

EXPLANATION OF DEVELOPED EMPLOYER BRANDING (DEB MODEL) IN TEHRAN UNIVERSITY

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ABSTRACT

Employer branding is considered as an effective strategy to attract and retention employees. It takes employees as internal customers of an organization and is aimed at organizational enhancement. This study examined employer branding status in Tehran University based on developed employer branding model. Our research methodology is correlational library method, and the approach quantitative. Statistical population consisted of scholars and competent to be attracted doctoral students where 289 questionnaires were used for data analysis. Analyses demonstrated that actualization of employer branding in Tehran University is about 72% and priorities sequence of dimensions is: Organizational culture, compensations and benefits, environment and work conditions, organizational reputation, work-life balance. On one hand, analyses indicated that there is a positive and significant relationship between employer branding variable and its dimensions and components such as environment and work conditions, compensations and benefits organizational culture, compensations and benefits, organizational reputation, organizational culture and work-life balance have the most correlation with employer branding, respectively.

KEYWORDS: *Employer Branding, Environment and Work conditions, Organizational Reputation, Work-Life Balance, Tehran University.*

I. INTRODUCTION

Current economics accounts for two effective factors to shortage of competent professionals where there are changes in demography and sociology. As demography, the greater generations of employees developed, the more rapidly enter retirement and consequently next generations who are liable to be replaced with previous ones become smaller. As sociology, there is particular necessity to have researchers in technology, engineering and other sciences oriented domains, but unfortunately they are not favored by required knowledge. Furthermore, employees of younger generations are more inclined to change their jobs and this intention ends in organizational problems in retention key employees [1]. Scientific organizations and universities in particular need their competent employees because they are accounted as the most valuable capitals of organization and could be considered as competitive advantages [2]. This issue is absolutely confirmed by Mosley [3], he believes that arisen interest in employer branding is resulted from progressive competition in order to attract competent individuals who are required for firms to achieve organizational goals. Therefore, organizations must pretend to be distinct so as to attract and retention their employees [4]. Consequently, shortage in competent individuals was combined with organization's requirement and fighting to attract talents was developed and this fighting is actually has had main part of recognition of employer branding as an organizational activity. Accordingly, Tehran university as one of the institutes of higher educations in country is arena

of nation's elites and professors where in first stage of fighting to gain scientific elites and professors requires to keep current professors (retention) and in the second priority recruits talented professors (attracting) to work within its educational system. These two important tasks are actually the same two main functions of employer branding as attracting and retention competent and expert employees in Tehran University.

II. PROBLEM EXPLANATION

Tehran University as the first university nationwide, is obviously a valuable source with high added value in ranking. Its first rank in comparison to other public universities is highly emphasized. Undoubtedly, an organization's brand and also brand of Tehran University is not developed overnight, but it is possible that a brand severely becomes damaged in a short period of time. In other words, achieving prime position by Tehran university is a context and retention and keeping this position up is a more sensitive and difficult context. Commentators in their attempts to explain problem to conduct research are agreed on two general approaches. It means the problem may be a problem-oriented or an opportunity-oriented problem. After generalizing the two approaches regarding achieving and retention of the position, it may be inferred that Tehran university has first and primer rank; and so, what must be decided to retention this rank? These activities, however may be conducted within different domains whereas the most important one is to emphasize on training quality of university graduates and this will be achieved only through having thoughtful, liable and expert professors and mentors. Thus, attracting and retention competent and expert professors can be one of the most original concerns of Tehran University to keep its prime position amongst other universities. It is worthwhile to mention that consistency and stability of an organization's brand (e.g. Tehran university brand) require some preparations to protect brand against rivals (Inside and outside country). Having a glance at performances of high rank universities of country, it is inferred that retention university position is not insignificant and easy. Some evidence and documentations, however report this proposition that Tehran University has been able to develop a credible and desired employer brand inside the country, but it is expected to obtain more desirable position amongst world's universities. Then, Tehran University requires to utilize more effective preparations in this regard. One of the most important preparations is evaluation of current employer brand of Tehran University and its enhancement, because employer brand of an organization along with corporation brand move in orientation of organization's flourishing. Consequently, considering above mentioned issues, we aim to address quantity and quality contents of attracting and retention Tehran university professors and mentors through explaining employer brand model of Tehran University in order to take effective pace in path of Tehran university position stability, consistency and protection by providing applicable strategies.

