



Handelshøyskolen BI

GRA 19703 Master Thesis

Thesis Master of Science 100% - W

Predefinert informasjon

Startdato:	09-01-2023 09:00 CET	Termin:	202310
Sluttdato:	03-07-2023 12:00 CEST	Vurderingsform:	Norsk 6-trinns skala (A-F)
Eksamensform:	T		
Flowkode:	202310 11184 IN00 W T		
Intern sensor:	(Anonymisert)		

Deltaker

Navn:

Informasjon fra deltaker

Tittel *:	Internal Employer Branding: A quantitative study investigating the relationship between internal employer branding and retention from an HRM perspective.
Navn på veileder *:	Kari Einarsen

Inneholder besvarelsen Nei **Kan besvarelsen** Ja
konfidensielt **offentliggjøres?:**
materiale?:

Gruppe

Gruppenavn: (Anonymisert)
Gruppenummer: 301
Andre medlemmer i gruppen: Deltakeren har innlevert i en enkeltmannsgruppe

Master Thesis

Norwegian Business School BI

Internal Employer Branding

A quantitative study investigating the relationship between
internal employer branding and retention from an HRM
perspective.

Date:

03.07.2023

Study program:

Master of Science in Leadership and Organizational Psychology

Supervisor:

Kari Einarsen

Campus:

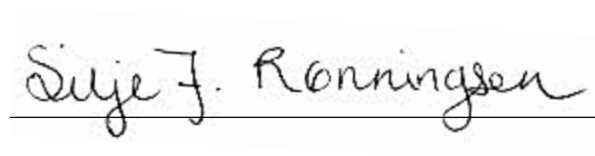
BI Norwegian Business School, Oslo

Acknowledgements

This thesis is the final submission of my Master of Science degree in Leadership and Organizational Psychology, concluding the past three years of my studies at BI Norwegian Business School. These three years has been challenging, but also rewarding both academically and personally. Overall, this master's study has groomed me with practical tools to better succeed in work-life settings. It has given me career opportunities that I value greatly.

I want to acknowledge all the people that has supported me throughout this process. First, my supervisor, Kari Einarsen, has been an incredible support in this project, supporting me with questions and reflections to make sure the thesis will reach its full potential. I have gained new, valuable insight in quantitative method and analysis. Also, I am grateful for all the participants in this study that used their time to complete my survey. My family also deserves the greatest acknowledgement for supporting me throughout the past year with understanding, motivation, and patient.

Kirkenes, 2023

A handwritten signature in black ink that reads "Silje J. Rønningesen". The signature is written in a cursive style and is positioned above a horizontal line.

Silje Jespersen Rønningesen

Abstract

The purpose of the present study was to explore the quality of relationship between perceived internal employer brandings' employee value propositions (EVP), affective organizational commitment and turnover intention, in addition to if personal characteristics such as educational level influence these relationships. The employee value propositions included in this study is career development, training opportunities and performance appraisals. Previous research has mainly focused on the external perspective of employer branding, resulting in a gap in literature from an internal perspective. Retention strategies are therefore in greater focus in this study, and the goal was to identify the significance of the EVPs included to be able to prevent valuable and hard-to-replace employees from leaving the organization. The retention strategies are therefore how to be affective committed to the organization, as well as what to offer the employees to affect their intent to leave in a positive direction. The study has a quantitative approach, and analysis were carried through based on 219 employees from various organizations in Norway answers in a survey. The analysis showed that employee value propositions had significant positive effect on the relationship with affective commitment. These results indicate that employees that are presented with the employee value propositions perceived their organizations employer brand more positive and it could lead to the employees being affective committed. Career development was found as the strongest relationship to affective commitment, indicating that employees that are presented with this attribute, are more likely to become affective committed. In addition, a strong, significant negative effect was found when analyzing the relationship with turnover intention and EVPs. This indicate that if the employees are not presented with these attributes there is greater likelihood for the employees being intent to leave the organization. There was not found support of educational level as a moderator on any of these relationships. The results are further discussed in comparison to existing literature on the topic, and limitations and suggested further research are presented.

Keywords: Internal employer branding, affective commitment, turnover intention, employee value propositions, educational level

Table of Content

Acknowledgements.....	i
Abstract.....	ii
Table of Content	iii
Part 1: Introduction	1
1.1 Purpose.....	1
1.2 Theoretical Background.....	2
1.3 Research Question	4
Part 2: Literature Review	5
2.1 Employer Branding.....	5
2.1.1 The Internal Perspective of Employer Branding.....	6
2.1.2 Employee Value Propositions.....	9
2.2 Talent Retention	12
2.2.1 Organizational Commitment	12
2.2.2 Turnover Intention.....	14
2.3 Personal Characteristics	16
2.4 Hypotheses and The Conceptual Model	17
Part 3: Methodology	18
3.1 Survey design.....	18
3.2 Measures	19
3.2.1 Internal Employer Branding.....	19
3.2.2 Affective Organizational Commitment	19
3.2.3 Turnover intention	20
3.2.4 Control Variables	20
3.3 Data Collection	21
3.4 Validity and reliability.....	21
3.5 Considerations.....	22

Part 4: Data analysis	23
4.1 Statistical analysis	23
4.2 Sample.....	24
Part 5: Results	26
5.1 Descriptive statistics & Reliability testing.....	26
5.2 Correlation analysis	26
5.3 Regression Analysis	28
5.3.1 Affective Commitment	28
5.3.3 Turnover Intention	29
5.4 The conceptual model after analysis	31
Part 6: Discussion	32
6.1 Perception of Internal Employer Branding and Affective Commitment	32
6.2 Internal Employer Branding and Turnover Intention.....	35
6.3 Educational levels' moderating effect.....	37
6.3.1 Educational level and affective commitment	38
6.3.2 Educational level and turnover intention.....	38
6.4 Limitations	39
Part 7: Conclusion.....	41
Bibliography	42
Appendix.....	48
Appendix A – Perception of Internal Branding.....	48
Appendix B – Affective commitment	50
Appendix C – Turnover intention	50
Appendix D – Demographics.....	51

Part 1: Introduction

1.1 Purpose

This study aimed to investigate the relationship between internal employer branding and retention of employees and whether the employees' educational level could moderate the relationship. According to previous research, retention is closely related to commitment and turnover intention (Mowday, 1982). Previous research has also found that affective commitment (amongst other variables) has a strong moderating effect and a weaker mediating effect on turnover intention and work performance in an employee-organization relationship (Kuvaas, 2008). I wanted to further explore Kuvaas' (2008) idea and investigate if the turnover intention and affective commitment could appear as two unrelated retention dimensions, only related to internal employer branding and the attributes included here.

Organizations today experience difficulties in recruiting new employees and retaining current employees (Theurer et al., 2018). Employees have a greater opportunity to choose their employer today compared to previous years. Earlier, the employer usually hired the preferred applicant and conveniently replaced an employee if he or she resigned. Employees are more careful than before when picking out potential employers, assessing characteristics such as reputation and reliability with their overall employer brand (Backhaus & Tikoo, 2004). Comparable, employees want to remain with their organization if they, e.g., experience support, are motivated by tasks and have continuous development, and other factors such as reliable values, culture, and climate (Black, 2019).

It is debatable which employer attributes individual employees are positively affected by to create affective organizational commitment. Therefore, I will attempt to range the most important factor for internal employer branding that led to affective commitment based on the measures from Kuvaas' (2008) study of employee-organization relationships. Further, the argument is also based on the importance of individual differences, meaning that individual employees will react and positively respond differently to the various mechanisms organizations choose to use in employer branding. This is where the moderator of educational

level is relevant in determining which attribute is more appropriate for the different categories.

1.2 Theoretical Background

In this section, I will provide a theoretical background based on previous research within the study by giving a brief summary of the included articles.

The research that first intrigued my interest in employer branding was the literature review that Christian Theurer and colleagues carried through in 2018 (Theurer et al., 2018). They argued that previous research on the concept mainly focused on what the employer did to attract and recruit, in addition to employer knowledge about their brand and the applicants/employees' attitudes and action towards it. On the other hand, internal employer branding was found under-researched, missing important details of "internal employees EVP marketing", such as employee reward systems and employment offerings (p. 166, 2018). Overall, this dimension consists of what an organization does, including employer knowledge development and employee investment. In today's labor market, there is high competitiveness between companies to recruit and retain high-skilled and high-valued employees with the preferred competencies, making the dimension of organization employer branding activities highly relevant (Theurer et al., 2018).

King & Grace (2008) explore how initiatives that is presented within the organization affect the employees, and therefore also the organizations' brand. By in-depth interviews with employees, the researchers found that internal market orientation should be aligned with the employees' expectations and attitudes, to affect their commitment to an organization. The researchers also emphasize the importance of differentiating if the employee is committed to the brand or the job. When exploring internal employer branding, the usual preference is to identify attributes that give an impression of brand commitment. However, the researchers concluded with commitment to the brand are developed over time, and the typical employee starts with commitment to the job, before integrating brand related information that ultimately led to brand commitment. This brand related information is typically shared goals, led by example, positive work environments, acknowledgements, and team environment (King & Grace, 2008)

Foreman & Money (1995) conducted quantitative study examining internal marketing, and concluded with three specific but different components that affect the concept: vision, reward, and development. The researchers also argue towards the specific need of internal marketing, since human resource management practices also should take care of the employee's needs, and therefore the overlap between internal marketing and HRM could be too substantial and not necessary as such. Contradictory to this piece, Staniec & Kalinska-Kula (2021) have recently conducted a study that link internal employer branding to employee engagement and argue that activities carried through within an organization can influence the EVP value, meanwhile conducting research of the function of EVP also increase the EVP value. The researchers found significant measures for both hypotheses, in addition to increased commitment amongst employees that experience concrete activities directed to increase EVP value (Staniec & Kalińska-Kula, 2021). Botha & associates (2011) argue for five dimension that affect employees' perception of internal employer branding: needs of employees, differentiated EVP, people strategy, brand consistency and communication. These attributes were found scientific support for having influence on the relationship with perception of employer brand, and ultimately would lead to both talent attraction and retention.

