responses (somewhat no and definitely no) are relatively high in both groups, amounting to 37% for the bachelor's degree students and 19% for the master's students. This means that many students looking for a place to take their internship do not pay attention to the brand of the company; however, this conclusion applies less to people studying at the master's level.

For a large part of the respondents, the analysis of the employer brand is important not only in the context of searching for an internship placement but also from the point of view of the duties assigned to students during the internship and achieved results. The answers to the following three questions expressed the opinions of the respondents on the impact of acquired knowledge, skills, and social competences during the internship on the assessment of the employer brand (Table 2).

Table 2.

The impact of acquired knowledge, skills, and social competences during the internship on the assessment of the employer brand (%)

Level of studies	Type of competences	Definitely yes	Somewhat yes	Neither yes nor no	Somewhat no	Definitely no
Bachelor	Knowledge	66	34	0	0	0
	Skills	52	40	8	0	0
	Social competences	49	40	11	0	0
Master	Knowledge	43	39	18	0	0
	Skills	78	22	0	0	0
	Social competences	62	21	17	0	0

Source: Own elaboration.

The comparison of the answers of the respondents shows some differences in their opinions. For students at the bachelor's level, the acquired knowledge is the factor that has the biggest impact on the assessment of the employer brand (66%), whereas for master's level students – skills (78%). This is probably because the master's students have already knowledge gained in the course of education or internships at the bachelor's level.

The last question in this part of the questionnaire summarised the considerations of the first research hypothesis and was as follows: do the professional experiences gained during the internship affect the assessment of the company brand? The answers of the respondents have been presented in Table 3.

Table 3.

The impact of professional experiences gained during the internship on the assessment of the company brand (%)

Level of studies	Definitely yes	Somewhat yes	Neither yes nor no	Somewhat no	Definitely no
Bachelor	64	25	11	0	0
Master	76	34	0	0	0

Source: Own elaboration.

The obtained survey data confirm that experiences gained during the internship have an impact on the assessment of the employer brand. This opinion has been expressed by both the bachelor's (64%) and master's students (76%).

All results presented in the above tables allow one to state that the first research hypothesis has been positively verified.

The following six questions were aimed at verifying the second research hypothesis. The first four ones concerned the organisational aspects of the internship, i.e. the impact of the way it was organised by the company on the assessment of the employer brand by the students. In this regard, the analysis of the questionnaire concerned the respondents' answers to the following questions:

- Do the working conditions, i.e. an appropriate work station, the necessary conditions for the internship, and a properly organised course of the internship, have an impact on the assessment of the company brand?
- Do the mentor's attitude and engagement affect the assessment of the company brand?
- Do the attitude and engagement of co-workers, with whom the student cooperated during the internship, affect the assessment of the company brand?
- Do the duties performed during the internship have an impact on the assessment of the company brand?

The detailed results have been presented in Table 4.

Table 4.

Impact of the method of organising the internship on the assessment of the employer brand (%)

Level of studies	Organisation of the internship	Definitely yes	Somewhat yes	Neither yes nor no	Somewhat no	Definitely no
Bachelor	working conditions	81	19	0	0	0
	mentor attitude and engagement	92	8	0	0	0
	co-workers' attitude and engagement	66	30	2	2	0
	appropriate duties	51	34	11	4	0
Master	working conditions	76	14	10	0	0
	mentor attitude and engagement	77	23	0	0	0
	co-workers' attitude and engagement	89	11	0	0	0
	appropriate duties	93	7	0	0	0

Source: Own elaboration.

The obtained results indicate that the bachelor's and master's level students differ in their opinion on the impact of organisational factors on the assessment of the employer brand. For the bachelor's students, the most important aspects are the mentor attitude and engagement (92%), and working conditions (81%). In contrast, these two areas are less important for the master's students (77% and 76%, respectively). For these students, the most important aspects are the appropriate duties (93%) and co-workers' attitude and engagement (89%). This confirms the big impact of the way an internship is organised by a company on the assessment of the employer brand.

The next question aimed at investigating the opinions of students on whether the attitude of the company towards interns affects its brand. The detailed results have been presented in Table 5.

Table 5.

The impact of the company's attitude towards interns on employer brand (%)

Level of studies	Definitely yes	Somewhat yes	Neither yes nor no	Somewhat no	Definitely no
Bachelor	65	22	10	3	0
Master	67	30	3	0	0

Source: Own elaboration.