III. EMPLOYER BRANDING

One of the latest practices of human resources management is employer branding management; i.e. organizations have to present and show unique aspects of their proposed employment and work environment. Generally, employer branding may be considered as unique and recognizable identity generation process of an employer. Employer brand is the concept of separating an organization from its rivals [5]. Dawn and Biswas [6] after reviewing conceptual and theoretical fundamentals of employer brand in their article, introduced its components as work-life balance, organization's culture and environment, brand strength of product/organization, compensations and benefits and work environment [7]. In fact, employer branding is upgrading an attractive and unique image of organization as an employer who has a distinct identity. Backhaus also believes that employer branding causes internal and external developments of the organization and provides a clear perspective of the organization as a desired and unique employer. By utilizing employer branding techniques, an organization achieves proportion between individual- organizations and as employer exploits potential suitable employees more strongly, then by providing a suitable image of employer brand is able to employ more competent employees. Results of empirical research demonstrate that failure of implementing employer branding strategy in organizations is the most important factor of organizational failure in making distinction with other rivals [8]. Lemmink et al (2003) believe that organizations that are active in markets are characterized by shortfall in competent and expert workers

recognize the importance of organizational image. They perceive two different images of organizations: organizational image and employment image. Apparently, those organizations that have not ability to develop their organization's employment image are not favored by desired organizational image either. It implies that organizational image has a strong relationship with employment image within applicant's tendencies [9]. Organizations that are decided to employ new employees have to identify different types of provided images to potential employees. If required, they must endeavor explicitly to present themselves in labor market so as to attract the best applicants [10]. Employment branding is able to generate subjective image for potential employees based on the fact that an organization is a desired workplace. Ewing et al (2002) acknowledge excellence of current and potential employees of organization as a propaganda for organization. They interpret how specific value concept of employer brand expand to embrace organizational brand. However, this is accomplished either by organization or through current and potential employees of organization. This perspective of brand specific value is pointed to employer branding process. Authors believe that successful organizations in providing their own employment brand in knowledge based markets may certainly tolerate in fighting to gain competent work force and fulfill their goals [2].

IV. EMPIRICAL HISTORY OF RESEARCH

In this section of study, a few researches on dimensions of employer branding are briefly reviewed. Rastegar et al (2015) in their research under the title of "Assessment of position and components of employer brand in Mellat Bank" found that amongst components of employer brand of Mellat Bank; corporate brand stability (as a part of organizational reputation), compensations and benefits, work-life balance, culture and environment of organization, work environment as perceived by Bank's employees have respectively the most level of score averages and there is a significant and strong relationships among components of employer brand. They evaluated level of Mellat Bank employer brand to be more than 69% as well [11]. Faghihipour et al (2015) conducted a research on relationship between employer branding and employees' engagement in Social Security organization. Conclusions of data analysis indicated that the level of employer brand in Social Security organization is about 48%. Furthermore, amongst employer brand dimensions, components of organizational reputation, applicability and development in economy and employment grounds have the most important roles for Social Security organization's employees, respectively [12]. Results of Rastegar et al (2016) research under title of "Employer branding as a tool of upgrading voluntarily commitments of employees in Mellat Bank" indicate that amongst components of employer brand variable; organizational reputation, economic, applicability and development and finally employment component respectively have the greatest points as perceived by Mellat Bank employees and overall level of employer brand in Bank has been estimated about 64% [13]. Faghihipour and Rezaei (2016) addressed position of employer brand and level of workplace desirability in Refah bank during their study. Data analysis demonstrates that employees view in regard of employer brand in Refah bank is about 62% [14]. Seyed Javadin et al (2016) had conducted a study in expansion of employer branding within Iran's public universities. Data analysis of Delphi method part indicates that work environment and conditions, organizational reputation, organizational culture, work-life balance, compensations and benefits have respectively the greatest roles amongst professors of Iran's public universities. Ultimately, conceptual model of research or expanded employer branding model in Iran's public universities is provided which is used as basic model in this current study [15]. Melin (2005) focused and emphasized on items such as work-private life balance, suitable career path, flexible work hours, trivial over time, compensations for competitive services, teleworking availability, project oriented career, job security, challenging career and diversity of tasks in regard of employer branding; in a research under title of "similarities and differences between employer brand of internal and foreign employers" [16]. In their book under title of "Employer Brand"; Mosley and Barrow (2005) recognize dimensions of employer brand wheel to be included perspective and leadership, policies and values, fairness and commitment, corporate personality, external reputation, communications, recruitment and admission, development, performance management, workplace, compensations system and after employment period as well. They also take employer brand combination to be a set of items such as recruitment and admission, teamwork management, performance evaluation, training and development, compensations and benefits, workplace, support, internal systems for evaluations, social responsibility and values, senior leadership, internal

communications and external reputation [17]. Muralidharan & Shenoy (2006) in their study; “Employer branding in university“ considered criteria of “good employer positioning” to be included four variables; 1) compensations and benefits, 2) work environment and culture, 3) values and 4) work stability and security [18].