Internal employer branding has often been seen as a strategically influential method to enhance employee work performance (e.g., Kuvaas, 2008). However, this attitude does not consider that an employee could perform well, however, they still have the intent to leave the organization if an equal or better job comes around. Therefore, it is valuable to consider turnover intention when discussing internal employer branding. Allan and Bryant (2012) have, by themselves and alongside other researchers, conducted experiments and research for identifying tools to manage employee turnover, as well as retention strategies to prevent turnover intention (e.g., Allen & Bryant, 2012; Allen et al., 2010). Therefore, when discussing turnover intention, it is just as crucial to discuss commitment. The idea is that if an employee is committed to an organization, their intent to leave the organization is less inferior (Kuvaas, 2008; O'Reilly & Chatman, 1986; Meyer, et al., 1993; Botha, et al., 2011).

Meyer and associates (1993) differentiate between organizational commitment and professional commitment, which are further divided into affective, normative, and continuous commitment. O'Reilly & Chatman (1986) find organizational commitment and psychological attachment to have effect on compliance, identification and internalization (O'Reilly & Chatman, 1986). My main argument from this theoretical background is that affective commitment and turnover intention should be viewed as two dependent variables, and not as moderators on one or the other. This differs from previous research. However, some researchers (e.g., Foreman & Money, 1995; Thaler, et al, 2016) find internal employer branding directly related to affective commitment. Therefore, when viewing turnover intention, I assumably could differ from the employee's intent to leave as a dependent factor, because an employee does not necessarily have intent to leave, even though they are not affective committed (Meyer, et al., 1993).

1.3 Research Question

In this study, I will investigate perception of internal employer branding and the relationship with affective organizational commitment and turnover intention. Perception of internal employer branding are divided into three employee value propositions (EVP): career development, training opportunities and performance appraisals, based on the research study from Bård Kuvaas (2008). Additionally, I will examine if the educational level has a moderating effect on these relationships.

Overall, my goal is to answer the following research questions:

- (1) How are the perception of internal employer branding related to affective organizational commitment and turnover intention?
- (2) Does educational level have a moderating effect on the relationships?

Part 2: Literature Review

2.1 Employer Branding

Employer branding is a strategic tool commonly used in Human Resource Management (HRM) to ensure employer attractiveness for recruitment and retention purposes (Theurer et al., 2016). The phenomenon is, therefore, more important today than ever due to the low unemployment rate and lack of qualified workers (Black, 2019). Employer branding is a common term for how companies choose to present themselves and the ultimate goal is that the company's strategic employer brand will be perceived positively by employees and potential applicants, leading to employee retention and attraction of potential employees (Pfeffer, 2005). From a marketing perspective, branding often is linked to how organizations can sell their products or services to consumers. From a Human Resource Management-perspective, *employer branding* is related to "organizational identity, image, reputation, and communications" (Lacka-Badura, 2015, s. 17). Employer brand can also be used as a support mechanism for strategic HRM (Kuvaas, 2008). Theurer et al., (2016) define employer branding as "the process of strategically promoting the employer brand externally and internally, using brand marketing activities to establish the desired employer image in the organization's target groups" (p. 159). When combining the HRM perspective with marketing, researchers have argued that the different aspects of the brand building should correlate with being strong and authentic (Maxwell & Knox, 2010).

External- and internal are today the most relevant dimensions of employer branding when discussing recruitment and retention, even though researchers believe that brand marketing also should correlate with the dimensions of employer branding (Maxwell & Know, 2010). From an external point of view, employer branding often focuses on recruitment and how to interest potential applicants with the organization's image, employer identification, employer familiarity, and brand associations (Theurer et al., 2016, p. 161). Maxwell & Knox (2010) define employer branding as a strategic tool used to attract potential employees to a company, as well as influence relevant stakeholders (brand marketing) and to keep employees within the organization (internal marketing) (in

Backhaus & Tikoo, 2004). Employer attractiveness is another commonly used term for employer branding, emphasizing the aspect of how an employer need to make the organization attractive to work within. The attractiveness should differentiate from other companies to make the best features of the organization stand out (Maxwell & Knox, 2010). Researchers emphasize the importance of the “total portfolio of brands needs to be aligned in organizational strategy as each brand has an impact on the other” (Botha et al., 2011, s. 4). (Edwards, 2010)These definitions of employer branding are also relevant for the internal perspective, which will be discussed in the next section.

2.1.1 The Internal Perspective of Employer Branding

The internal approach to employer branding is about how employers can retain their employees within the company. Some researchers believe retention could happen when a company strategically aims to meet the employees’ value propositions (Pfeffer, 2005). Foreman & Money (1993) emphasize the distinction of marketing and relate the internal perspective to the employees being the actual consumer inside the organization. The researchers further elaborate on the under-researched internal “marketing” area, and state that organizations often target one department, group, or function with the branding efforts (p. 760). King & Grace (2008) state that human resources that work within organizations with an internal marketing strategy feel more ‘respected and appreciated’ in their work and therefore have better work performance (p. 360). Further research has also stated that attraction and retention only make up one part of internal employer branding because the result of this strategic tool can be a positive creation of an organizational culture where the employees are given the autonomy to effectively use their capabilities and skills (O'Reilly & Pfeffer, 2000).

Other scientists within this field endorse this research. Backhaus & Tikoo (2004) state that internal employer branding also greatly focuses on management and whether the employees can identify with the organizational culture and values. In addition, Ambler & Barrow (1996) emphasize "effective utilization of internal employer branding can serve as a strategic mechanism for fostering employee retention among an organization's talent pool" (p. 187). Companies that fail to create an organizational environment that suits their employees can potentially have high turnover, hence, loss of valuable knowledge, loss in productivity, and

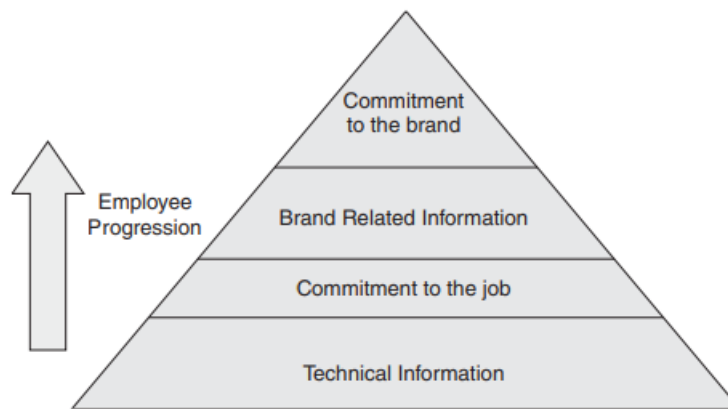
high costs for hiring and training a new employee (King & Grace, 2008). Another pitfall with internal employer brands that are not developed nor maintained efficiently is that organizations can believe that they are efficiently meeting their employee's needs, however, they are in risk of losing employed talents (O'Reilly C. A., 1989). On the other hand, using branding properly can lead to high commitment and loyalty in the employer-employee (Meyer et al., 1993).

Backhaus & Tikoo (2004) argue that internal employer branding is important as it carries out what new hires are promised in the recruitment process. They define the goal of internal employer branding as “to develop a workforce that is committed to the set of values and organizational goals established by the firm” (p. 503, 2004). In their framework model, the researcher's hypothesis is that organizational identity and culture result in employer brand loyalty which leads to employee productivity, often because of three main attributes (Backhaus & Tikoo, 2004). First, the importance of internal employer branding when successfully initiating/showing employee value propositions of the organizations' brand to create a differentiated organizational culture that is based on shared goals and values. Second, creating a psychological contract that exchanges work performance with training and development opportunities (Hendry & Jenkins, 2007). Third, employer brand equity encourages the employees to remain with the organization and support the organization's values and goals (Aaker, 1991; Keller 1993).

Similar studies were presented by King & Grace (2008), we they illustrated a hierarchical model of how internal employer branding could function in organizational settings. Their main argument was that internal employer branding cannot be seen as successful or valuable if brand related information has not been distributed amongst the employees that need it to build up a good perception of it. The brand related information that ultimately would create commitment to the organization and not the profession, is if the employer have informal conversations about the organization or distribute information that employees would consider important to meet their needs and wants, and further information on how to meet the employees' desired requirements (Lings, 2004). Figure 1 demonstrate the researchers (King & Grace, 2008) results from their qualitative

study on employee brand commitment. This figure is also highly relevant in the commitment section of this literature study.

Figure 1: Employee brand commitment pyramid (EBCP). (King & Grace, 2008)



Another concept that several researchers have linked to internal employer branding is organization identity and organization culture (Cable, et al., 2000; Schein, 1985). Backhaus & Tikoo (2004) argue for turnover intention if an employer/organization communicate their organizational culture wrongly to a newly hired employee, whereas the employee could experience unbalance information and dissatisfaction with the internal culture, as well as worse work performance (Schein, 1985). King & Grace (2008) argument for right communication is therefore very relevant for internal employer branding. Communication of the brand as, e.g., other employees view and assess it could be beneficial compared to the presentation of how the organization would like it to be. This is also very important to note for employees that has been with the organization for a while.

Ultimately, what decide the internal employer brand value is how the employees view and assess it. Kuvaas (2008) conducted a study examining the perception of developmental human resource practices in relation to employee outcomes. Hoppe (2018) studies how perceived employer brand image gave favorable employee behaviors such as corporate brand identifications and brand citizenship behaviors. Based on this view of internal employer branding, the goals are to “strengthen the corporate brand, e.g., by facilitating brand-supportive behaviors from employees (labelled brand citizenship behaviors [BCB])” (Hoppe, 2015, p. 452). However, to reach facilitation amongst employees it would not be good enough that the

employer state which culture, values and rewards they have. The employees must see results of the organization promises to feel committed to the employer brand (Lievens & Highhouse, 2003).

The common term for all these factors and attributes that is important to include in an employer brand can directly be linked to Employee Value Propositions (EVP). EVPs are becoming more and more relevant in research regarding employer branding.

In the next section, I will present theoretical findings from these research results.

2.1.2 Employee Value Propositions

An important aspect of employer branding is to determine which characteristics employees are positively affected by, where employees can ask, “what’s in it for me?” to work in this company for this leader or these rewards (King & Grace, 2008). The collective term for this aspect of employer branding is called Employee Value Proposition (EVP) (Black, 2019). Employee value propositions (EVP) can be defined as the “desired or ideal employer identity” (Theurer et al., 2016, p. 166) or when the employer offers a certain factor or item that makes the employee feel valuable for the organization (Heger, 2007). On the other hand, the company’s EVP strategy is also developed towards the direction of how the employer wants to be perceived by their employees, which usually is an attractive employer that individuals would like to be associated with. Black (2019) emphasizes the importance of defining benefits that the employees are looking for when choosing a new employer or staying with their company, which can be done by investigating the employee’s value propositions.

