

Indiana University - Bloomington

The Flexible Workweek Preferences of College Students:  
Are College Recruiters Missing the Mark?

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## **Abstract**

Alternative workweeks have existed for decades, yet until recently there has been little action taken by many organizations to implement them. This changed with the reality of the COVID-19 pandemic and led to an increase in flexible schedules throughout the country. This paper aims to find what current college students prefer in terms of their potential workweek once they enter the workforce post-graduation, and how their preferences relate to organizational recruitment strategies. There is a lack of research on what current students who studied and worked throughout the pandemic prefer, along with the display of flexibility in college job board postings. There are implications for the mismatch between recruiters and student preferences, such as a lack of competitive recruiting, a decrease in job satisfaction, and lower retention rates and organizational output. Through the research of job board postings and a survey, this analysis indicated that students generally prefer a hybrid or alternative workweek over a traditional workweek, yet few student-oriented job posts indicate this style of workweek is available or mention flexibility, indicating potential organizational costs associated with this mismatch.

## **Keywords**

Traditional workweek, 4-day workweek, alternative workweek, hybrid workweek, job boards, Handshake, job satisfaction, turnover, productivity, flexibility, retention

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## **Introduction**

Due to the COVID-19 pandemic, the employment sector needed to immediately adapt and create flexible workweeks, fast-tracking a process that had been only slowly emerging throughout the past few decades. As these new workweeks continue to evolve and organizations continue to adopt them, college students are graduating into a new and exciting workforce that is eager to hire. However, many current college students have dealt with a non-traditional, often stressful college experience, being forced to learn in a different environment than before (Son et al., 2020). The preferences of these recently graduated college students about flexible workweeks may be vital in the hiring process and could be something that hiring managers and organizations alike may be overlooking.

Flexible and alternative workweeks continue to be discussed weekly throughout the world. Countries such as Iceland (Haraldsson & Kellam, 2021), have partially adopted shorter workweeks, and the hybridization process that was delivered alongside the pandemic has led to an increase in hybrid work throughout the United States. These flexible workweeks are commonly discussed and viewed as a possibility for potential positive effects, such as increases in job satisfaction, productivity, and employee retention. These factors are extremely important, especially for entry-level positions that college students typically get hired for, and could benefit the companies that increase their use of flexibility in the workplace as a recruitment strategy and understand the associated positive externalities.

The COVID-19 pandemic has disrupted today's college students and their experiences, from online and hybrid classes to changes in class times and locations. There is little-to-no empirical data investigating college students' preferences on workweek types, and these preferences have changed throughout the last two years due to the pandemic. Nearly all students

throughout the pandemic have taken classes in a variety of settings, from online to hybrid to in-person, and these students have had to adapt and change their personal schedules to adhere to these classes. The adaptation that students had to go through during their college experience could have led to the creation of workweek preferences for their professional futures and may have even changed their preferences as they near graduation.

But how does flexibility in the workplace relate to current college students and their resulting, experienced-driven preferences? Organizations need to understand the link between meeting people with flexibility in the workplace and the possibility of increased job satisfaction behind this link. Both formal and occasional use of flexibility is positively associated with employee engagement and expected retention, leading to higher organizational output (Richman et al., 2008). By understanding the flexibility preferences of soon-to-be graduates, especially those with an atypical college experience by traditional standards, companies and recruiters will be able to hire more students with better yield ratios and the likelihood of higher retention. Through proactive recruitment strategies, companies can achieve more efficient processes and greater success in their hiring practices.

This study develops an understanding of the workweek preferences that current college students look to obtain post-graduation. Using information gathered through a survey along with information found on a job board specifically for college students, we can analyze the preferences and see if they match up to what is currently offered by organizations that target them with specific individual job postings. This will also allow for deeper analysis of the job postings themselves, and if it is important to display the type of flexibility on the postings. A potential disconnect between preferences and what is posted could be negatively impacting college students looking for jobs and hiring managers, along with the organizations for which

they work, in their effort to recruit in an increasingly tight labor market. Addressing this disconnect could provide a healthier relationship between newly graduated employees and the organization for which they work, which ultimately serves the entire organization.

## **Literature Review**

To understand how workweek preferences are developed, it is important to review the several types of workweeks, the connection between job satisfaction and flexibility, the relationship between job satisfaction and organizational outcomes, and the current college students' experience over the last few years. The following sections provide brief overviews of the current literature regarding these topics, while also highlighting some key terms and ideas that helped develop the opinions created in the paper.