Dawn and Biswas (2010) in their research titled “Employer branding: A new strategic dimension of Indian corporations” counted employer branding brand to embrace work-life balance, work environment and culture, strength of product/organization, compensations and benefits and workplace [6]. Kuzmenkova et al (2012) conducted a study to “improve organizational attracting ability to become selected employer”. They considered proposed value of employer to be included external relationships, reputation, career conditions, culture and commitment in order to attract and retention employees [19]. Broström & Farahvashi (2012) addressed “development index of employer branding in real estate industry”. In their views; employer branding model includes five major classes (workplace, organizational culture, product consistency, work-life balance, compensations and benefits) [20]. During assessment of “internal employer brand’s image consistency within grocery sector”; Šetkauskaitė (2013) found that dimensions such as , 1) payment and progress opportunities, 2) general belief, 3) organizational culture and 4) career features respectively have the greatest importance [21]. Bendaraviciene (2014) conducted a research titled “employer brand development, measurement of organizational attractiveness in higher education’s institutes” and found that dimensions of organizational attraction include items such as organizational culture, confidence, teamwork, academic environment, strategic management, job satisfaction, supervisor relationships, compensations and benefits and training and development, work-life balance and career’s conditions [22].

V. RESEARCH METHODOLOGY

This research is intend to find an answer to “what are components of employer brand in Tehran University?” Referring to the research question, our purpose is to determine positions of employer brand components in Tehran University with a focus upon employer brand variables. It is tried to concentrate on components of employer brand in regard of Iran’s culture, higher education’s institutes sector (public universities) and Tehran University in particular.

Compensations and Benefits	Work-Life Balance	Organizational Culture	Organizational Reputation	Environment and Working Conditions
<ul style="list-style-type: none"> • Salary (base pay); • Bonus; • Reward; • Retirement; • Stock Options; • External Equity; • Internal Equity. 	<ul style="list-style-type: none"> • Business Travel; • Childcare; • Work Vacation. 	<ol style="list-style-type: none"> 1) Employee level: <ul style="list-style-type: none"> • Teamwork; • Internal Communication; • Opinions; • Norms. 2) Managers level: <ul style="list-style-type: none"> • Management Quality; • Fairness and Trust; • Working climate. 3) Organizational level: <ul style="list-style-type: none"> • Organizational values; • Risk Taking Environment; • Company Size; • Structure; • Strategic vision and Management; • Social Responsibility. 	<ul style="list-style-type: none"> • Organizational Identity; • Organizational Image; • Public Opinion; • Organization Credibility 	<ol style="list-style-type: none"> 1) Individual level: <ul style="list-style-type: none"> • respect to professors by managers; • Degree of freedom for professors. 2) Co-workers level: <ul style="list-style-type: none"> • Colleagues career quality; • Cooperation amongst professors; • Quality of university employees. 3) Managers level: <ul style="list-style-type: none"> • Managers career quality; • Shared management style. 4) Organizational levels: <ul style="list-style-type: none"> • Quality Workplace; • Progress Opportunities; • Organizational procedures; • Job Attributes; • Psychological Contract; • Suitable research budget.

Chart. 1: Conceptual model of research [15].

In examining positions of employer brand components in Tehran University, expanded model of Seyed Javadin et al (2016) is used as the fundamental model.

VI. RESEARCH IMPLEMENTATION METHOD

In current study, research method is library correlation. This study seeks evaluation of Tehran university employer brand components positions through a quantitative approach. Statistical population of research was consisted of faculty (current and potential employees) and doctoral students talented to be

attracted (current and potential employees) of Tehran university who have operational experiences (e.g. management, monitoring and consulting). In other words, those who are engaged merely in teaching are not included as statistical population. Considering conducted assessments, number of faculty members in Tehran University is estimated 1351 persons. But they are not all included here as statistical population because only those who had operational experiences (e.g. management, monitoring and consulting) are approved to be included. Then by imposing judgmental sampling, the sample volume reduced to 550 persons and finally in compliance to Cochran's formula number of 226 persons are selected under simple random sampling method. Furthermore, in regard of doctoral students sampling as statistical population number of 100 persons was selected. Ultimately; 289 questionnaires (220 professors and 69 doctoral students) were distributed so as to data collection and analysis. Because of the quantitative approach, data collection tool was a questionnaire that was derived from expanded model of Seyed Javadin et al (2016). This questionnaire had 37 items. Validity of research questionnaire is of content type and credibility of questionnaire by considering Cronbach's alpha coefficient reported equal to 0.941. Since this amount is greater than 0.9, questionnaire is of high reliability. To analyze the collected data in descriptive statistics level; dispersion and central tendency measures and in level of inferential statistics; Pearson correlation test, T-test two independent groups and also analysis of variance test in medium of SPSS software were used.