Researchers have different perspectives on what is considered the preferred EVP. Black (2019) categorized these benefits into six factors: company, leadership, job, rewards, pay, and comparison. The first category is *company*, which is concerned about values, culture, and performance reputation. *Rewards* are concerned with direct financial rewards, such as salary and bonuses. *Job* is referred to as the employee’s autonomy in their work, challenges, growth opportunities, and how interesting the job is to the individual. *Leadership* is the last standard category, which concerns the employee-leader relationship, leadership style, and influence.

Kuvaas (2008) defined three attributes comparable to EVP and can be used to define an employer's internal brand. The attributes identified are career development, training opportunities, and performance appraisal (Kuvaas, 2008). These three attributes were pointed out to be the basis of how one could increase employee's "skills, commitment, empowerment, motivation, or productivity" (Kuvaas, 2008, p. 4). These three attributes sum up the perception of developmental HR practices variable in his study. Training opportunities were in a previous study found to have a mediating relationship with performance and citizenship behaviors (Dysvik & Kuvaas, 2008), while performance appraisals had a direct relationship to affective commitment and turnover intention (Kuvaas, 2008).

Kuvaas (2008) conducted a quantitative survey of 593 employees in Norwegian banks to examine the quality of employee-organization relationships. The study found that employee perception of these three attributes as developmental HR practices is moderated by perceived original support, affective commitment, procedural justice, or/and interactional justice, which ultimately affect work performance and turnover intention.

Botha and associates (2011) suggest through their literature study that a differentiated EVP influences the employer brand. Employer branding includes all aspects of an organization's behaviors, policies, systems, and values. Edwards (2010) states that important EVP is remuneration and benefits, reward, and recognition, established work environment and benefits, and performance development. Differentiated EVP is defined as the "distinctive total employment experience" (Gowan, 2004), while another aspect addresses the financial offerings and other non-financial benefits that an organization gives to an employee for their skills, capabilities, and past experiences that influence their work performance and ultimately how they function in a new company (Botha et al., 2011).

Researchers claim that clearly defined Employee Value Propositions (EVP) are crucial for retention purposes (Lievens & Highhouse, 2003). EVP focuses on developing clear employer characteristics that ultimately will establish the employer brand and lower turnover intention amongst employees because they are satisfied by the characteristics defined and what the employer has to offer (Staniec

& Kalinska-Kula, 2021). Clearly identified EVP aims to solely meet the employees' needs and wants for the organization. Research about EVP has mainly focused on creating affirmative employee attributes for the company (e.g., Gowan, 2004; Lievens & Highhouse, 2003; Lievens, 2007). Employer branding as a strategic tool can be counterproductive if the organization focuses on miscalculated attributes to interest potential applicants or make the stakeholders or employees withdraw or resign from the company (Maxwell & Knox, 2010).

Comparing Kuvaas (2008), i.e., Backhaus & Tikoo (2004) and Lievens & Highhouse (2003), we can assume that the quality of the employee-organization relationship can be related to how well the employer has analyzed EVPs and to which extent they succeeded in creating an organizational culture, benefits, and values that correlate with found EVP. Based on the presented research findings, I can argue that internal employer branding is considered successful if the employees score high on EVP, such as career development, training opportunities, and performance appraisal.

2.2 Talent Retention

To sum up the previous chapter, internal employer branding has mainly one goal: build a brand that employees are committed to, to avoid turnover intention. In previous research, organizational commitment and turnover intention are frequently used in relation to employer branding and supporting HRM practices (e.g., Kuvaas, 2008). It is therefore essential for this study to address these concepts and their theoretical frameworks. A pitfall when separating retention into these two aspects is that employees can be committed to their profession, not the organization, or intend to leave their profession; not the organization (Meyer et al., 1993).

2.2.1 Organizational Commitment

Organizational commitment was first defined by Porter & colleagues (1974) as "the strength of the identification of an individual and his link in a particular organization" (p. 604). The definition evolved alongside the understanding of labor to "the psychological attachment felt by a person by the organization" (O'Reilly & Chatman, 1986, p. 492). In a recent study, commitment was defined as a psychological state employees experience when they are dedicated to the organization, meaning their values, culture, leaders, and co-workers (Botella-Carrubi & Oltra-Badenes, 2021). Clear people-management practices are important to obtain employees' commitment to the employer and organizational brand in addition to continuous fulfillment of the employer brand promises stated by the organization creates commitment in the employer-employee relationship (Porter et al., 1974; Kuvaas, 2008). Further, Meyer and associates (1995) differentiate between organizational commitment and professional commitment. Professional commitment emphasizes that an employee can be committed to their profession, whilst organizational commitment indicates commitment to an organization. The researchers found evidence that employees can be one or the other, or a combination of both. In this thesis, I choose to focus on organizational commitment due to it being more relevant for retention strategies and the likelihood of turnover intention.

Meyer & Allen (1999) define organizational commitment as an employee's psychological state when in an employee-organization relationship. The researchers adapted three dimensions of commitment; affective, continuance, and

normative commitment (Meyer et al., 1995). Common for the three dimensions is that they give an impression of the likelihood of the employee staying with the organization. Continuance commitment occurs if there are "perceived cost associations with leaving the organization" (Meyer et al., 1995, p. 539), and employees that experience this dimension of commitment usually stay in the organization because they need to, for example, due to economic issues, a narrow labor market in general or within their profession. The next dimension of commitment is normative commitment, which indicates that employees feel a responsibility or duty to stay in the organization and often make personal sacrifices for the organization's best interest (Maxwell & Knox, 2010; Meyer, et al., 2002).

Lastly, affective commitment is synonymous with attachment and was further developed by Meyer & colleagues (2002) which they defined as "the desire of individuals with a strong emotional commitment who want to follow a course of action relevant to a goal" (Meyer, et al., 2002, p. 22). Employees that are affective committed to their organization stay with their employer because they have emotional attachments to the organization itself, which usually also include goals, values, relationship with coworkers, and leaders (Mowday, et al., 1982). Affective commitment is usually built over time and/or appears more stable with less fluctuations. To illustrate, events that happen on a day-to-day basis does not appear to have significant meaning for affective commitment, such as if an employee has a negative encounter with a coworker- or job task. Affective commitment will be the center of attention in this study, since it usually is this kind that is preferred by organizations, in addition to being further away from turnover intention, compared to the other kinds.

Meyer & Allen (1991) found that work experience is the strongest and most consistent antecedent with affective commitment, meaning that employees that believe the organization is meeting their expectations and needs are more affective committed.

2.2.2 Turnover Intention

Turnover intention determines how likely an employee is to resign from his or her position in their current organizations (Allen & Bryant, 2012). Allen & Bryant (2012) emphasizes a classification of turnover intention. An organization can experience involuntary turnover, where they had to ask an employee to leave themselves. Comparable to voluntary turnover, where the employee made the decision themselves to leave the organization. The researchers also make a distinction between functional turnover, where the organization benefit from an employee resigning, and dysfunctional turnover, where the organization loose a high-performing and skilled employee that are hard to replace (Watts, 2011).

Further, a distinction of turnover intention is between avoidable and unavoidable turnover. Unavoidable turnover usually indicate that the employee leaves their work because of factors that the organization cannot affect. Avoidable turnover is often related to (dis)satisfaction at work, lack of management, support, or career opportunities, in addition to a "negative organizational culture" (Allen & Bryant, 2012, p. 6; Allen, et. al. 2010). Based on this, the aspect of turnover an employer would prefer not to encounter is the voluntary, dysfunctional, and avoidable turnover intention. In these settings, the employer could use incentives such as higher salary, several vacation days, career opportunities, or other incentives that the employee would respond to, to stay in the organization.

Allen & Bryant (2012) argues that there are 8 primary forces that can drive an employee to change employer: affective-, alternative-, behavioral-, calculative-, normative-, contractual-, constituent- and moral forces (Maertz & Griffeth, 2004). In the issue of internal employer branding and retention strategies, affective-, calculative- and constituent forces are highly relevant for this study. Affective- and constituent forces are opposite to affective commitment, where the employee-organization relationship is not driven by emotional attachment and the employee does not have attachment to their coworkers or other departments (Maertz & Griffeth, 2004). Calculative forces find that the supporting HRM practices/internal employer branding related to career development and training opportunities are lacking, and the employee does not see a career-path within the organization.

These forces are beneficial for organizations to attempt to neutralize forces of turnover intention. Researchers have outlined a series of retention strategies to

avoid turnover intention (Allen & Bryant, 2012). The basic assumptions it that retention begin already in the recruitment process, where the employer has a significant responsibility to provide a realistic preview of how the job is on a day-to-day and overall basis (Phillips, 1998). "Fit" is the keyword when discussing retention because the organization want the employee to fit the position (person-job) as much as the organizational culture and climate (person-organization) (O'Reilly, et al., 1991; Mitchell, et al., 2001). Career development of managers and supervisors is just as important for retention, especially leadership development with focus on human resource management (Choi & Dickson, 2010). Employees can leave an organization because of a misfit between them and their manager. Also, socialization practices are a commonly used retention strategy to reduce turnover intention, such as formal, collective, sequential, fixed, serial and investitive socialization between colleagues (Allen & Bryant, 2012). These practices are often related to onboarding processes; however, it is important to keep in mind that a lot of employee's value social interference between colleagues to have organizational satisfaction (Mitchell, et al., 2001).

Calculation forces could be neutralized by strategically adding training and development to the employer's brand (Maertz & Griffeth, 2004). Especially high performing and high potential employees are significantly affected developing themselves and therefore aim for "career adaptability", meaning that they want training and career development even if they remain with their employer or not (Phillips, 1998). Although generally, the organization that ensure development within career and profession experience reduced turnover intention (Kuvaas, 2008). This provision can reduce job dissatisfaction because of the increased perceived support from the organization and the managers (Meyer, et al., 1993).

