Czech University of Life Sciences Prague

Faculty of Economics and Management

Department of Management

Diploma Thesis

Motivators for University Students in the Working Environment: Case Study of Students of FEM, Czech University of Life Sciences, Prague

Bc. Simona Motlová

CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

Faculty of Economics and Management

DIPLOMA THESIS ASSIGNMENT

Bc. Simona Motlová

Economics and Management

Thesis title

Motivators for University Students in the Working Environment: case study of students of FEM, Czech University of Life Sciences, Prague

---

Objectives of thesis

The aim of the diploma thesis is to find the main motivators for university students from FEM, Czech University of Life Sciences in the working environment. A sub-goal of the main goal is to find out what is the student's vision about his or her future job.

Methodology

The theoretical part of the diploma thesis consists of descriptive and explanatory methods providing theoretical background about motivation.

Within the practical part, there is a questionnaire composed of mainly multiple-choice questions, semantic differential scale questions and some open-ended questions.

The data collected from the questionnaire are processed by mathematical-statistical methods including correlation, arithmetic, averages and many others to determine mutual dependencies and differences among responses. Following methods used for better explanation are graphical methods, mainly graphs and charts.

The proposed extent of the thesis

Approx 60 – 70 pages

Keywords

University Students, Motivation, Working Environment, Employment, Survey, Questionnaire

Recommended information sources

ARMSTRONG, M. *Armstrong's essential human resource management practice : a guide to people management.* London: Kogan Page, 2010. ISBN 978-0-7494-5989-5.

ARMSTRONG, Michael. Armstrong's handbook of human resource management practice. 14th Edition. New York: Kogan Page Limited, 2017. ISBN 978-0-7494-7411-9

CLEGG, B. Instant motivation. London: Kogan Page, 2000. ISBN 0749431016

Herzberg, F., Mausner, B., Snyderman, B.B., The Motivation to Work, Transaction Publishers [USA], 2011, ISBN 1412815541

Expected date of thesis defence

2018/19 WS – FEM (February 2019)

The Diploma Thesis Supervisor

Ing. Richard Selby, Ph.D.

Supervising department

Department of Management

Electronic approval: 14. 11. 2018

prof. Ing. Ivana Tichá, Ph.D.

Head of department

Electronic approval: 21. 11. 2018

Ing. Martin Pelikán, Ph.D.

Dean

Prague on 26. 11. 2018

Declaration

I declare that I have worked on my bachelor thesis titled "Motivators for University Students in the Working Environment: Case Study of Students of FEM, Czech University of Life Sciences, Prague" by myself and I have used only the sources mentioned at the end of the thesis. As the author of the bachelor thesis, I declare that the thesis does not break copyrights of any their person.

In Prague on 28. 11. 2018 _____

Motivators for University Students in the Working Environment: Case Study of Students of FEM, Czech University of Life Sciences, Prague

Abstract

Diploma thesis is concerned with the topic of university students' motivation in the working environment and what is their idea about their future first full-time job. The aim of the empirical research is to better understand students' motivation in the working environment and what are their work and work environment preferences and expectations.

The theoretical part of this diploma thesis discusses motivation, main approaches to motivation and main motivational theories regarding work environment. Motivational theories are divided into need theories, equity theory, reinforcement theory and behaviour modification and expectancy theory.

The practical part of this diploma thesis introduces research conducted among students at the Czech University of Life Sciences in Prague at the Faculty of Economics and Management. Subsequently, the theoretical part deals with the questionnaire results of the research and major differences among women and men respondents. The outcomes of the research are main students' motivators and drivers, students' visions and ideals about work and working environment.

Keywords: University Students, Motivation, Working Environment, Employment, Survey, Questionnaire

Motivátory vysokoškolských studentů v pracovním prostředí: případová studie Provozně ekonomické fakulty, České zemědělské univerzity v Praze

Abstrakt

Diplomová práce se zabývá tématem motivace vysokoškolských studentů v pracovním prostředí a jaké mají vysokoškolští studenti představy o svém budoucím prvním zaměstnání na plný úvazek. Cílem empirického výzkumu bylo lépe porozumět, co vysokoškolské studenty motivuje v pracovním prostředí a jaké mají preference a očekávání ohledně práce a pracovního prostředí.

Teoretická část této diplomové práce pojednává o motivaci, hlavních přístupech k motivaci a hlavních motivačních teoriích vztahujících se k pracovnímu prostředí. Motivační teorie jsou rozděleny podle toho, zda se jedná o teorie potřeb, teorie rovnosti, teorie posílení a modifikace chování nebo teorie očekávání.