### *The Different types of Workweeks – Traditional, 4-Day, Alternative, Hybrid*

Different types of work require different types of schedules, but the traditional five-day 40-hour workweek has its roots in the United States. One of the pioneers of the American workforce, Henry Ford, introduced the five-day week, with the same pay equivalent as a six-day week, back in the 1910s due to its positive effects on efficiency and productivity (Crowther, 1926). This type of work was initially implemented to allow factories to operate around the clock, but the success of Ford at the beginning of the century led to the general adoption of this style of workweek that is still relevant today.

The 4-day workweek initially came into discussion in the United States in the 1970s. At the turn of the decade, about four-fifths of the 14 million plant workers surveyed by the Bureau of Labor Statistics were on the “traditional” Ford 5-day workweek schedule. In mid-1971,

roughly 75,000 workers were offered some form of the 4-day week, with variations such as a 4-and-a-half-day week, 10 hours a day for 4 days, or simply reduced hours (Hedges, 1971). This movement correlated to the trends of creating “blocks of leisure”, along with the diversity in work schedules, and started the conversation around changing the traditional workweek across the country. Ultimately, this style of the workweek was mostly forgotten about due in part to studies (Calvasina & Boxx, 1975) finding no significance or value in changing the week.

Although many decades have passed, the concept of a shorter workweek is gaining prevalence today. There are more recent studies (Facer II & Wadsworth, 2010) that found greater benefits than drawbacks from compressed or reduced 4-day weeks. More notably, researchers in Iceland released a report describing years of trials surrounding the reduced workweek (less than 40 hours), detailing the positive effects of work-life balance, allowing workers time for errands, less stress, more exercise, and well-being. This comes along with numerous benefits to the employers as well, including a boost in morale, a greater sense of autonomy , and an overall increase in happiness (Haraldsson & Kellam, 2021).

It is difficult to narrowly define and describe what a “flexible workweek” is, and this has led to companies adjusting their definitions of the term due to their needs, type of work, and other preferences. In addition to research on 4-day workweeks, there have been discussions of alternative work schedules, such as flextime and compressed workweeks, and how they could positively affect an organization (Baltes et al., 1999). A flextime schedule is described as a workweek where employees decide when to arrive and leave work if they reach a certain number of hours. A compressed workweek is described as fewer than 5 days by increasing the number of hours worked per day, which also fits into the 4-day workweek categorized above. An example of this is the standard 4-day, 10-hour workweek, which is categorized as the compressed

workweek. These styles of alternative and flexible workweeks can result in positive externalities in a company, such as lowered absenteeism, job satisfaction, higher productivity, increased retention rates, and other positive effects.

As technology expands, employers are learning to use new platforms and adapt to changing circumstances around the world. This has been especially true since the beginning of the COVID-19 pandemic, which forced many companies to find new ways to work online and continue to work successfully and efficiently. “Telecommuting” has existed for decades, but due to enhanced technology and increased access to such technology, the type of work has taken a new shape and become far more accessible for those organizations and employees who choose to use it. As of September 2021, 45% of all full-time US employees worked from home either all or part of the time, and this trend is likely to continue with increased access to technology (Saad & Wigert, 2021).

A hybrid workweek is defined as a week with some days in the office and some days at home. This has only recently become available for most employers, as the technology needed has become more accessible throughout the past few decades and especially during the pandemic. Through current research, it is becoming clear that workers placed in these situations are far preferring the flexibility of a hybrid workweek and are even changing jobs to attain such a schedule (Barrero et al., 2021; Bloom, 2021). As of September 2021, nine in ten remote workers wanted to maintain remote work to some degree as well (Saad & Wigert, 2021). As the pandemic continues to change our style of work, it will be interesting to see if employers decide to change their workweek options permanently or go back to their initial schedule.

## *The relationship between job satisfaction, flexibility, productivity, & turnover*

To uncover and analyze the relationship between job satisfaction and flexibility, it is important to understand the origins of these terms and exactly what they mean. Job satisfaction can be viewed as the combination of environmental circumstances that cause a person to say they are truly satisfied with their job (Aziri, 2011; Hoppock, 1935). This “satisfaction” is influenced by a variety of factors such as salary, advancement opportunities, work conditions, and management. Most would argue that job satisfaction is highly correlated with the intrinsic value employees find within their work, their work environment, and their employer values. Job satisfaction also plays a significant role in an employee’s commitment to their organization, or the turnover, absenteeism rate, and tardiness that could follow without it.