The results of the survey show that students from both groups confirm that the appropriate attitude of the company towards interns affects their assessment of the employer brand. The definitely yes answer has been given by 65% of the bachelor's level respondents and 67% of the master's level students. The bachelor's students gave more neutral and negative answers (13%) compared to the master's level respondents (3%).

The research results presented in Table 4 and Table 5 allow one to confirm the second hypothesis that the organisational aspects of student internships have an impact on the assessment of the employer brand.

Additionally, in the frame of undertaken research, the surveyed have been asked about whether their general opinion on the completed internship is the basis for recommending the company to other people as a valuable employer and affects the willingness to take up employment there in the future. The answers to this question will deliver the company valuable information about the importance of internships for the acquisition of future employees from Generation Z. The detailed results have been presented in Table 6.

Table 6.

Impact of the overall assessment of the internship on the recommendation of the company to others and the willingness to work there in the future (%)

Level of studies	Results	Definitely yes	Somewhat yes	Neither yes nor no	Somewhat no	Definitely no
Bachelor	recommendation	53	38	9	0	0
	employment	59	38	3	0	0
Master	recommendation	73	26	1	0	0
	employment	79	20	1	0	0

Source: Own elaboration.

The answers of respondents reveal that the overall assessment of the internship affects their willingness to work at the given company in the future and to recommend the company to others.

This phenomenon is observed more evident among individuals with master-level studies. Both in the context of recommendations (73%) and employment (79%), the share of the definitely yes answers is 20% higher among the master's level respondents than among the bachelor's level students (53% and 59%, respectively). This is probably because master's level students are more focused on thinking about finding a job.

6. Discussion

The internship program is beneficial for both interns and host organizations (Ismail, 2018). Two main categories of advantages that result from organizing internships for students, namely: advantages related to efficiency, increasing the quality of future human resources training; advantages related to image, increasing the visibility of companies providing internships for students (Cojocariu et al., 2019). The results of the survey show that students confirm that the appropriate attitude of the company towards interns affects their assessment of the employer brand.

According to Cojocariu et al, employers are conscious importance of the proper organization of student internships (e.g. working conditions, appropriate duties). In their view, this attitude creates opportunities to build, and enhance the prestige, and image of the organization (Cojocariu et al., 2019). In this respect, the expectations of the students are in line with the employers' strategy.

The obtained results in this study especially underline the role of the mentors in the internship implementation process. According to the survey of students, the involvement of a mentor is very important for the assessment of employer image. This view is confirmed by studies conducted by Thessin et al. Interns and mentors should first establish the partnership, then cultivate the mentoring relationship, and finally engage in learning through the leadership experience. The establishment of trust is a key component of the development of the intern and mentor partnership in organisation (Thessin et al., 2018). This requires selecting internship mentors who have available time and competences to develop young talent. Without this involvement, needed feedback and coaching will not be provided. The lack of support, also from co-workers, risks that any work and academic goals of the internship will not be achieved by the student and organization (Maertz et al., 2014).

Analysing students' assessment of internships, it can be noticed that they perceive them as a vital starting point for their careers (Ciolan et al., 2020). The obtained results confirm that the possibility of acquiring knowledge, skills, and social competences by the students significantly influences their assessment of the employer's image on the job market.

The conducted research also indicates that master's students have greater expectations regarding the obtained benefits, in particular in terms of professional skills gained during the internships than bachelor's students. According to Fachelli & Toboso, older students have more success during their internships than younger students, Additionally, the young graduates with lower ICT skills have less success in internships than graduates with more advanced and expert skills, gained through longer academic education. According to these authors, there is also a relation between the field of study and having more or less success in the internships. Those university students who study in the fields of social science, economics, management, legal

science, engineering, architecture, and health science, have a greater probability of doing a successful internship than students from arts or humanities (Fachelli & Toboso, 2021).

According to Ciolan et al., (2020) motivation for studying is one of the key factors in increasing the extent to which students involve themselves in internship activities. An internship is also a valuable learning experience and earns its place in the curriculum (Bolli et al., 2021). It is desirable, that it was realised in the organization perceived as an employer with a positive image.

7. Summary

The conducted research aimed to identify the impact of the assessment of the internships carried out by students on their perception of the employer brand.

Based on obtained results it can be stated that the way the internships are prepared and carried out by the company is important for the assessment of the employer brand and influences the decision of Generation Z to participate in recruitment processes in this company as well as the selection of this employer as the future workplace.