As a result of this literature review of turnover intention, I will argue that internal employer branding could be a strategic method to reduce the percentage of turnover intention based on retention strategies such as differentiated employee value propositions mentioned in Kuvaas's research (2008). Also, I will argue that an employee does not need to be affective committed to the organization to not be intent to leave, meaning that affective commitment and turnover intention does not relate to each other. Additionally, individual employees have different reasons to leave an organization, which also argues for how the organization must adapt

their internal employer branding to neutralize the different forces of turnover intention.

2.3 Personal Characteristics

Steers (1977) found scientific evidence that personal, role-related- and structural characteristics, in addition to work experience, affect organizational commitment. Based Steers (1977) evidence of personal characteristics, there are relevant previous research that emphasize importance of viewing which employee value attributes the individual employee need to be committed to their organization. Mowday & colleagues (1982) research found that personal characteristics has to be considered when strategically aiming for commitment amongst employees. Also, previous research state that gender, age, and seniority has been found positively related to organizational commitment (in Mowday, 1982). Regarding job positions and roles, there has previously been positive findings in organizational commitment links to employees with more responsibility or challenge in their work (e.g., Steers & Spencer, 1977), which is also consistent with negative correlation between role conflict and role ambiguity (Mowday, 1982; Steers, 1977).

Another dimension of personal characteristics is educational level (Steers, 1977). However, there has been various and inconsistent findings of educational level relation to organizational commitment (Steers, 1977). Usually, the findings have been found negative related to commitment, however, the findings are not consistent. Based on these inconsistent findings, I want to use educational level as a moderator on the relationships between perceived internal employer brandings employee value propositions, affective organizational commitment and turnover intention.

2.4 Hypotheses and The Conceptual Model

H1: (a) Career Development, (b) Training opportunities, (c) Performance appraisals, have a positive relationship to affective organizational commitment.

H2: (a) Career Development, (b) Training opportunities, (c) Performance appraisals, have a negative relationship with turnover intention.

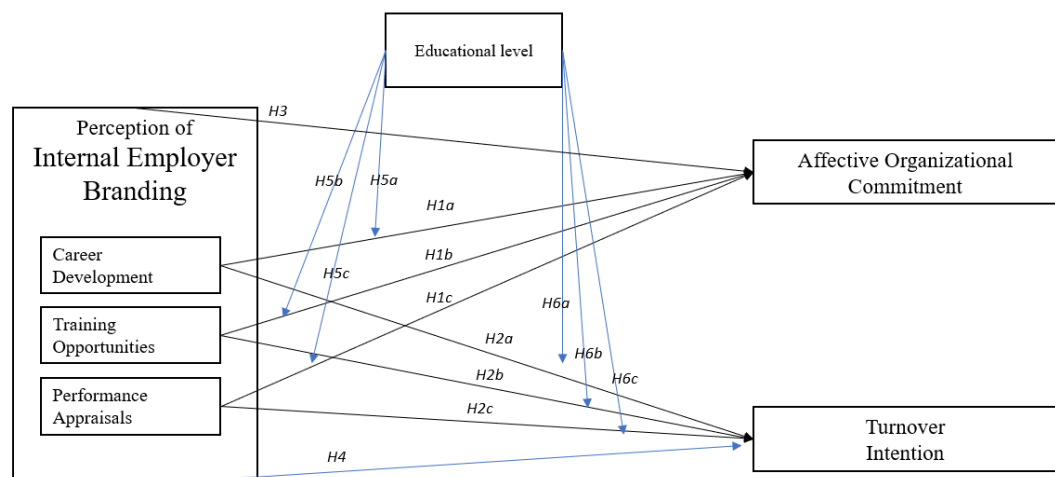
H3: Perception of internal employer branding has a positive relationship with affective commitment.

H4: Perception of internal employer branding has a negative relationship with turnover intention.

H3: Educational level has a positive moderating effect on affective commitment and (a) career development, (b) training opportunities and (c) performance appraisals, meaning the higher level of education the stronger the positive relationship.

H4: Educational level has a negative moderating effect on turnover intention and (a) career development, (b) training opportunities, and (c) performance appraisals, meaning the higher level of education the stronger the negative relationship.

Figure 1: The Conceptual Model of Perceived Internal Employer Branding.



Part 3: Methodology

3.1 Survey design

In this study, I wanted to investigate if an employee's perception of an organizations' internal employer branding is related to the employees' intent to leave on the one hand, and affective commitment on the other, and whether educational level had a moderating effect on these relationships. I chose to use a quantitative, cross-sectional research design, to efficiently gather data about the topic. The survey was adapted into Qualtrics. The independent variable is "perceived internal employer branding" and were measured through three dimensions: (1) training opportunities, (2) performance appraisals, and (3) career development. The dependent variables, affective commitment, and turnover intention, were measured by 5/6 items each. Age, gender, tenure, and job positions were measured as control variables, in addition to educational level which were also measured as a moderator.

The measurements were originally in English; however, previous researchers had already translated it into Norwegian. Since the target population was in Norway, the survey language was Norwegian to avoid language-issues in case some of the informants misinterpreted a statement because of translation issues. The survey was tested on 5 respondents before the distribution started, to get feedback on usage of time and understanding of questions. The respondents found the survey easy to answer, both on their mobile devices and their laptop.

First, the respondents were presented with information about the self-complete questionnaire and the reason behind the research. Also, they were given the opportunity to consent to the survey by marking *Yes* or *No* after reading the introduction. If the informant answered "No", the survey would end. Also, the informants could quit the survey at any time. I emphasized that the survey should be completed voluntarily and that all responses and data were anonymous. I did not want to force the informants to answer all the statements, but I scripted a notification during the survey if the all the items were not answered and asked them to complete all measures.

The items were grouped so the same category of statements was shown at once.

3.2 Measures

The items were measured on a Likert-scale from 1 to 5, where 5 indicates that the informant completely agree with the statement and 1 indicates that the informant completely disagree. In addition, the informants were given the chance to answer, “I do not know”, in case they did not understand the question. These data are not included in the analysis. The measures used in this study has been used by many researchers beforehand (e.g., Kuvaas, 2008; Meyer, et al., 1993; Lee & Bruvold, 2003). Therefore, they have previously been validated several times. The items are to be accurate and in accordance with what I am trying to measure. There are three different scale of items that has been used in this study. First, Kuvaas (2008) scale of perceived developmental HRM practices. Second, Meyer & associates adapted scale of affective organizational commitment. Third, Kuvaas (2006) adapted scale of turnover intention, also found in Dysvik & Kuvaas (2008).

3.2.1 Internal Employer Branding

Internal Employer Branding was measured using Kuvaas’ (2006) scale of 21 items. The scale measure three attributes: career development, training opportunities and performance appraisal, which together create “perceived developmental HRM support” in the original use for the measure. Internal employer branding is an under-research area with a small pool of scales to pick from, however, this scale is often used in today’s research and has a significant number of citations. To illustrate, an example item for career development “In my organization, one is concerned with facilitating lifelong career opportunities”, for performance appraisal “The feedback I get on how I do my job is relevant in relation to what I actually do” and for training opportunities “I am very satisfied with the training I have received”. Appendix A give an overview of all items used in this measure.

3.2.2 Affective Organizational Commitment

Affective organizational commitment was measured using a part of Meyer and Alan (1991) three-item scale. The original scale includes all three mentioned dimensions of commitment, however, in this study I choose only to use the affective commitment measures. Example items are “I would be very happy to spend the rest of my career with this organization” and “This organization has a

great deal of personal meaning for me”. Appendix B provides an overview of all items used in this measure.

3.2.3 Turnover intention

Turnover intention was measured using scale found in Dysvik & Kuvaas (2008) adapted scale of turnover intention, which were originally found in Michigan Organisational Assessment Questionnaire (Cummann et al., 1979). The scale includes statements such as “I will probably look for a new job in the next year” and “I often think about quitting my present job”. The scale includes five statements and was answered on a five-point Likert scale, in addition to “I do not know”. Appendix C provides an overview of all items in the measure.

3.2.4 Control Variables

As control variables, the participants were asked to choose their gender: male, female, non-binary or “other”. Further, they were asked to write in their age in an open text box and asked to put in numbers only. I also wanted to know their level in the organization, “apprentice”, “worker”, “mid-leader” and “leader”. Further, I found tenure interesting to recognize in this study, regarding how long the individuals have stayed with their current organization, which they could fill out in an open text box as well.

Further, the respondents were asked to fill in their complete number of educations in an open text box. As a control measure for this item, the respondents were also asked to check of their educational level from a selection box. Educational level was used as a mediator in this data collection. Here, I could see that the open text box was miscommunicated, where some only took education above elementary school, and some included 10 years of elementary. This is not a valid measurement, and I will only use the educational level selection box in the study.

3.3 Data Collection

The survey was distributed through e-mail and social media for about one month. I used convenience sampling as my method to give the informants an equal probability to participate in the research by answering at any given time within the period it was active (Bryman & Bell, 2011). My population was people working in Norway, which also was the only limitation in this study.

I distributed the survey through e-mail and focused on a variety of public and private organizations within different sectors. I mainly contacted HR Managers, or other persons with similar responsibilities, in the organizations. In total, there were 23 organizations contacted. Additionally, the survey was distributed through my social media channels, such as Facebook, Instagram, and LinkedIn. Friends, family, and coworkers further shared the survey about 35 times.

3.4 Validity and reliability

The scales chosen has been often used in previous research and were specifically chosen because of previous research result regarding validity and reliability. Kuvaas (2008) scale of perception of developmental HRM support practices has been cited 676 in the study, however, the items used has been tested in several studies beforehand (Kuvaas, 2006; Dysvik & Kuvaas, 2008). The scale measuring turnover intention has also been used often by Bård Kuvaas, in both the same study as mentioned, as well as work in Dysvik & Kuvaas (2008) and Kuvaas (2006), all indicating a strong Cronbach's' alpha and therefore reliability. There are also found strong validity, meaning that the items measure what they are intended to measure.

Meyer, with various associates (Meyer & Allen, 1991; Meyer, et al., 1993) has used the scale of affective commitment several times and found strong validity – the items measure what they are intended to measure, and reliability – strong Cronbach's' alpha indicating that the measure is reliable – the measures are consistent and of good quality. The study of Meyer & Allen (1991) has nonetheless 21 463 citations, according to google scholar.

3.5 Considerations

This study does not gather any personal or sensitive information, and there is no data that need to be anonymized since anonymization already is formatted in Qualtrics. The research purpose was mentioned in the introduction of the survey, excluding the results to be used to anything but this thesis. However, there are other considerations I should keep in mind for this study.