VII. RESEARCH FINDINGS

Descriptive statistics of research variables: Descriptive statistics of demographic variables in statistical population indicates that 76 percent of respondents were faculty members and 24 percent doctoral students. 28% of respondents were at the age of 30's, 33% at 40's, and 39% over 51. About 28% of respondents belong to Engineering and technical faculty, more than 56% to Humanities and the remaining to fundamental sciences and art faculties. 81% of participants were men and 19% women. Operational experiences of more than 30% were managerial and of the rest were monitoring and consultancy. More than 965 of respondents had operational experiences between 1 to 10 years. Focus of scientific activities of participants in university was such that more than 33% were engaged in educational domain, about 23% in research domain and more than 42% in both domains. Results indicated that level of employer's brand realization in Tehran University is about 72%. Priorities order of employer branding dimensions is: 1) organizational culture: 78.20%, 2) compensations and benefits: 74.20%, 3) environment and work conditions: 71.80%, 4) organizational reputation: 69.00%, 5) work-life balance: 63.40%.

Correlation assessment between main variables of research: By using Pearson correlation test, relationship between dimensions of research variables was assessed. Results indicated that there is significant and positive relationship between main variables of research and related components such as, 1) proportionality of payable salary and benefits in comparison to other universities, 2) proportionality of payable salary and benefits in comparison to other professors of Tehran university, 3) granted suitable bonus, 4) granted suitable basic salary, 5) granted suitable benefits, 6) granted suitable retirement benefits, 7) transferring shares of companies to professors; respectively had greatest correlations with variable of compensations and benefits. Components such as, 1) performance quality of university staff, 2) university colleagues performance quality, 3) workplace quality, 4) Shared management implementation (exploiting ideas and experiences of professors in university management affairs), 5) maintaining unwritten implicit expectations and mutual between university and professors, 6) showing reverent to professors by university managers, 7) performance quality of university management, 8) level of cooperation amongst university professors, 9) organizational practices conditions, 10) professors degree of freedom within scientific domains, 11) progress opportunities (career path) within operational and scientific domains and 12) suitable research budgets attribution for professors; respectively had greatest correlation with variable of environment and work conditions. Components such as; 1) establishing facilities to care about professors children, 2) granted professors suitable vacations, 3) dispatching professors to business trips inside and outside country, respectively had greatest correlation with variable of work-life balance. Components such as; 1) existence of confidence and fairness amongst professors and principals, 2) existence of desired organizational values, 3) existence of effective and positive internal communications in university, 4) existence of desired beliefs amongst university staff, 5) existence of desired work atmosphere in university, 6)

existence of some perspectives in university, 7) existence of suitable organizational structure, 8) existence of desired norms amongst university staff, 9) risky environments in university, 10) management quality of group's manager, 11) social responsibility of university authorities against community, 12) existence of teamwork spirit amongst university professors; respectively had greatest correlation with variable of organizational culture and also some components such as; 1) level of university fame (organizational image), 2) level of university recognition by community (organizational image), 3) level of university credibility in community, respectively had greatest correlation with variable of organizational reputation. Pearson's correlation test was also used in compliance to Table.1 to assess the relationship between employer brand and its dimensions.

Table. 1: Correlation amongst research variables

	compensations and benefits	environment and work conditions	work-life balance	organizational culture	organizational reputation	employer brand
compensations and benefits	1					
environment and work conditions	0.703**	1				
work-life balance	0.312**	0.544**	1			
organizational culture	0.642**	0.597**	0.322**	1		
organizational reputation	0.393**	0.663**	0.541**	0.425**	1	
employer brand	0.759**	0.873**	0.628**	0.741**	0.750**	1

Above Table indicates a strong, significant and positive relationship between variable of employer brand and its dimensions. Furthermore, components such as, 1) environment and work conditions, 2) compensations and benefits, 3) organizational reputation, 4) organizational culture, 5) work-life balance, respectively had greatest correlation with variable of employer brand.