The comparison of the answers of the bachelor's and master's level respondents revealed the existence of differences in perceiving the importance of particular factors related to the internship for the assessment of the employer brand. This is probably because the master's level students have higher expectations concerning the internship because they will enter the labour market earlier than their colleagues from the bachelor level.

Moreover, research results should become for the employer an indication of the direction of its actions towards the Generation Z representatives. Creating valuable internship programmes for students, undertaking cooperation with universities in this area, and proper organisation of the course of internships should become the subjects of concern for departments responsible for employer branding and attracting employees.

The author is aware that the cardinality of the surveyed group does not allow for the formulation of general conclusions. However, the obtained results may be the basis for further in-depth studies on the problem. In addition, similar research could be conducted to establish the opinion of employers and university representatives with a broader consideration of other variables, such as the field of study of the respondents, previous professional experience, duration of the internship as well as specificity, and type of organisation.

References

1. Ambler, T., and Barrow, S. (1996). The employer brand. *Journal of Brand Management*, Vol. 4(3), pp. 185-206.
2. Bellou, V., Chaniotakis, I., Kehagias, I., and Rigopoulou, I. (2015). Employer Brand of Choice: an Employee Perspective. *Journal of Business Economics and Management*, Vol. 16(6), pp. 1201-1215.
3. Bolli, T., Caves, K., and Oswald-Egg, M.E. (2021). Valuable Experience: How University Internships Affect Graduates' Income. *Research in Higher Education*, 62(8), 1198-1247. <https://doi.org/10.1007/s11162-021-09637-9>.
4. Chunping, Y., and Xi, L. (2011). The Study on Employer Brand Strategy in Private Enterprises from the Perspective of Human Resource Management. *Energy Procedia*, Vol. 5, pp. 2087-2091.
5. Ciolan, D.F., Andrei, C.L., Mirica, A., Toma, I.E., Draganescu, D., and Radulescu, F.S. (2020). Internships in Pharmaceutical Students' Development. *Farmacia*, 68(1), 176-184. <https://doi.org/10.31925/farmacia.2020.1.25>
6. Cojocariu, V.M., Cirtita-Buzoianu, C., and Mares, G. (2019). Opportunities and Difficulties in Conducting Internships in Higher Education from the Employers' Perspective. *Postmodern Openings*, 10(2), 1-27. <https://doi.org/10.18662/po/69>.
7. College, B.N. (2020). *Getting to Know Gen Z: Exploring a New Generation's Expectations for Higher Education: New Research Provides Insights into the Characteristics of Future Students*. Available online <https://next.bncollege.com/wp-content/uploads/2015/10/Gen-Z-Research-Report-Final.pdf>, 12.02.2022.
8. Davies, G., Mete, M., and Whelan, S. (2018). When employer brand image aids employee satisfaction and engagement. *Journal of Organizational Effectiveness-People and Performance*, Vol. 5(1), pp. 64-80.
9. Dogl, C., and Holtbrugge, D. (2014). Corporate environmental responsibility, employer reputation, and employee commitment: an empirical study in developed and emerging economies. *International Journal of Human Resource Management*, Vol. 25(12), pp. 1739-1762.
10. Fachelli, S., and Toboso, E.F. (2021). The value of university internships. *Estudios Sobre Educacion*, 40, 127-148. <https://doi.org/10.15581/004.40.127-148>.
11. Forssberg, K.S., Parding, K., and Vanje, A. (2021). Conditions for workplace learning: a gender divide? *Journal of Workplace Learning*, Vol. 33(4), pp. 302-314.
12. Francis, T., and Hoefel, F. (2018). 'True Gen': Generation Z and its implications for companies. Available <https://www.mckinsey.com/~media/McKinsey/Industries/Consumer%20Packaged%20Goods/Our%20Insights/True%20Gen%20Generation%20Z>