First, the respondents could have a different opinion of what is considered career development, training opportunities, performance appraisal, commitment, and turnover intention, resulting in response biases. To illustrate, as mentioned in the literature review, an employee can be intent to leave the profession, but not the organization. Therefore, the statements regarding turnover intention could be misinterpreted by the respondents who does not differentiate between the aspects. Response bias could also happen because of the mindset the respondent has towards their employer at the time and place the survey are carried through. For example, if the employee just has been in a dispute with the employer regarding not getting the training that they wished for, however, were just given a promotion, this could bias their responses. Respondents could also have less willingness to admit if they do not have the preferred employee attributes in their employee-organization relationship (Bryman & Bell, 2011).

Faking is also a consideration to keep in mind when analyzing the results. Faking is considered a pitfall in such surveys, where the respondents could under- or exaggerate their responses versus the reality of the relationship (Bowling & Hammond, 2008). Lastly, the respondents could misinterpret the items or the Likert-scale if they have not been presented to them before. The items itself has been tested before, however, some items can be interpreted differently based on the individual.

Part 4: Data analysis

4.1 Statistical analysis

For the data analysis I have used IBM SPSS Statistics and transferred the data set from Qualtrics, directly into the statistical software. The original sample size was $N = 248$, however, some informants were excluded from the sample due to incomplete responses on the control variables. Also, the informants had the opportunity to answer “I don’t know” on the items, which I reverted to missing values, since they cannot be used as valid items. After these actions, I was left with a sample of 219 informants.

I conducted a missing value analysis to see how many items that were not answered by this sample. Unfortunately, I could see a pattern of informants leaving the survey mid-way. Performance appraisals had 15.1 % missing values. Training opportunities had 28.8% missing values. Career development had 29,2% missing values. Affective commitment had 24.7 % missing values and turnover intention had 25,6% missing values. Because the missing value percentage was quite high, I had to make sure that further analysis excluded listwise the items not answered.

There was one informant that had answered “other” on gender, which was made into a dummy variable, since the informant did not write any text about what gender they identified with. Also, educational level was measured in two individual items. First, the informants were asked to write their years of education in a text box, however, some informants included their 10 years of elementary in this equation, so the measures were not found reliable and therefore excluded from the study. Second, the informants were asked to categorically place their highest educational level, mentioned from (1) elementary, (2) high school general, (3) high school vocational, (4) vocational college 1 year, (5) vocational college 2 years, (6) higher education 1-2 year, (7) higher education 3 years, (8) higher education 5 years, (9) higher education 6 years and above. The categories were made like this, so all the informants were to know how to place themselves. I found these options to be too categorical for analysis, therefore, I shortened the educational level, ranging from (1) elementary school, (2) high school, (3) higher

education 1-2 years, (4) higher education bachelors, (5) higher education master, and (6) higher education PHD above 6 years.

4.2 Sample

The data collection resulted in N = 219. Mean age of the informants is 41, where the youngest are 20 years old and the oldest are 69 years old. 67,6 % of the informants were female, while 32,4 % were male. Non-binary was also an option to choose, however, none of the respondents chose it. The informants had a satisfactory distribution in the category of educational level in higher education, ranging from 15,5 % (higher education above 6 years) and 24,5 % (higher education 3 years/bachelor's degree). Unfortunately, elementary school only had .9% of the respondents. The results are presented in full in table 1.

Table 1: Distribution of informants

Measure	Item	Frequency	Percentage
Gender	Male	148	32,4 %
	Female	71	67,6 %
	Total	219	100 %
Job Position	Apprentice	3	1,4 %
	Worker	131	59,8 %
	Mid-manager	32	14,6 %
	Manager	42	19,2 %
	Other	11	5,0 %
	Total	219	100 %
Educational level	Elementary School	2	0,9 %
	High School	49	22,3 %
	Higher education 1-2 years	34	15,5 %
	Bachelor's degree	54	24,7 %
	Master's degree	48	21,8 %
	Higher education 6+ years	33	15,0 %
	Total	219	100 %

Part 5: Results

5.1 Descriptive statistics & Reliability testing

Table 2 provides an overview of descriptive statistics for both control variables and independent/dependent variables. The control variables all have N = 219. The remaining variables have different sample size, ranging from 155-186 and are excluded listwise from the correlation analysis.

For testing internal reliability, I used reliability analysis in SPSS, considering variables that were measured in the study. The items measured was adapted from three studies that often have been used to measure these variables, therefore, as expected, the reliability tests were very strong. The Cronbach's Alpha ranges from ,822 to ,908, indicating a strong measure. The results are demonstrated in table 2.

5.2 Correlation analysis

In the correlation analysis presented in table 2, I wanted to test if the items measured to what extent the items were related to each other. The goal was to determine if the measures indicated multicollinearity, meaning that they overlap each other's measures. The preferred limit is below 0,8, which none of the variables had. However, training opportunities and performance appraisals, in addition to turnover intention and training opportunities, had the highest score (,644 & -,615), but are still below the preferred limit. Turnover intention is shown in the table as negative, which are correct since this is a reversed item set. All measures in this correlation analysis are found significant to each other.

From this analysis, the results indicate that the items with weakest correlation is affective commitment and training opportunities. This indicate that training opportunities in an internal employer brand are less related to this dimension of commitment, compared to the other attributes.

Table 2: Summary of Descriptive statistics, Reliability testing & Correlations

	<i>Mean</i>	<i>SD</i>	<i>N</i>	1	2	3	4	5
<i>Gender</i>	1,67	0,46	219					
<i>Age</i>	41,3	12,3	219					
<i>Educational level</i>	3,89	1,39	219					
1 Performance appraisal	2,16	0,78	186	(,822)				
2 Training opportunities	2,62	0,88	156	,644**	(,835)			
3 Career development	2,83	1,01	155	,559**	,546**	(,873)		
4 Affective commitment	2,53	0,92	165	,404**	,384**	,513**	(,810)	
5 Turnover intention	3,48	1,26	163	-,530**	-,615**	-,566**	-,525**	(,908)

Note: **P< 0.01, *P< 0.05. Cronbach's Alpha is presented in bold with parentheses. The N value varies because of exclusion listwise.

5.3 Regression Analysis

5.3.1 Affective Commitment

Affective commitments were tested for correlation with the independent variables, in accordance with the hypothesis formulated. Table 4 provides an overview of affective organizational commitment as the dependent variable and the results of relationships with independent variables.

Table 4: Testing relationships to Affective Commitment

		Dependent Variable						
		<i>Affective commitment</i>						
<i>Independent Variables</i>	H1a	H1b	H1c	H3	H5a	H5b	H5c	
	β	β	β	β	β	β	β	
Age	-,045	,010**	,005*	-,048	-,045*	-,018*	-,013*	
Gender	,048	,076	,109	,069	,049*	,062	,111	
Educational level					-,077	-,671	-,235	
Career Development	,507			,389	,417			
Training opportunities		,366		,015		-,326		
Performance appraisal			,407	,141			,127	
Interaction	Career Development* educational level				,130			
Interaction	Training opportunities* educational level					1,021		
Interaction	Performance Appraisal* educational level						,397	
Note:	Adjusted R ²	,251	,126	,161	,227	,241	,178	,160
	**P< 0.01, *P< 0.05							

First, the results for hypothesis 1a, 1b and 1c show that age and gender do not have a significant effect on affective commitment. Further, the results provide support for hypothesis 1, seen from the affective commitment side, because of significant measurements on all three dependent variables. The best fit is career development, with an adjusted r² of ,251. The results also indicating that career development has a stronger relationship with affective commitment than the others because of the measure of standardized β , where CD = ,507, PA = ,407 and TO = ,366. This indicate that hypothesis 1a, b and c from the affective commitment side is proven true.

Hypothesis 3 are the overall perception of internal employer branding relationship to affective commitment. However, to measure these values correctly, the individual EVPs are still being considered. The hypothesis have partly have

support. The measures are in positive relation to affective commitment, however, the measures find that the only significant measure is career development.. However, it also indicates training opportunities and performance appraisals to not be of significant interest if career development is a part of the perceived employer brand.

Hypothesis 4a, b and c, is tested through the individual interaction of PA, TO and CD with educational level. Performance appraisals show a beta value of ,397 and an adjusted r^2 of ,160, however are not significant for the measure. Training opportunities show a beta value of 1,021 and adjusted r^2 of ,178, and the measure are found significant. However, since the beta value is quite high, this could indicate multicollinearity. Career development show a beta value of ,130 and adjusted r^2 of ,241, however the measure is not found significant. TO are therefore the only significant relationship between them and affective commitment. Ultimately, that indicates educational level not being a significant measure for the relationship internal employer branding and affective commitment, leading hypothesis 4a to be untrue, 4b to be lacking support and 4c to be untrue.

5.3.3 Turnover Intention

The results from linear regression analysis using turnover intention as a dependent variable are presented in table 5. Age and gender are not found significant in these measurements. PO, TO and CD are found significant in relation to turnover intention with a value of $<,001$. The standardized beta coefficient findings when measuring the independent variables individually finds performance appraisal to have a -,546 relation to turnover intention, in addition to training opportunities -,603 and career development -,557.

These independent variables are therefore presented as a negative relationship as I hypothesized in H2a, b and c, resulting in the complete hypothesis H2 to be supported. This is also supported by the adjusted r^2 measurement, where training opportunities have the best fit (,363), while PA have a value of ,302 and CD have value of ,327.