Workplace flexibility is described as the ability of workers to make choices influencing when, where, and for how long they engage in work-related tasks (Hill et al., 2008). It is generally known as something necessary in a workplace, but often a poorly understood and ambiguously defined concept. Two conceptualizations of workplace flexibility include “organizational perspective”, which emphasizes flexibility on part of the organization with secondary regard to workers, and “worker perspective”, which primarily emphasizes individual agency in the context of organizational culture and structure. Both flexibility types can be attained through flexibility in time, benefits flexibility, place of work, and flexibility in employment structures (Bhate, 2013). Flexibility is a component of worker autonomy that is highly correlated with productivity and employee satisfaction.

There is a proven positive link in the relationship between flexibility and job satisfaction with no effect or negative impact on quantitative flexibility, which refers to the chance of



changing flexibly the amount of labor used in the production process. Some examples of quantitative flexibility include temporary work, part-time work, and flexible working hours (Origo & Pagani, 2008). In Europe, workers with different cultural backgrounds still find positive results, and different types of workplace flexibility can work in different cultural areas (Origo & Pagani, 2008). Job satisfaction is linked positively to productivity as a whole. Factor analysis has shown that productivity is an element affected by satisfaction, where increased satisfaction leads to increased productivity (Halkos, 2008). It is important for workers to exercise autonomy in their work because it leads to a substantial increase in productivity.

Another advantage that can come with job satisfaction is a decrease in employee turnover. For entry-level employees, many of whom are recent college graduates, it can cost a company 30-50% of the annual salary of that employee just to replace the position. SHRM, the Society for Human Resource Management, even estimated that it can cost \$3,500 to replace one \$8 per hour employee, and these numbers only increase for middle level and high level employees. (Blake, 2006.). If an employee has a higher level of fit in an organization, that can lead to greater job satisfaction, organizational commitment, and lower turnover (O'Connell & Kung, 2007). This study further goes into flexible work schedules, explaining how companies resist the idea of allowing people to work fewer hours, but reduced loads can lead to top performers. The factors described earlier, such as flexibility, satisfaction, and productivity, can all lead to a higher level of job fit which, when evaluated objectively, can predict future turnover and job performance, and ultimately help companies keep their high-performing employees, leading to higher productivity and higher profits (O'Connell & Kung, 2007).

## *College Students' Experiences throughout the COVID-19 Pandemic*

This topic is difficult to discuss and assess due to its ongoing nature. As the COVID-19 pandemic continues to mutate and affect different areas in separate ways, it is nearly impossible to predict or accurately describe what will be relevant and useful in the future. Every single university dealt with the pandemic in a slightly different manner, leading to potential differences in views from college students around the country.

A major commonality that college students shared throughout the COVID-19 pandemic was the use of emergency online learning, which will be compared to the experience of working from home for working adults. At the beginning of the pandemic, nearly all schools shut down entirely, leaving students to learn from home along with many parents. To make this type of teaching and learning effective, the instructors need to be familiarized with the online learning environment and platform, students must approach online courses as if they were successfully taking traditional courses, and students must use self-regulated learning to ensure success in their classes (C.-H. Wang et al., 2013).

As online learning continued, students & faculty became much more knowledgeable about the online platforms and how to learn in this environment. However, studies have generally found that motivation, self-efficacy, and cognitive engagement decreased after the transition, with only technology usage increasing. The sudden switch forced students & teachers to adapt to online learning and teaching at once, which bears the potential negative impact on this type of learning. If the transition was planned and rolled out slowly through hybrid courses, as was the process before the pandemic, there may have been a chance for students to come up with different opinions on online learning, but the sudden transition impacted students'

motivation, cognitive engagement, and self-efficacy negatively (Aguilera-Hermida, 2020). This likely explains the difference between student satisfaction with online learning and worker satisfaction with remote work. One might assume, from this, that this negative experience could lead to a student's preference for traditional work arrangements.

By examining these college experiences along with the current state of workweeks, this research aims to find what current college students prefer in terms of their potential workweek once they enter the workforce post-graduation. In addition, current job postings targeting this demographic will be examined, analyzed, and compared to the student survey data to determine whether organizations are deploying recruiting strategies aligned with applicant preferences.