Difference in means of compensations and benefits variable amongst different groups:

Difference in means of compensations and benefits variable amongst different groups: To assess the difference in means of compensations and benefits variable between two different groups, T-test of two independent samples was conducted. Difference in means of compensations and benefits variable between two groups of women and men (Sig=0.001) and two groups of professors and students (Sig=0.000) was reported as significant. So, mean value of compensations and benefits within female respondents (82.20%) was greater than male respondents (74.40%) and value of compensations and benefits within doctoral students (94.40%) also was greater than professors (67.80%). In other procedure to assess difference in means of compensations and benefits variable amongst several different groups, one-way analysis of variance test (ANOVA) was used. Results indicated that difference in means of compensations and benefits variable amongst different unrelated groups of scientific rank, age, different faculties, type of operational experiences, duration of operational experiences and type of concentration in scientific activity was significant. But, as analysis of variance test indicate whether there is difference amongst means of three groups or more of respondents, then this technique is not able to show locations of these differences. Therefore, to accomplish analysis of variance process, Tukey test was applied. Results of Tukey test indicated that difference in means of compensations and benefits variable is significant only amongst some unrelated groups and for other groups this difference is not statistically significant. Since there was lack of determining mean value of each group, one-step subgroup means test consequently was conducted. Results indicated that mean values of compensations and benefits variable is different in the following unrelated groups:

- Mean values of compensations and benefits variable amongst respondents with full professor rank (73.40%) is greater than those with assistant professor rank (66.40%).
- Mean values of compensations and benefits variable amongst respondents with doctoral student rank (94.40%) is greater than other respondents, it means professor (73.40%), associate professor (66.40%) and assistant professor (66.20%).

- Mean values of compensations and benefits variable amongst respondents having ages of 30 to 35 (93.80%) is greater than respondents at 41 to 45 (74.20%), 46 to 50 (66.80%) and 51 to 60 (67.00%) years old.
- Mean values of compensations and benefits variable amongst respondents having ages of 36 to 40 (85.80%) is greater than respondents at 41 to 45 (74.20%), 46 to 50 (66.80%) and 51 to 60 (67.00%) years old.
- Mean values of compensations and benefits variable amongst respondents having managerial operational experiences (85.40%) is greater than respondents with consultancy (70.00%) and monitoring management (70.00%) operational experiences.
- Mean values of compensations and benefits variable amongst respondents having scientific activity with focus on educational domains (83.80%) is greater than respondents with activities focused on research (65.00%) or research and educational (71.80%) in regard of operational experiences.

Difference in means of environment and work conditions variable amongst different groups: Difference in means of environment and work conditions variable within two groups of women and men (Sig=0.001) and two groups of professors and students (Sig=0.000) is reported significant. Results indicated that mean value of environment and work conditions variable within female respondents (79.60%) was greater than male respondents (70.00%) and value of environment and work conditions variable within doctoral students (94.20%) also was greater than professors (64.80%). Results of one-way analysis of variance test (ANOVA) indicated that differences of environment and work conditions variable amongst different unrelated groups of scientific rank, age, different faculties, type of operational experiences, duration of operational experiences and type of concentration in scientific activity were significant. Results of Tukey test and means of subgroups test indicated that mean value of environment and work conditions variable are different amongst the following respondents:

- Mean value of environment and work conditions variable amongst respondents with full professor rank (94.40%) is greater than those with assistant professor rank (63.60%).
- Mean value of environment and work conditions variable amongst respondents with doctoral student rank (94.20%) is greater than other respondents, it means professors (70.00%) associate professors (66.60%) and assistant professor (63.20%). professor rank (94.40%) is greater than other respondents, it means (73.40%), associate professor (66.40%) and assistant professor (66.20%).
- Mean values of environment and work conditions variable amongst respondents having ages of 30 to 35 (95.20%) is greater than respondents at 36 to 40 (83.00%), 41 to 45 (69.40%), 46 to 50 (62.40%) and 51 to 60 (65.80%) years old.
- Mean values of environment and work conditions variable amongst respondents having managerial operational experiences (81.00%) is greater than respondents with consultancy (69.60%) and monitoring management (67.60%) operational experiences.
- Mean values of environment and work conditions variable amongst respondents having scientific activity with focus on educational domains (81.40%) is greater than respondents with activities focused on research (61.40%) or research and educational (70.00%) in regard of operational experiences.
- Mean values of environment and work conditions variable amongst respondents of human sciences faculty (74.20%) is greater than respondents of engineering and technical faculty (67.20%).
- Mean values of environment and work conditions variable amongst respondents with 11 to 15 years record of operational experiences (93.40%) is greater than respondents holding 1 to 5 years (71.40%) and 6 to 10 (70.00%) records of operational experiences.
- Mean values of environment and work conditions variable amongst respondents with 16 to 20 years record of operational experiences (100.00%) is greater than respondents holding 1 to 5 years (71.40%) and 6 to 10 (70.00%) records of operational experiences.