- %20and%20its%20implications%20for%20companies/Generation-Z-and-its-implication-for-companies.pdf, 10.02.2022.
13. Fuscaldò, D. (2020). *Managing Gen Z in the Workplace*. Available <https://www.businessnewsdaily.com/15873-managing-gen-z.html>, 10.02.2022.
 14. Ghadeer, M., Badr, E., and Aboul-Ela, G. (2016). Employer branding: What constitutes an Employer of choice? *Journal of Business and Retail Management Research*, Vol. 11, pp. 154-166.
 15. Goh, E., and Lee, C. (2018). A workforce to be reckoned with: The emerging pivotal Generation Z hospitality workforce. *International Journal of Hospitality Management*, Vol. 73, pp. 20-28.
 16. Goh, E., and Okumus, F. (2020). Avoiding the hospitality workforce bubble: Strategies to attract and retain generation Z talent in the hospitality workforce. *Tourism Management Perspectives*, Vol. 33, pp. 1-7.
 17. Griffiths, M. (2016). Human Resources Marketing and Recruiting: Essentials of Internship Management. In: M. Zeuch, (Ed.) *Handbook of Human Resources Management*. Berlin: Springer-Verlag.
 18. Grzesiuk, K., and Wawer, M. (2018). *Employer Branding on the Web: an Empirical Study of the Selected Polish Companies*. CBU International Conference Proceedings. Prague: CBU, pp. 162-169.
 19. Ismail, Z. (2018). *Benefits of Internships for Interns and Host Organisations* (K4D Helpdesk Report). Birmingham, UK: University of Birmingham. <https://gsdrc.org/publications/benefits-of-internships-for-interns-and-host-organisations/> 10.06.2022.
 20. Kapareliotis, I., Voutsina, K., and Patsiotis, A. (2019). Internship and employability prospects: assessing student's work readiness. *Higher Education Skills and Work-Based Learning*, Vol. 9(4), pp. 538-549.
 21. Landrat, M., Scierski, W., Pikon, K., and Bogacka, M. (2019). *The Role of Student Internships and Practices in the Development of Practical Skills of Students*. In: L.G. Chova, A.L. Martinez, I.C. Torres (Eds.). 12th International Conference of Education, Research and Innovation (ICERI) Seville: IATED – Int. Assoc. Technology Education & Development, pp. 6802-6805. DOI: 10.21125/iceri.2019.1621.
 22. Lut, D. (2020). *Constructive Organizational Culture – Ideal Work Environment For Generation Z*. Conference paper: Tourism and Sustainable Development 2020. Timisoara, Romania.
 23. Maertz, C., Stoeberl, P., and Marks, J. (2014). Building successful internships: Lessons from the research for interns, schools, and employers. *Career Development International*, 19. <https://doi.org/10.1108/CDI-03-2013-0025>.
 24. Miles, S., and Mangold, G. (2004). A Conceptualization of the Employee Branding Process. *Journal of Relationship Marketing*, Vol. 3, pp. 65-87.

25. O'Boyle, C., Atack, J., and Monahan, K. *Generation Z enters the workforce*. Deloitte Insights. Available Online <https://www2.deloitte.com/us/en/insights/focus/technology-and-the-future-of-work/generation-z-enters-workforce.html>, 17.02.2022.
26. Rampl, L.V. (2014). How to become an employer of choice: transforming employer brand associations into employer first-choice brands. *Journal of Marketing Management, Vol. 30(13-14)*, pp. 1486-1504.
27. Rodriguez, A., Diez, E., Diaz, I., and Gomez, J.M. (2019). Catching the Attention of Generation Z Chemical Engineering Students for Particle Technology. *Journal of Formative Design in Learning, Vol. 3(2)*, pp. 146-157.
28. Saini, G.K., and Jawahar, I.M. (2019). The influence of employer rankings, employment experience, and employee characteristics on employer branding as an employer of choice. *Career Development International, Vol. 24(7)*, pp. 636-657.
29. Sengupta, A., Bamel, U., and Singh, P. (2015). Value proposition framework: implications for employer branding. *Decision, Vol. 42(3)*, pp. 307-323.
30. Slaidins, I., Zake, L., and Vorma, U. (2017). *Internship Offer and Student Choices – Do They Match?* 10th Annual International Conference of Education, Research and Innovation (ICERI). Seville: IATED – Int. Assoc. Technology Education & Development, pp. 8543-8552.
31. Tavassoli, N. (2008). Branding from the inside out. *Business Strategy Review, Vol. 19(2)*, pp. 94-95.
32. Thessin, R., Clayton, J., and Jamison, K. (2018). Profiles of the Administrative Internship: The Mentor/Intern Partnership in Facilitating Leadership Experiences. *Journal of Research on Leadership Education, 15*, 194277511877077. <https://doi.org/10.1177/1942775118770778>.
33. To, W.M. Lung, J.W.Y. (2020). Factors influencing internship satisfaction among Chinese students. *Education and Training, Vol. 62(5)*, pp. 543-558.
34. Wilden, R., Gudergan, S., Lings, I. (2010). Employer branding: strategic implications for staff recruitment. *Journal of Marketing Management, Vol. 26(1-2)*, pp. 56-73.