## **Data Collection & Methods**

### *Study Design*

A survey was created to assess current college students' opinions and preferences on different types of workweeks, with the goal of determining job seeker preference regarding the type of workweek desired and the degree of preference. In addition, quantitative data was manually researched to find data on current workweeks as listed on full-time job postings through Handshake, a job board designed specifically for college students. Combining the results from these two data collection methods will allow analysis that sheds light on the consistency, or lack of, between expectations of recent college graduates searching for jobs and the recruitment strategies of the organizations that help to hire them.

### *Participants*

Participants were recruited from the student population of Indiana University, found in Bloomington, Indiana, United States. The recruitment of the student population was conducted mainly using student organization groups, along with word-of-mouth. This university has dealt with the COVID-19 pandemic in a myriad of ways, including moving classes to online or hybrid schedules. The survey was initially sent out on February 17<sup>th</sup>, 2022, and concluded on March 18<sup>th</sup>, 2022. These students were invited to take part in the survey by clicking on a link that led them directly to a Qualtrics questionnaire.

### *Procedure*

The materials were presented using an online survey management program developed by Qualtrics. The students were first told that the study is completely voluntary, with the ability to withdraw at any point & the responses staying strictly confidential. Then, the system collected the students' personal information. In addition to basic demographic information such as sex, age, and class standing, the survey contained fifteen questions related to workweek preferences, types of learning, and college experiences. Once completed, the students were given the option to contact the author of the survey via email if further questions arose. These questions are included in the Appendix.

Along with the obtainment of college students' opinions, additional research was completed using the college job board website Handshake. Handshake is a job board that is designed specifically for current college students, only displaying positions that organizations choose to post. To create a random sample, 93 job posts were selected by filtering out the most recent "date posted" posts, from each of the three sectors sampled in the questionnaire (public, private, non-profit). These job posts were analyzed and focused on the inclusion and/or exclusion of specific keywords relating to workweeks, including flexible, alternative, and hybrid. All job

postings that duplicated companies were skipped, along with the exclusion of generally inflexible jobs with a guaranteed set workweek (i.e., education, camp). These filters were put into place to identify a variety of full-time, post-graduation jobs, and to ensure the possibility of a flexible workweek. In addition, Jobs with a lack of control over their workweeks were therefore excluded.

## **Results & Discussion**

102 Indiana University Bloomington students chose to take part in this study. The average college year of these students was year 2.58 (junior standing), and there were more female students (51%) than male students (44%), with 5% reporting as non-binary or not identified. About 80% of the participants were majoring in either the Kelley School of Business, the College of Arts and Sciences, or the O'Neill School of Public and Environmental Affairs. See Table 1 for more information on the survey participants' demographic characteristics.

**Table 1.** Participants' demographic characteristics

<b>Variables</b>	<b>Participants (N=102)</b>
<b>Gender, n (%)</b>	
Male	44 (44%)
Female	51 (51%)
Non-binary/Third gender	5 (5%)
<b>Description of Self, n (%)</b>	
White	86 (86.67%)
Other	3 (3.03%)
Black or African American	1 (1.01%)
Asian	8 (8.08%)
American Indian or Alaska Native	1 (1.01%)
<b>Hispanic/Latino/Spanish, n (%)</b>	
Yes	5 (5.10%)
No	92 (93.88%)
Prefer not to say	1 (1.02%)
<b>Current Year in College, n (%)</b>	
Year 1	27 (27.55%)
Year 2	19 (19.39%)
Year 3	23 (23.47%)
Year 4	26 (26.53%)
Year 5+	3 (3.06%)
<b>Current School(s)/Major, n (%)</b>	
College of Arts and Sciences	27 (24.77%)
IU Kelley School of Business	27 (24.77%)
School of Education	5 (4.59%)
IU Hamilton Lugar School of Global and International Studies	4 (3.67%)
IU Luddy School of Informatics, Computing, and Engineering	1 (0.92%)
The Media School	4 (3.67%)
IU Jacobs School of Music	5 (4.59%)
School of Nursing	1 (0.92%)
IU O'Neill School of Public and Environmental Affairs	32 (29.36%)
School of Public Health-Bloomington	3 (2.75%)

## Figure 1: Current college student's opinions on the importance of a flexible workweek

How important is a flexible workweek to you in a job?