Difference in means of work-life balance variable amongst different groups: Results of T-test indicated that difference in mean values of work-life balance variable within two groups of women and men (Sig=0.004) and two groups of professors and students (Sig=0.000) is significant. Findings declared that mean value of work-life balance variable within female respondents (71.20%) was greater than male respondents (61.40%) and also within doctoral students (85.60%) was greater than professors (56.40%). Results of one-way analysis of variance test (ANOVA) indicated that differences of work-life balance variable amongst different unrelated groups of scientific rank, age, different faculties, type

of operational experiences, duration of operational experiences and type of concentration in scientific activity was significant. Results of Tukey test and means of subgroups test indicated that mean value of work-life balance variable is different amongst following respondents:

- Mean value of work-life balance variable amongst respondents in doctoral students group (85.60%) is greater than other respondents with ranks of professor (59.60%), associate professor (54.80%) and assistant professor (57.00%).
- Mean values of work-life balance variable amongst respondents having ages of 30 to 35 (83.40%) is greater than respondents at 41 to 45 (60.80%), 46 to 50 (52.00%) and 51 to 60 (57.00%) years old.
- Mean values of work-life balance variable amongst respondents having ages of 36 to 40 (78.80%) is greater than respondents at 41 to 45 (60.80%), 46 to 50 (52.00%) and 51 to 60 (57.00%) years old.
- Mean values of work-life balance variable amongst respondents having managerial operational experiences (76.40%) is greater than respondents with consultancy (58.80%) and monitoring management (57.60%) operational experiences.
- Mean values of work-life balance variable amongst respondents having scientific activity with focus on educational domains (73.20%) is greater than respondents with activities focused on research (54.00%) or research and educational (60.80%) in regard of operational experiences.
- Mean values of work-life balance variable amongst respondents of human sciences faculty (65.60%) is greater than respondents of engineering and technical faculty (57.20%).
- Mean values of work-life balance variable amongst respondents of art faculties (71.40%) is greater than respondents of engineering and technical faculty (57.20%).

Difference in means of organizational culture variable amongst different groups: Results of T-test for two unrelated group indicated that difference in mean values of organizational culture variable within two groups of women and men (Sig=0.048) and two groups of professors and students (Sig=0.000) is significant. Findings declared that mean value of organizational culture variable within female respondents (81.80%) was greater than male respondents (77.40%) and also mean values of organizational culture variable within doctoral students (89.60%) was greater than professors (74.80%). Results of one-way analysis of variance test (ANOVA) indicated that differences of organizational culture variable amongst different unrelated groups of scientific rank, age, and type of concentration in scientific activity was significant. Results of Tukey test and means of subgroups test indicated that mean value of organizational culture is different amongst following respondents:

- Mean value of organizational culture variable amongst respondents in doctoral students group (89.60%) is greater than other respondents with ranks of professor (74.80%), associate professor (74.40%) and assistant professor (75.20%).
- Mean values of organizational culture variable amongst respondents having ages of 30 to 35 (90.40%) is greater than respondents at 41 to 45 (76.00%), 46 to 50 (75.60%) and 51 to 60 (74.20%) years old.
- Mean values of organizational culture variable amongst respondents having ages of 36 to 40 (85.00%) is greater than respondents at 41 to 45 (76.00%), 46 to 50 (75.60%) and 51 to 60 (74.20%) years old.
- Mean values of organizational culture variable amongst respondents having scientific activity with focus on educational domains (84.40%) is greater than respondents with activities focused on research (73.60%) or research and educational (76.00%).

Difference in means of organizational reputation variable amongst different groups: Difference in mean values of organizational reputation variable within two groups of women and men (Sig=0.112) and two groups of professors and students (Sig=0.000) is reported significant. Such that mean values of organizational reputation variable within doctoral students (89.80%) is greater than professors (62.40%). Results of one-way analysis of variance test (ANOVA) declared that difference in mean values of organizational reputation variable amongst different unrelated groups of scientific rank, age, and type of concentration in scientific activity is significant. Results of Tukey test and means of subgroups test indicated that mean value of organizational reputation is different amongst following respondents:

- Mean value of organizational reputation variable amongst respondents in doctoral students group (89.80%) is greater than other respondents with ranks of professor (65.20%), associate professor (61.80%) and assistant professor (61.00%).

- Mean values of organizational reputation variable amongst respondents having ages of 30 to 35 (91.00%) is greater than respondents at 41 to 45 (65.80%), 46 to 50 (62.00%) and 51 to 60 (63.20%) years old.
- Mean values of organizational reputation variable amongst respondents having ages of 36 to 40 (78.40%) is greater than respondents at 41 to 45 (65.80%), 46 to 50 (62.00%) and 51 to 60 (63.20%) years old.
- Mean values of organizational reputation variable amongst respondents having scientific activity with focus on educational domains (79.20%) is greater than respondents with activities focused on research (60.60%) or research and educational (65.60%) .