On the other hand, hypothesis 3 are not found supported because training opportunities and career development are more related to turnover intention compared to performance appraisals. This indicate that performance appraisals

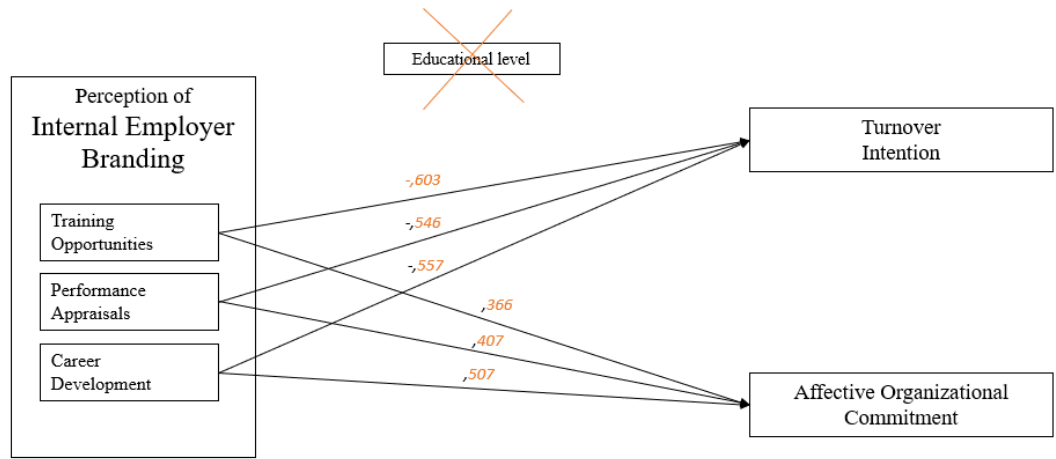
does not matter as much as the other two EVPs when discussing what make an employee intent to leave the organization. Ultimately, this also indicate that if TO and CD are missing, turnover intention is more likely to occur.

Hypothesis 6A, B and C are tested as interaction between the individual EVPs and educational levels relationship with turnover intention. The strongest correlation found was training opportunities to educational level (-,361), indicating that if training opportunities are missing, will educational level be a moderator to turnover intention. However, hypothesis 6A-C are found untrue because of the measurements not being significant. Educational level does not have a moderating effect on the relationship of perceived internal employer brand and turnover intention.

Table 5: Testing relationships to Turnover Intention

<i>Independent Variables</i>		Dependent Variable						
		<i>Turnover Intention</i>						
		H2a	H2b	H2c	H4	H6a	H6b	H6c
		β	β	β	β	β	β	β
	Age	,146	,063	,157	,117	,142	,066	,153
	Gender	-,026	-,038	-,088	-,032	-,034	-,038	-,092
	Educational level					,206	,281	,141
	Career Development	-,557			-,317	-,388		
	Training opportunities		-,603		-,317		-,359	
	Performance appraisal			-,546	-,105			-,411
interaction	Career Development* educational level					-,245		
interaction	Training opportunities* educational level						-,361	
interaction	Performance Appraisal* educational level							-,192
Note:	Adjusted R ²	,327	,363	,302	,411	,322	,363	,295
	**P< 0.01, *P< 0.05							

5.4 The conceptual model after analysis



Part 6: Discussion

The purpose of this study was to explore the relationship between internal employer branding, commitment, and turnover intention to achieve a greater understanding on how employee value propositions affect the organization. In addition, if there were individual differences such as educational level that would affect these relationships. I found research evidence that supported four out of eleven hypotheses, mainly excluding the individual difference and moderator 'educational level'. The goal of this study is to be able to identify the employee value propositions that give the highest score to ultimately know which attribute that are more likely to create retention amongst employees.

There are three main aspects of the theoretical framework and results that are important to discuss. First, I hypothesized that employees are more likely to be affective committed and more unlikely intent to leave the organization if the differentiated employee value propositions were present in the organization. Second, an assumption was that career development were stronger correlated to affective commitment, whilst performance appraisal was stronger correlated to turnover intention. Lastly, I hypothesized that individual differences, such as educational level, were important to the relationship between perception of internal employer branding and turnover intention/affective commitment.

6.1 Perception of Internal Employer Branding and Affective Commitment

The labor market in Norway today is severely characterized by low unemployment rate and difficulties in hiring and retention of qualified employees that fit the organizational culture and climate. Accordingly, I found it relevant to analyze the relationship between what the organization can do to retain their employees and what the employees consider as retention possibilities. This is where affective commitment enters the dilemma because affective committed employees have previous research found more likely to stay with their organization compared to other commitment abstracts (Meyer, et al., 1993). Based on the existing literature presented in part 2 in this study, the following hypothesis were formulated:

H1: (a) Career Development, (b) Training opportunities, (c) Performance appraisals, have a positive relationship to affective organizational commitment.

H3: Perception of internal employer branding has a positive relationship with affective commitment.

As mentioned in the literature review on affective organizational commitment, Meyer & Allan found affective commitment to be closely related to loyalty amongst employees to the organization and are often a result of a positive employee-organization relationship (Meyer & Allan, 1990). While Kuvaas (2008) find the relationship between perceived internal employer branding and affective commitment to be moderating to turnover intention. Kuvaas (2008) does not use affective commitment as a direct relationship to perception of internal employer branding, therefore, it is somewhat difficult to compare the results. However, Meyer & associates (1993) find affective organizational commitment to have a standardized beta value of .25 in relation to loyalty, .18 in relation to supervisor evaluation of performance, which both can be compared to the results I have found in this study. Supervisor evaluation of performance are linked with performance appraisals as I describe the category from Kuvaas (2008) study.

The analysis from this study found that affective commitment has a direct, positive relationship to the employee value propositions that is included in perception of internal employer branding. This result was found both when the three EVPs were measured individually, as well as in the group, with affective commitment. This result indicates that perception of internal employer branding is directly related to affective commitment. When viewing the results closer, we can see that career development have a stronger relationship with affective commitment with a value of .507 individually measured and .389 when grouped with the other attributes. This indicate that career development is the more likely employee value proposition that organizations should focus on to ensure affective commitment amongst their employees.

Further, I have found training opportunities to be significant in perception of internal employer branding when measured by itself towards affective commitment. On the other hand, it is not found significant when measured in the

group with other EVP's. This indicates that training opportunities if provided alone are significant for retention purposes, however, if the employee are rather presented with other EVPs, training opportunities are not relevant. A practical example of this result could for example be if a colleague is given career development opportunities, however, training opportunities are the only offer on the table for the other employee. This could rather be a pitfall and result in turnover intention, as shown in table 4 and presented in the next section of this study.

Performance appraisals are the employee value proposition that are found in the middle of these three, meaning that its relationship individually with affective commitment have a strong correlation and are significant for the employee's perception of internal employer branding. Comparable to training opportunities, performance appraisals are not found significant when measured in the group of EVPs with affective commitment. This could indicate that performance appraisals are good and helpful for retention purposes if presented, however, if career development are more important for the employee, performance appraisals would only help retention in a small, not significant, way.

Initially, this presented result does not contradict the results from previous research, however, provides an alternative route on how to understand the relationship between internal employer branding and affective commitment. Essentially, affective commitment is determined by how the employee perceive the organizations effort to understand what they value in their relationship. Career development gave arguably the highest score in relation to affective commitment, as I hypothesized. The most interesting aspect of this research is that training opportunities and performance appraisal are not found significant for the employees if career development is perceived by the individual as the most important attribute. Ultimately, an organization should start their internal employer branding by for example finding alternative career paths for their employees that are interested in developing. Performance appraisals should also be included in the internal employer brand, i.e., as Meyer & associates (1993) suggested, through evaluation of performance.

6.2 Internal Employer Branding and Turnover Intention

Turnover intention can be viewed as a retention strategy if collection data from employees, analyzing it and using it to prevent turnover is carried through in the organization (Allen & Bryant, 2012). An important note is that strategies that are introduced in the company to increase affective commitment are not necessarily the same strategies to prevent turnover intention. As formulated in the literature review, turnover intention can happen for several reasons, however, we are mainly interested in the voluntary, dysfunctional, and avoidable turnover intention, where the organization can affect the outcome (Maertz & Griffeth, 2004). Kuvaas (2008) on one hand address turnover intention because of perception of internal employer branding, moderated by factors such as perceived organizational support, affective commitment and justice. The result were turnover intention or work performance. Meyer & associates view aspects turnover intention as a variable that affect the different aspects of organizational commitment (Meyer, et al., 1993). Kuvaas (2006) has also measured performance appraisal relationship with turnover intention in another study, and how these variables interact to intrinsic motivation. Based on the literature review of turnover intention, the following hypothesis were formulated:

H2: (a) Career Development, (b) Training opportunities, (c) Performance appraisals, have a negative relationship with turnover intention.

H4: Perception of internal employer branding has a negative relationship with turnover intention.

Hypothesis 2a, b and c are also supported from the measurements of turnover intention gathered in this quantitative study. As expected, turnover intention has a negative relationship to all the employee value propositions individually, in addition to perceived internal employer branding as a group of the attributes. Training opportunities has the strongest relationship to turnover intention, when measured individually (-.603). This indicates that if an employee are missing training opportunities in their organization, this affect the employee's intent to leave negatively, meaning that the employee are more intent to leave the organization. The interesting aspect of this measure is that when I measured the relationship between training opportunities and affective commitment, that was

the weakest relationship. The measurements of training opportunities and affective commitment versus turnover intention, I can assume that training opportunities are not a significant part of affective commitment, however, another dimension of commitment such as continuous (Meyer, et al., 1993). Meaning that it does not strongly correlate with affective commitment, but it does not necessarily mean that the measurement is questionable in relation to turnover intention. I have also made the distinction between affective commitment and turnover intention on purpose, and not replicated the Kuvaas (2008) study where he used AC as a moderator, which also could be the reason for these measures being somewhat contradictory to each other. Perhaps if affective commitment was solely used as a moderator on the relationship between training opportunities and turnover intention the result could have been more similar to Kuvaas' studies (2008; 2006). Ultimately, I interpret these results as missing training opportunities will create a stronger relationship with turnover intention. Career development (-.557) and performance appraisal (-.546) have also strong negative correlation to turnover intention, meaning that if these attributes are missing from an internal employer brand, an employee could be more likely to leave the organization. The employee-organization relationship is therefore strongly related to these three employee value propositions.

Based on Kuvaas (2008) study of performance appraisals as intrinsic motivational factor, I hypothesized that performance appraisals also could be the strongest negative relationship with turnover intention. Assumably, if performance appraisals were missing, the employee were more likely to consider leaving an organization compared to the other attributes of career development and training opportunities (Hypothesis 3). However, this hypothesis was proven false based on the gathered data. Performance appraisals had a negative relationship of -.546 in relation to turnover intention when measured individually, however, when measured in the perception of internal employer branding group with the other attributes, it measures to a value of -.105, which is the weakest relationship amongst the attributes. Surprisingly, career development and training opportunities measure the same value of -.317 in the group. This somewhat contradicts the individual measures of the EVPs relation to turnover intention by placing them as equal. Hypothesis 1a-c indicated that if an employer brand were missing training opportunities it was a greater chance of turnover intention.