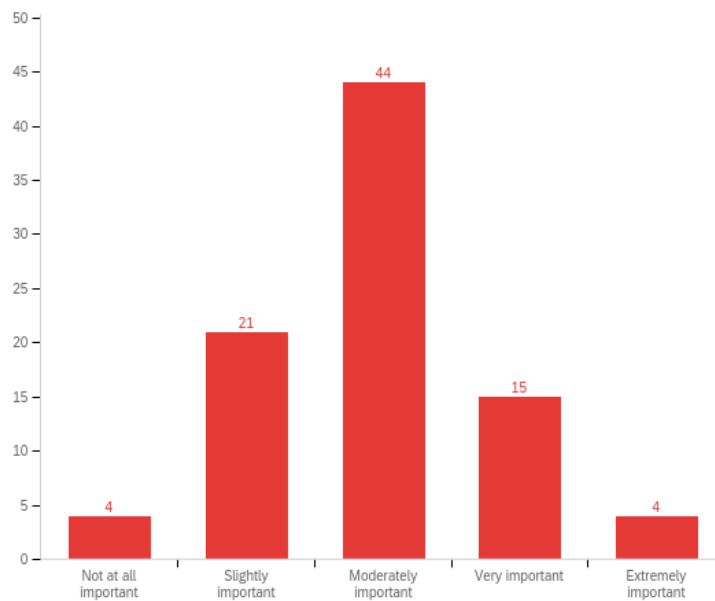
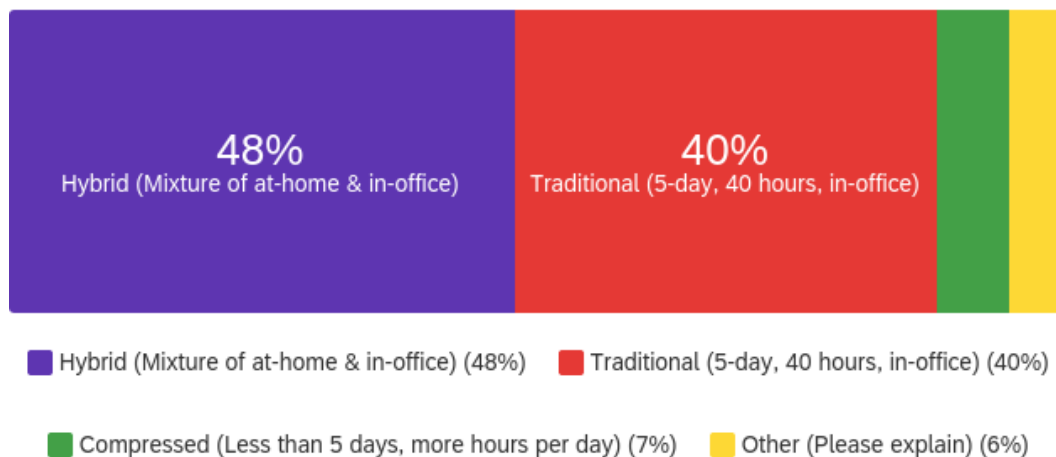


Figure 1 displays the answers to the question regarding how important a flexible workweek is to the individual in a job. The majority selected moderately important, which means it is important, but most likely not a deal-breaker. Nearly two-thirds of students selected moderately, very, or extremely important, suggesting that to this percentage of students, flexible workweeks are important.