Difference in means of employer brand variable amongst different groups: Difference in mean values of employer brand variable within two groups of women and men (Sig=0.001) and two groups of professors and students (Sig=0.000) is reported significant. Such that mean values of employer brand variable within female respondents (79.60%) is greater than male ones (70.00%) and mean values of employer brand variable within doctoral students (95.00%) is greater than professors (64.40%). Results of one-way analysis of variance test (ANOVA) indicated that difference in mean values of employer brand variable amongst different unrelated groups of scientific rank, age, type and duration of operational experiences and concentration in scientific activity is significant. Results of Tukey test and means of subgroups test indicated that mean value of employer brand variable is different amongst following respondents:

- Mean value of employer brand variable amongst respondents with ranks of professor (69.60%) is greater than respondents with associate professor rank (62.80%).
- Mean value of employer brand variable amongst respondents in doctoral students group (95.00%) is greater than other respondents with ranks of professor (69.60%), associate professor (62.80%) and assistant professor (63.60%).
- Mean values of employer brand variable amongst respondents having ages of 30 to 35 (95.80%) is greater than respondents at 36 to 40 (84.60%), 41 to 45 (70.60%) and 46 to 50 (62.00%) and 51 to 60 (64.40%) years old.
- Mean values of employer brand variable amongst respondents having ages of 36 to 40 (84.60%) is greater than respondents at 41 to 45 (70.60%), 46 to 50 (62.00%) and 51 to 60 (64.40%) years old.
- Mean values of employer brand variable amongst respondents having managerial operational experiences (82.00%) is greater than respondents with consultancy (67.60%) operational experiences.
- Mean values of employer brand variable amongst respondents having scientific activity with focus on educational domains (82.20%) is greater than respondents with activities focused on research (61.20%) or research and educational (69.40%) in regard of operational experiences.

VIII. DISCUSSION AND CONCLUSION

Employer branding is one of the new majors in human resources domain that focuses on attracting and retention competent and expert employees in an organization. In this study, we tried to assess employer branding context in Tehran University by concentrating on five variables of compensations and benefits, environment and work conditions, work-life balance, organizational culture and organizational reputation. Results of analyses indicated that in regard of professors and doctoral students' views in Tehran University, employer branding level of realization in university is about 72%. This quantity is greater than other organizations; e.g. in Mellat Bank it is reported more than 69 percent [11] and approximately 64% [13], in Social Security Organization about 48 percent [12], and in Refah bank it is approximately equal to 62% [14]. Furthermore, priority order of its dimensions is: 1) organizational culture 78.20%, 2) compensations and benefits 74.20%, 3) environment and work conditions 71.80, 4) organizational reputation 69.00%, 5) work-life balance 63.40%. Whereas dimensions of employer brand priorities in Mellat Bank were corporate brand consistency (as a part of organizational reputation), compensations and benefits, work-life balance, environment and conditions of organization and workplace [11] and in social security organization first place was occupied by organizational reputation [12] and the same was second place in Refah bank [14]. Seyed Javadin et al (2016) also showed that components such as environment and work conditions, organizational reputation, organizational culture, work-life balance and compensations and benefits have the most important roles amongst professors of Iran's public universities [15]. Melin (2005) also emphasized on work and private life

balance as the most important component [16]. Muralidharan & Shenoy (2006) considered employer branding to be included of four variables, 1) compensations and benefits, 2) work environment and culture, 3) values and 4) job security and stability [18]. Dawn and Biswas (2010) presented components of employer brand in Indian companies as; work-life balance, culture and environment of organization, strength of product/organization brand, compensations and benefits [6]. Kuzmenkova et al (2012) also emphasized on some components such as external communications, reputation, work conditions, culture and commitment [19]. Broström & Farahvashi (2012) believe that in real estate industry; main dimensions of employer brand are workplace, organizational culture, product consistency, work-life balance, compensations and benefits [20]. Šetkauskaitė (2013) stated the most important dimensions of employer brand in grocery sector to be; 1) payments and progress opportunities, 2) general belief, 3) organizational culture, 4) career features [21]. Bendaraviciene (2014) focused on items such as organizational culture, confidence, teamwork, academic environment, strategic management, job satisfaction, supervisor's relationships, compensations and benefits, training and development, work-life balance, work conditions in higher education's institutes [22]. What is inferred from this research after comparison with other studies is the fact that employer branding dimensions are different within each sector and industry. Results of analyses indicated that there are significant, positive and strong relationship between employer brand variable and its dimensions. Moreover, components such as , 1) environment and work conditions, 2) compensations and benefits , 3) organizational reputation, 4) organizational culture, 5) work-life balance have highest levels of correlation with employer brand. Meanwhile as pointed results in research descriptive statistics section indicated, Tehran university focuses on variables in order of organizational culture, compensations and benefits , environment and work conditions, organizational reputation, work-life balance; to empower its employer brand. In the following and through Table. 2, prioritization of employer brand dimensions in two situations of current and desired in Tehran University is presented. This comparison declares that situations of compensations and benefits and work-life balance are optimum in this university, but situations of variables such as environment and work conditions, organizational reputation and organizational culture require to be adjusted.