However, when measuring the employee value propositions as a group, the result indicates that if an internal employer brand are missing training opportunities and career development it is an equal chance of turnover intention because both attributes are significant.

One way of interpreting these results is to look at training opportunities as the only EVP present in the organization, then this attribute would determine turnover intention greater than the other attributes. Comparable to if all three attributes are presented in the internal employer brand, and the employee does not experience career development nor training opportunities, the greater is the intent to leave. Performance appraisals does not make up for the missing perceived support regarding career and training.

6.3 Educational levels' moderating effect

As stated in the literature review, personal characteristics such as job positions, tenure and educational level has previously been discussed and researched in relation to an employees' commitment (Steers, 1977). I chose educational level as the personal characteristic in my study and wanted to research its moderating effect on the relationships between the individual employee value propositions and affective commitment, and turnover intention. The choice fell on this characteristic because there have been inconclusive results where some researchers have found significant measures and others have not (Steers, 1977). There was not a substantial amount of research using these variables and interactions, however, I chose to formulate my hypothesis as follows:

H5: Educational level has a positive moderating effect on affective commitment and (a) career development, (b) training opportunities, (c) performance appraisals, meaning the higher level of education the stronger the positive relationship.

H6: Educational level has a negative moderating effect on turnover intention and (a) career development, (b) training opportunities, (c) performance appraisals, meaning the higher level of education the stronger the negative relationship.

The results for hypothesis 5 a-c are presented in table 3, while results for hypothesis 6 a-c are presented in table 4. Overall, the results did not find support for any of the hypothesis. The interaction between training opportunities and educational level, measured by the relationship with affective commitment was at first found significant, however, because of a beta value above 1, multicollinearity made the measure invalid.

6.3.1 Educational level and affective commitment

Educational level was hypothesized to be positively related to affective commitment when measuring the interaction between the moderator itself and the individual three attributes. Career development and educational level did not have a significant measure, as well as performance appraisals and educational level. The results indicate that the employee's individual characteristic of educational level does not affect their affective commitment if career development and/or performance are present in the internal employer brand.

Differently, as mentioned in the literature review, Meyer & associates differ between organizational and professional commitment (1993). In retrospect, educational level can be thought of as a moderator to professional affective commitment, rather than organizational, which I have measured in this study. It would be interesting to measure the same informants for professional versus organizational affective commitment and assess if the interaction between EVPs and educational level would have been found significant.

Furthermore, training opportunities was found to be significant in the interaction with educational level with a value of .002. However, since the standardized beta value was measured above 1 (1.021) it would indicate multicollinearity and therefore weaken the measurements significance. Assumably, this is because educational level and training opportunities overlap too much. Overall, educational level does not have a significant impact on the relationships between EVPs and affective organizational commitment.

6.3.2 Educational level and turnover intention

Educational level was hypothesized to be negatively related to turnover intention when analyzing the interaction between educational level and the three employee value propositions (Hypothesis 6a, b, c). This hypothesis assumes that the higher

an employees educational level are the more intent can the employee be to leave the organization if the employe value propositions are missing. However, my research did not find any support for this hypothesis to be true. The measures are not found significant; however, they are found negative in relation to turnover intentions. The interaction of training opportunity and educational level are the strongest measure of $-.361$, whereas performance appraisals are $-.192$. These results indicate that employees with different educational level have the same starting point when they are assessed by their intent to leave the organization.

As Steers (1977) pointed out in the literature review, educational level has had some various results to commitment nor turnover intention (Steers & Spencer, 1977). Since these specific interactions had not been measured yet, I was hoping for a different result. Even though educational level has had inconsistent findings, I believe based on my study to not be related to turnover intention.

6.4 Limitations

The study conducted have a series of limitations which I will discuss further in this section.

First, as stated in the literature review, there is several gaps in the literature when addressing employer branding and especially considering the internal perspectives (Theurer, et al., 2016). The existing literature often differentiate in use of concepts and vocabulary explaining the same idea; therefore, relevant research could be somewhat hard to find. Also, which literature that ultimately have direct or indirect credible research carried out. Therefore, the scale (items) that has been used in the survey have great reliability because it has been used several times before. It would be interesting to create a new scale or use a scale that measure several EVPs that are more differentiated than the ones chosen.

Second, one of the greater limitations in this study is that the sample size is much smaller than I initially aimed for. The survey was designed so every employee in Norway could understand and answer the statements. However, the original sample were only 248 respondents. After cleaning the data there was 29 respondents that were taken out of the survey because of incomplete answers on the demographic questions, resulting in $N = 219$. Also, the informants were excluded listwise from the regression analysis, which made N equal to 155 at the

lowest number of informants (career opportunities) and 186 at the highest number of informants (performance appraisals). These variations could be a part of why some measurements were found not significant. The greater the sample size, the stronger scientific evidence could have been found in this study.

Third, this study is solely carried through based on employee's perception of their various employer brands and developmental HRM practices. In retrospect, it would be beneficial to only include employees from i.e., a specific set of industry or companies, to be able to analyze the employer side of their internal employer branding. That could have given a more accurate understanding of the function internal employer brand have on the employees. When only including the employee perspective, it does not give me any chance to analyze whether the company they work for have a strategic focus on internal employer brand. By separating these two perspectives, moderating effects such as educational level could have been more significant, since I then would know (1) what the employer does, (2) how the employee reacts, and ultimately (3) educational level for those who react more negatively or positively to the strategic internal employer brand.

Fourth, this study has solely had a quantitative approach to the issue of perceived internal employer brand. This study only examine causal relationship between the variables which could be affecting the validity of the study. It could have been beneficial to include some qualitative in-depth interviews with employees to gain a better understanding of their relationship with their employer and which concrete development opportunities they are given. Also, to have the informants explain what they define as career development, training opportunities and performance appraisals. Also, the goal was for this study to be representative for the population in Norway. However, as I pointed out, the sample size were too small which did not give the study enough generalization to succeed in representing Norway.

Further, the only personal characteristics that I included in my hypotheses and study was educational level, even though I had information about the respondents job position and tenure, which previous research found to be related to commitment. By excluding these variables from my original hypothesis, I limited the study for these other personal characteristics.

Part 7: Conclusion

This study aimed to explore the relationship between three employee value propositions that made up the perception of internal employer branding with affective commitment and turnover intention, in addition to see if educational level had a moderating effect on these relationships. Career development was found to be the strongest positive relationship to affective commitment, while training opportunities was found to be the strongest negative relationship to turnover intention. However, when measuring the EVPs together towards turnover intention, career development was as strong as training opportunities. Educational level was not found significant in either of the relationships and interactions with EVP. Overall, there was support for 8 out of 14 hypotheses. The research question asked: How are the perception of internal employer branding related to affective organizational commitment and turnover intention? Affective organizational commitment has a positive relationship with perceived internal employer brand and the employee value propositions career development, training opportunities and performance appraisals. The strongest relationship is found in career development. Turnover intention has a negative relationship with perceived internal employer branding and the employee value propositions. The strongest relationship found to turnover intention is training opportunities. The second research question asked: Does educational level have a moderating effect on the relationships? Educational level does not have a moderating effect on the relationships in question.

Further research should address personal characteristics beyond educational level to find differentiated employee value propositions that could benefit retention strategies and ultimately increase affective commitment for employees. Also, it would be interesting to view several EVPs in relation to all three commitment categories (affective, continuous, normative), to see if there are employee value propositions that increase or decrease the commitment perspectives if added or subtracted. The goal would be to find the formula on retention strategies and what attributes the organizations should provide to their employees to experience commitment.

Bibliography

- Allen, D. G., Bryant, P. C., & Vardaman, J. M. (2010). Retaining talent: Replacing misconceptions with evidence-based strategies. *Academy of Management Perspectives*(24), ss. 48-64.
- Allen, D., & Bryant, P. (2012). *Managing Employee Turnover: Dispelling Myths and Fostering Evidence-Based Retention Strategies* (1 upl.). USA: Business Expert Press.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*(1), ss. 1-18.
- Ambler, T., & Barrow, S. (1996). The Employer Brand. *Journal of Brand Management*, ss. 185-206.
- Backhaus, K., & Surinder, T. (2004). Conceptualizing and researching employer branding. *Career Development Instrumental*(5), ss. 501-517.
- Bentein, K., Vandenberghe, C., Vandenberg, R., & Stinglhamber, F. (2005). The Role of Change in the Relationship Between Commitment and Turnover: A Latent Growth Modeling Approach. *Journal of Applied Psychology*, 90(3), ss. 468-482.
- Black, J. (2019). *Competing for and with Human Capital: It is not just for HR anymore* (1 ed.). Productivity Press.
- Botella-Carrubi, D., & Oltra-Badenes, R. (2021). Employer branding factors as promoters of the dimensions of employee organizational commitment. *Economic Research-Ekonomska Istraživanja*(1), ss. 1-15.
doi:10.1080/1331677X.2020.1851280

- Botha, A., Bussin, M., & de Swardy, L. (den 14 November 2011). An employer brand predictive model for talent attraction and retention. *SA Journal of Human Resource Management*(1), s. 12. doi:<http://dx.doi.org/10.4102/>
- Bowling, N. A., & Hammond, G. D. (2008). A meta-analytic examination of the construct validity of the Michigan Organizational Assessment Questionnaire Job Satisfaction Subscale. *Journal of Vocational Behavior*(73), ss. 63-77.
- Bryman, A., & Bell, E. (2011). *Business Research Method* (3 ed.). USA: Oxford University Press.
- Cable, D. M., Aiman-Smith, L., Mulvey, P. W., & Edwards, J. R. (2000). The Sources And Accuracy Of Job Applicants' Beliefs About Organizational Culture. *Academy of Management Journal*(43), ss. 1076-1085. doi: <https://doi.org/10.5465/1556336>
- Cammann, C., Fichman, M., Jenkins, D., & Klesh, J. (1979). The Michigan Organizational Assessment Questionnaire. *Unpublished Manuscript*. . University of Michigan.
- Dysvik, A., & Kuvaas, B. (2008). The relationship between perceived training opportunities, work motivation and employee outcomes. *International Journal of Training and Development*(12), ss. 138-157.
- Edwards, M. R. (2010). An Integrative Review of Employer Branding and OB Theory. *Personnel Review*(39), ss. 5-23.
- Foreman, S. K., & Money, A. H. (1995). Internal Marketing: Concepts, Measurement and Application. *Journal of Marketing Management*, ss. 755-768.
- Gowan, M. A. (2004). Development of the recruitment value porposition for geocentric staffing. *Thunderbird Interntational Business Review*(46), ss. 687-708.