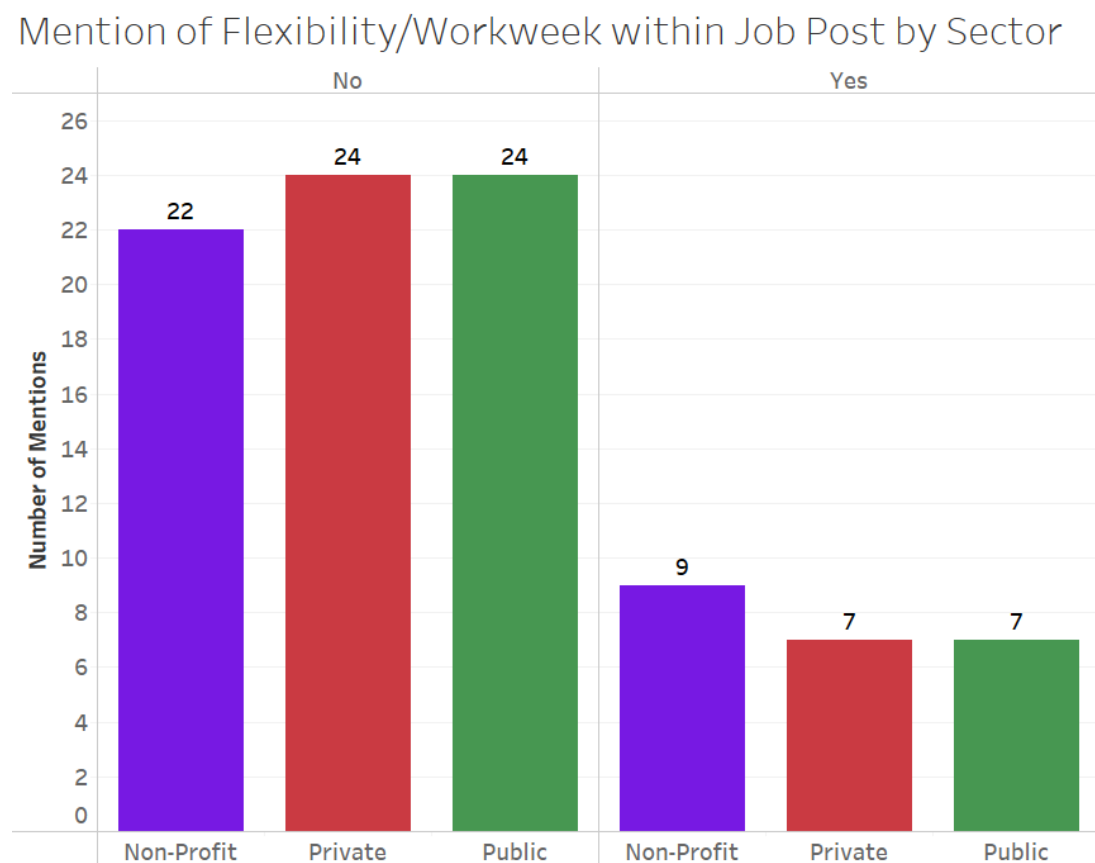
## Figure 2: Current college student's workweek preferences

What type of workweek would you most prefer in a post-graduation job?



Later in the survey, a question about the general workweek preferences of current college students post-graduation was asked. The results of these findings are summarized in Figure 2. Each color correlates to a different workweek preference: Purple represents a hybrid workweek, red represents a traditional workweek, green represents a compressed workweek, and yellow represents other types, which were either personal based, 4-day workweek, fieldwork, or none. This confirms the expected result that students generally prefer a non-traditional workweek, as over 60% of students responded that they would prefer a flexible workweek. Given the consistency in these differently phased questions with comparable content, reliability is established. These results are interesting when compared to the results of the external job post research, which can be seen in Figure 3.

**Figure 3: Different sectors' mention of flexibility/workweek in a job post**





The results found in figure 3 answer the question of the mention of flexibility, displaying that current job posts overwhelmingly exclude the mention of flexibility and/or the type of workweek in the job post description. While over 60% of future job-seeker respondents indicated a preference for a non-traditional work schedule, only an average of 32.8% of organizations used flexible work schedules as a recruitment tool after being corrected for those organizations that do not have the structural latitude to do so. This comparison is somewhat consistent with the fact that nearly two-thirds of all respondents said that flexible work schedules were moderately to extremely important, compared again to only 32.8% of organizations using that flexibility as a recruitment tool. There is a proven positive link between job satisfaction, productivity, flexibility, and lower turnover (Bhate, 2013; Halkos, 2008; O'Connell & Kung, 2007; Origo & Pagani, 2008), and the ability to understand the type of work going in can be a key contributor to organizational happiness and retention of college students, especially if it is their first job post-graduation. This is an example of a missed opportunity for employers operations and recruiting in a cutthroat labor market.

An interesting subset of results can be found in the answer to the last question of the survey: *Briefly explain why you would prefer that type of workweek.* After analyzing 75+ written responses, certain keywords make numerous appearances, such as commutes, work-life balance, fluidity, flexibility, weekends, and comfortability. Numerous students wrote that a shortened schedule is the schedule they are used to from school, as many classes only meet two days a week. Many students also compared this answer to the answer they gave about class type preference. When comparing these answers to the job posts that did mention flexibility, most of the terms were remarkably similar: Hybrid, remote, work-life balance, telecommuting, and

flexibility. The job posts that included information about flexibility & workweek options seemed to include information these students would care about.