Table 2. Prioritization of employer brand dimensions in two current and desired situations

variable	Prioritization of Current situations	Prioritization of Desired situations
environment and work conditions	3	1
compensations and benefits	2	2
organizational reputation	4	3
organizational culture	1	4
work-life balance	5	5

On one hand, results of Pearson's correlation test declared that a positive and significant relationship is recognized between main variables of research and their components. Results of this section of research is completely consistent with results of Seyed Javadin et al (2016). Finally, results of differences of research variables mean values amongst different groups declared that:

- Female respondents have more positive views in regard of compensations and benefits, environment and work conditions, work-life balance, organizational culture, employer brand situations in Tehran University.
- Doctoral students evaluated levels of compensations and benefits, environment and work conditions, work-life balance, organizational culture, organizational reputation and employer brand by more scores.
- Respondents with professor rank evaluated higher level for variables such as compensations and benefits, environment and work conditions and employer brand in Tehran University.
- Respondents at the rank of doctoral student evaluated higher level for variables such as compensations and benefits, environment and work conditions, work-life balance, organizational culture, organizational reputation and employer brand comparing to other respondents (holding ranks of professor, associated professor and assistant professor).
- Respondents at age of 30 to 35 in Tehran University evaluated higher level for variables such as compensations and benefits, environment and work conditions, work-life balance, organizational culture, organizational reputation and employer brand comparing to those at age of 41 to 45, 46 to 50 and 51 to 60 years old.

- Respondents at age of 36 to 40 in Tehran University evaluated higher level for variables such as compensations and benefits, work-life balance, organizational culture, organizational reputation and employer brand comparing to those at age of 41 to 45, 46 to 50 and 51 to 60 years old.
- Respondents with managerial records of operational experiences in Tehran University evaluated higher level for variables such as compensations and benefits, environment and work conditions, work-life balance and employer brand comparing to those with consultancy or managerial monitoring records of operational experiences.
- Respondents who had scientific activities with concentration on educational domains in Tehran University evaluated higher level for variables such as compensations and benefits, environment and work conditions, work-life balance, organizational reputation and employer brand comparing to those who were active in research and educational or merely research.
- Respondents from human sciences faculty in Tehran University evaluated higher level for variables such as environment and work conditions, work-life balance comparing to those who were active engineering and technical faculty.
- Respondents from art faculties in Tehran University evaluated higher level for work-life balance variable, comparing to those who were active engineering and technical faculty.
- Respondents with 11 to 15 years operational experiences in Tehran University evaluated higher level for environment and work conditions variable comparing to those who had 1 to 5 and 6 to 10 years operational experiences.
- Respondents with 16 to 20 years operational experiences in Tehran University evaluated higher level for environment and work conditions variable comparing to those who had 1 to 5 and 6 to 10 years operational experiences.

After summarization results of mean value difference tests, it may infer that female respondents, potentially professors of university (Doctoral students who are competent to be attracted), current ranked full professors, respondents with higher operational experiences, professors with managerial operational experiences and with concentration on educational affairs, employees of human sciences and art faculties have more desired and positive views in regard of Tehran university employer brand.

IX. RECOMMENDATIONS FOR FUTURE RESEARCH

Taking research conclusions into consideration, the applicable recommendations for empowering Tehran university employer brand were addressed and the followings are proposed to senior management. It is noteworthy that authors agreed that other public universities of country are also able to take effective actions so as to empower and strengthen their employer brands and their related components by focusing on five main variables. Results demonstrated that level of Tehran university employer brand is suitable, but its policy makers need to focus on upgrading its position as well as retention current position. Assessment of current situation of Tehran University in regard of employer brand indicated that practically it concentrates on organizational culture, compensations and benefits, environment and work conditions, organizational reputation, work-life balance. But results of correlation test were different from this order of priority. Therefore, we propose that policies and strategies of university keep emphasize respectively on environment and work conditions, compensations and benefits, organizational reputation, organizational culture, work-life balance. In other words, desirability of environment and work conditions for current and potential professors are the most important features. Presently, this variable is at third place. Since female respondents had more positive view than male respondents, finding roots of this difference and conducting procedure to adjust are recommended. In most of research variables, doctoral students were more competent to provide more desirable views than current professors of university, this means Tehran University has more concentration on attracting potential professors within employer branding than retention current employees and this notion is worth more scrutiny and planning.

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