- Heger, B. (2007). Linking Employee Value Proposition (EVP) to Employee Engagement and Business Outcomes. *Organization Development Journal*, ss. 121-132.
- Hendry, C., & Jenkins, R. (2007). Psychological contracts and new deals. *Human Resource Management Journal*(7), ss. 38-44.
- Hoppe, D. (2018). Linking employer branding and internal branding: establishing perceived employer brand image as an antecedent of favourable employee brand attitudes and behaviours. *Journal of Product & Brand Management*(4), ss. 452-467. doi:10.1108/JPBM-12-2016-1374
- Iverson, R. D., & Buttigieg, D. M. (1999). Affective, normative and continuance commitment: Can the “right kind” of commitment be managed? *Journal of Management Studies*(3), pp. 307-334. doi:<https://doi.org/10.1111/1467-6486.00138>
- Keller, K. L. (1993). Conceptualizing, Measuring, and Managing Customer-Based Brand Equity. *Journal of Marketing*(57), ss. 1-22. doi:<http://dx.doi.org/10.2307/1252054>
- King, C., & Grace, D. (May 2008). Internal branding: Exploring the employee's perspective. *Brand Management*(15), ss. 358-372.
- Kuvaas, B. (2006). Performance appraisal satisfaction and employee outcomes: mediating and moderating roles of work motivation. *The International Journal of Human Resources Management*(3), ss. 504-522. doi:<https://doi.org/10.1080/09585190500521581>
- Kuvaas, B. (2008). An Exploration of How the Employee–Organization Relationship Affects the Linkage Between Perception of Developmental Human Resource Practices and Employee Outcomes. *Journal of Management Studies*(1), ss. 1-25. doi: 10.1111/j.1467-6486.2007.00710.x

- Lacka-Badura, J. (2015). *Recruitment Advertising as an Instrument of Employer Branding: A Linguistic Perspective*. Cambridge Scholars Publishing.
- Lee, C. H., & Bruvold, N. T. (2003). Creating Value for Employees: Investment in Employee Development. *International Journal of Human Resource Management*(14), ss. 981-1000.
- Lievens, F., & Highhouse, S. (2003). The relation of instrumental and symbolic attributes to a company's attractiveness as an employer. *Personnel Psychology*(56), ss. 75-102.
- Lings, I. (2004). Internal Market Orientation: Construct and consequences. *Journal of Brand Management*(57), ss. 405-413.
- Maertz, C. P., & Griffeth, R. W. (2004). Eight motivational forces and voluntary turnover: A theoretical synthesis with implications for research. *Journal of Management*(30), ss. 667-683.
- Maxwell, R., & Knox, S. (2010, July 23). Motivating employees to "live the brand": a comparative case study of employer brand attractiveness within the firm. *Journal of Marketing Management*, 10, pp. 893-907.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment: Some methodological considerations. *Human Resource Management Review*(1), ss. 61-98.
- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: extension and test of a three-component conceptualization. *Journal of Applied Psychology*(4), ss. 538-551.
doi:<https://doi.org/10.1037/0021-9010.78.4.538>
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: a meta-analysis of antecedents, correlates and consequences. *Journal of Vocational Behavior*(61), ss. 20-52.

- Mitchell, T. R., Holtom , B. C., & Lee, T. W. (2001). How to keep your best employees: Developing an effective retention policy. *Academy of Management*(15), ss. 96-108.
- Mowday, R. T., Porter, L. W., & Steers, R. (1982). *Employee-organization linkages: The psychology of commitment, absenteeism and turnover*. Academic Press.
- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior*(2), ss. 224-247. doi:[https://doi.org/10.1016/0001-8791\(79\)90072-1](https://doi.org/10.1016/0001-8791(79)90072-1)
- O'Reilly, C. A. (1989). Corporations, culture and commitment: motivation and social control in organizations. *California Management Review*, ss. 9-25.
- O'Reilly, C. A., & Chatman, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification, and internalization on prosocial behavior. *Journal of Applied Psychology*(3), ss. 492-499. doi:<https://doi.org/10.1037/0021-9010.71.3.492>
- O'Reilly, C. A., & Pfeffer, J. (2000). *Hidden value: how great companies achieve extraordinary results with ordinary people*. Boston: Harvard Business School Press.
- Pfeffer, J. (2005). Producing sustainable competitive advantage through the effective management of people. *Academy of Management Perspectives*, 19(4), ss. 95-106.
- Phillips, J. M. (1998). Effects of realistic job previews on multiple organizational outcomes: A meta-analysis. *Academy of Management Journal*, ss. 673-690.
- Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organisational commitment, job satisfaction and turnover among psychiatric technicians. *Journal of Applied Psychology*(59), ss. 603-609.

Schein, E. H. (1985). *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.

Staniec, I., & Kalińska-Kula, M. (2021). Internal employer branding as a way to improve employee engagement. *Problems and Perspectives in Management*(2), ss. 33-45.

Steers, R. M. (1977). Antecedents of outcomes of organizational commitment. *Administrative Science Quarterly*(22), ss. 46-56.

Theurer, C. P., Tumasjan, A., Welpe, I. M., & Lievens, F. (2018). Employer Branding: A Brand Equity-based Literature Review and Research Agenda. *International Journal of Management Reviews*(20), ss. 155-179.
doi:10.1111/ijmr.12121

Watts, D. (2011). *Everything is obvious*. New York: Crown Business.

Aaker, D. A. (1991). *Managing Brand Equity*. New York: Free Press.

Appendix

Appendix A – Perception of Internal Branding

Adapted from Kuvaas (2008). Items were as follows:

Prestasjonsvurderinger (Performance Appraisals)

1. Jeg føler at de tilbakemeldinger jeg får stemmer godt overens med hva jeg faktisk har prestert
2. Det virker som om organisasjonen er mer opptatt av å gi meg anerkjennelse når jeg gjør noe bra enn å kritisere meg når jeg gjør noe som er mindre bra
3. De tilbakemeldinger jeg får på hvordan jeg gjør jobben min er relevante i forhold til hva jeg faktisk gjør
4. Det er nyttig både for organisasjonen og meg at jeg får tilbakemeldinger på den jobben jeg gjør
5. Jeg er fornøyd med måten min organisasjon gir meg tilbakemeldinger på
6. Organisasjonen min er flink til å verdsette sine ansatte når de gjør en god jobb
7. Det er min klare oppfatning at organisasjonen er opptatt av å gjøre sine prestasjonsvurderinger på best mulig måte

Trening og opplæring (Training opportunities):

1. Den trening og opplæring jeg har fått er ikke tilstrekkelig i forhold til de oppgavene jeg er satt til å løse(R)
2. Jeg er godt fornøyd med den opplæringen jeg har fått
3. Jeg er temmelig sikker på at jeg vil få nødvendig opplæring for å løse eventuelle nye oppgaver jeg skulle få i fremtiden
4. Den trening og opplæring jeg får er ikke tilpasset mine individuelle behov (R)
5. Jeg har fått bedre opplæring og oppfølging i tidligere jobber jeg har hatt (R)

6. Det er mitt inntrykk at min organisasjon er bedre enn sine konkurrenter til å trene og lære opp sine ansatte
7. Min organisasjon investerer mye ressurser i å øke kompetansenivået hos sine ansatte
8. Det er viktig for min organisasjon at alle ansatte har fått den nødvendige opplæring

Karrieremuligheter (Career Development):

1. Det virker som om min organisasjon bryr seg om mine karrieremuligheter internt i organisasjonen
2. Det er en bevisst satsing i min organisasjon på å tilrettelegge for interne karrieremuligheter
3. I min organisasjon er man opptatt av å legge til rette for livslange karrieremuligheter
4. Det å bli værende i organisasjonen representerer gode karrieremuligheter
5. Jeg føler ikke at forholdene blir lagt til rette for at jeg skal oppnå avansement i organisasjonen (R)
6. Det virker ofte tilfeldig hvem som får de beste karrieremulighetene i min organisasjon (R)

Appendix B – Affective commitment

Adapted from Meyer & associates (1993).

1. Jeg tilbringer veldig gjerne resten av karrieren min i denne organisasjonen
2. Jeg føler virkelig at denne organisasjonens problemer er mine egne
3. Jeg føler meg ikke som en ”del av familien” i denne organisasjonen (R) *
4. Jeg er ikke "følelsesmessig knyttet" til denne organisasjonen (R) *
5. Denne organisasjonen betyr mye for meg rent personlig
6. Jeg har ingen sterk følelse av tilhørighet til denne organisasjonen (R)*

*R indicate a reverse measurement.

Appendix C – Turnover intention

Adapted from Kuvaas (2006).

1. Jeg tenker ofte på å slutte i min nåværende jobb
2. Jeg kan komme til å slutte i min nåværende jobb i løpet av året
3. Jeg vil sannsynligvis lete aktivt etter en ny jobb det neste året
4. Jeg oppfatter mine fremtidsutsikter i denne organisasjonen som dårlige
5. Jeg vil trolig lete aktivt etter en ny jobb i løpet av de nærmeste 3 årene

Appendix D – Demographics

1. Hvor gammel er du?
Open text box answer
2. Hvor mange år utdanning har du totalt? Oppgi år.
Open text box answer.
3. Hva er ditt utdanningsnivå?
 - Grunnskole
 - Videregående skole, yrkesfag/fagbrev
 - Videregående skole, studiekompetanse
 - Fagskole 1 år
 - Fagskole 2 år
 - Universitet eller høyskole (1-2 år)
 - Universitet eller høyskole 3 år (bachelor)
 - Universitet eller høyskole 5 år (master)
 - Universitet eller høyskole over 6 år
4. Hvilket kjønn identifiserer du deg med?
 - Mann
 - Kvinne
 - Ikke-binær
 - Annet: «Open text box»
5. Hvor mange år har du jobbet i bedriften du jobber i for øyeblikket? (oppgi i hele år)
«Open Text Box answer»
6. Hva er ditt nåværende stillingsnivå?
 - Lærling
 - Medarbeider
 - Mellomleder
 - Leder
 - Annet: «open text box»