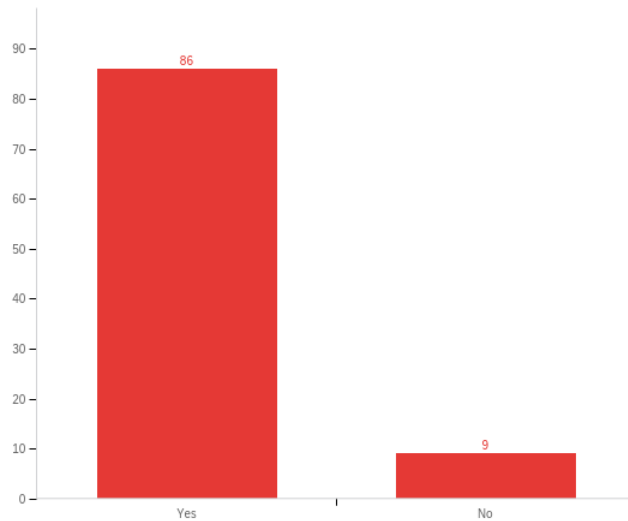
While this research only focused on students at Indiana University – Bloomington and job posts exclusively for these students, it is reasonable to assume that a similar pattern would likely be found if this type of research were to be conducted across other United States universities and their job boards, more specifically large, public universities. As stated earlier, only Indiana University – Bloomington was studied due to the limited scope and time constraints of this specific research. Further research is needed to see if these results are steady throughout the rest of the country, along with the possibility of a true causal inference. Regardless, it has been proven that current college students are interested in flexibility and alternative workweeks, and many job posts directed towards these students fail to mention either of these variables anywhere in the post.

## **Conclusions & Limitations**

This topic is difficult to discuss and assess due to its ongoing nature. As the COVID-19 pandemic continues to mutate and affect different areas in separate ways, it is nearly impossible to predict or accurately describe what will be relevant and useful in the future. Every single university dealt with the pandemic in a slightly different manner, leading to potential differences in views from college students around the country. In addition, some first-year students answered the survey, and those students had a completely different college experience compared to older students. See figure 4 for information on the number of students that have had classes both online & in-person throughout their college experiences.

## Figure 4: Total responses to having classes both online & in-person

Have you taken classes both online & in-person during your college experience?



Job satisfaction, flexibility, output, retention, turnover, organizational success, and many other positive factors are linked together. Many organizations seem to be victims of their own lack of effective recruitment strategy, specifically when discussed in terms of offering flexibility. This is even more important when considering the labor market today, in 2022. A quick Google search of “worker shortage” brings up about 2 billion results, with new articles written about it every day. The so-called “great resignation”, where employees are quitting jobs for a variety of reasons post-pandemic, brings in 2.37 billion results on Google. Organizations are in desperate need of workers that will last, and there is a competitive advantage in creating a significant focus on flexibility in recruitment tactics and workplace policy. This mismatch is a lost opportunity for employers, recruiters, and existing employees, and if addressed, could lead to a variety of positive outcomes.

There were a variety of limitations while conducting both the survey and the external job board research. To get the sample as quickly as possible, the survey was sent out through organizational group chats around the Indiana University – Bloomington campus. This suggests that the students who filled out the survey are generally similar demographically to the students

at Indiana University and are also relatively involved with on-campus extracurricular activities. The nature of these students may be more independent than other college students as they are involved in a variety of activities, and therefore prefer to have more time with scheduling. Additional sampling would be needed to validate this possible contaminating factor.

As for the job board, the research was essentially randomized by filtering by date-posted, meaning that all the jobs posted at one specific time were analyzed. Each job post was thoroughly reviewed for keywords such as flexibility & workweek, but human error could have led to the inclusion or exclusion of certain posts. In addition, the full job description, along with the post, may not have been included in Handshake. Repeated companies were skipped in the process, but so were jobs that are inherently stuck to a specific schedule (i.e., camps, education, counselors, etc.). If there was more time, the analysis could have ensured every industry was covered, and therefore get a larger variety of job posts rather than the 93 that were found. A sample of how the job posts were analyzed is included in the appendix.

Regardless of the limitations, this study highlights the disconnect between current college students' preferences of workweeks and the availability of these workweeks in job posts offered to them. Students are looking for jobs that suit their needs and preferences, and many job posts fail to include these needs in the individual posts. Employers need to ensure to the best of their ability that they are including information about potential workweek, flexibility, and alternative arrangements to attract high-functioning college graduates. The positive externalities of flexible workweeks also provide a point of interest for employers, and by following these recommendations, there is a possibility of higher retention, productivity, and organizational fit that will benefit both employers and college students alike. Regarding the questions, "are college recruiters missing the mark? – the answer is a resounding, "yes!".

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## **Appendix**

### **Survey Questions Related to Workweek Preferences**

#### *Section 1: Demographics*

What gender do you identify with?

- Male
- Female
- Non-binary / third gender
- Prefer not to say
- Other (Please specify)

How would you best describe yourself?

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Prefer not to say
- Other (Please specify)

Do you identify as Hispanic, Latino or Spanish?

- Yes
- No

- Prefer not to say
- Other (Please specify)

What is your current year in college?

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5+

What school(s) is your major in?

- College of Arts and Sciences
- IU Eskenazi School of Art, Architecture, and Design
- IU Kelley School of Business
- School of Education
- IU Hamilton Lugar School of Global and International Studies
- IU Luddy School of Informatics, Computing, and Engineering
- The Media School
- IU Jacobs School of Music
- School of Nursing
- IU O'Neill School of Public and Environmental Affairs
- School of Public Health-Bloomington
- School of Social Work

## *Section 2: College Class History*

Have you taken classes both online & in-person during your college experience?

- Yes
- No
- Other (Please explain)

What is your preference for class type?

- In-person
- Hybrid
- Online, Synchronous
- Online, Asynchronous
- Other (Please explain)

Briefly explain why you prefer that type of class:

## *Section 3: Future Job Preferences*

What sector do you plan/hope to work in post-graduation?

- Public



- Private
- Non-profit
- No Preference
- Other (Please explain)

How important is a flexible workweek to you in a job?

- Not at all important
- Slightly important
- Moderately important
- Very important
- Extremely important

How important is a flexible workweek in relation to location & average base salary?

- Not at all important
- Slightly important
- Moderately important
- Very important
- Extremely important

How important is average base salary in relation to a flexible workweek & location?

- Not at all important
- Slightly important
- Moderately important
- Very important
- Extremely important

How important is the location of work in relation to a flexible workweek & average base salary?

- Not at all important
- Slightly important
- Moderately important
- Very important
- Extremely important

What type of workweek would you most prefer in a post-graduation job?

- Traditional (5-day, 40 hours, in-office)
- Hybrid (Mixture of at-home & in-office)
- Online (At-home)
- Compressed (Less than 5 days, more hours per day)
- Other (Please explain)

Briefly explain why you would prefer that type of workweek:

## Sample of External Handshake Job Post Data

Organization Name	Size of Organization	Job Title	Industry	Sector	Mentions flexibility/workweek	Other Key Words
Arabella Advisors	250-1,000	Program Associate, Managed Organizations	Management Consulting	Private	No	Benefits packages, paid time off
Humphreys & Partners Architects	250-1,000	Architectural Project Coordinator	Architecture and Planning	Private	No	Benefits
Wolters Kluwer	10,000-25,000	Senior Inside Sales Representative	Other Industries	Private	Yes - Hybrid/remote due to pandemic, hybrid style upon return	Normal office environment
Hygieneering, Inc.	10--50	Industrial Hygiene Technician	Other Industries	Private	Yes - "32 hours per week, expected hours, expected workdays Monday through Thursday"	Options to work overtime in evening and weekend, etc.
Faris Planning and Design	1--10	Landscape Designer	Architecture and Planning	Private	No	N/A
The Nature Conservancy	1,000-5,000	Ecological Restoration Crew Member	Environmental Services	Private	No	N/A
DaVinci Sign Systems, Inc.	10--50	Custom Sign Fabricator - Metal/Wood/Vinyl	Other Industries	Private	No	Relocation assistance, benefits
ANS Advanced Network Services	100-250	Microsoft System Administrator	Telecommunications	Private	Yes - "Full-Time Exempt position"	Benefits, insurance
Oak Ridge Associated Universities	1,000-5,000	Biochem Lab Support	Environmental Services	Private	No	N/A
Capstone LLC	50-100	Business Development and Sales Assistant	Research	Private	No	N/A
Louisville Public Media	50-100	Data Reporter	Journalism, Media & Publishing	Private	No	Benefits