Praktická část této diplomové práce představuje průzkum, který byl proveden na studentech Provozně ekonomické fakulty České zemědělské univerzity v Praze, a následně pojednává o výsledcích tohoto výzkumu, ke kterému bylo využito dotazníkové šetření. Závěrem jsou uvedeny rozdílné aspekty motivace žen a mužů. Výsledkem diplomové práce jsou hlavní motivátory a hnací mechanismy skupiny studentů, jejich představy a ideály práce a pracovního prostředí.

Klíčová slova: Vysokoškolští studenti, Motivace, Pracovní prostředí, Zaměstnání, Průzkum, Dotazník

Table of content

List of tables

List of abbreviations

CULS   Czech University of Life Sciences
FEM   Faculty of Economics and Management

1 Introduction

Every year thousands and thousands university students graduate from many different universities with various different fields of study in the Czech Republic. Subsequently, those students enter the labour market and search for the best opportunity to get the best possible job matching their knowledge, abilities, desires and expectations. Employers already know what their current employees wish, what are their needs, desires and goals. However, do those experienced employees need and desire the same things as the university students?

This diploma thesis focuses on finding motivators for students of the Faculty of Economics and Management at the Czech University of Life Sciences in Prague regarding their first full-time employment, and also on what their needs, desires and expectations regarding working environment are. This diploma thesis is going to examine students' preferences regarding types of organizations they would like to work for, preferences regarding work tasks and working environment, and also what is the students' opinion on managers' and colleagues' personality and the way they can motivate them. This diploma thesis is also going to examine the preferences regarding various different types of benefits, such as salary, non-financial benefits, working abroad, maternity leave and so on.

Due to the fact that every organization is incessantly looking for high-quality personnel, the topic of students' motivation in the working environment is important especially for employers, who are looking to employ university students or recently graduated university students of FEM, CULS and need to find more about their personality, needs, desires, goals and expectations, to be able to better understand them.

2 Objectives and Methodology

2.1 Objectives

The main aim of this diploma thesis is to find motivators for university students regarding their first full-time employment and its working environment on the example of selected group of students of the Faculty of Economics and Management at the Czech University of Life Sciences in Prague.

Second aim of this diploma thesis is to find out what ideas, desires and expectations university students have regarding their first full-time employment and its working environment on the example of selected group of students of the Faculty of Economics and Management at the Czech University of Life Sciences in Prague.

2.2 Methodology

First step is to study the technical literature related to the investigated topic, motivators of university students in the working environment. Second step is to use descriptive and explanatory methods to provide theoretical background for the research, which is going to be executed and evaluated in the practical part of the diploma thesis. For the creation of the questionnaire, Google forms are going to be used. For the evaluation of the questionnaire results and creation of charts and tables is going to be used computer programme Excel. Comprehensive methodology for the research creation follows in the subsequent chapter 2.2.1 Research.

2.2.1 Research

Research is a search for new knowledge. The base is in what is known, and it uses particular methods of research to move to the unknown, to gain new knowledge and to make new discoveries. Research is made for a specific topic where there is a space for any questions and desire to find new facts. C.R. Kothari defines research in his book Research Methodology: Methods and Techniques to *'an original contribution to the existing stock of knowledge making for its advancement'*. The noble aim of the research is to find the truth which has not been revealed yet (Kothari, 2004).

2.2.1.1 Types of Research

Descriptive and Analytical Research

Descriptive Research stands for finding facts in a present or past time. It answers the question 'what', for example 'what is happening, what happened, what it is, what is it for' and so on. It does not go any further. This type of research does not go deeper towards understanding why something is happening, why it occurs and how. The researcher measures quantitative variables. The final report consists of the characteristics and descriptions of some phenomena, population, demographic segment or even a group and an individual.

On the other hand, in Analytical Research, researcher has to use already existing knowledge, facts and sources to further and deeper examine chosen topic and make own critical evaluation.

Applied and Fundamental Research

Applied Research is concerning concrete actual situation or problem which is facing society, particular industry, company or person. This type of research aims to solve the problem in practise.

Fundamental Research is focused on studying existing knowledge and reformulating it, generalizing facts and formulation of the theory. It is called also basic or pure research because *'the knowledge is gathered for knowledge's sake'* (Anderson, 1951).

Quantitative and Qualitative Research

Quantitative Research is all about the numbers and how they express particular phenomenon. It describes the phenomenon by numbers, quantity, amount.

Qualitative Research deals with the unmeasurable and is concerned with qualitative phenomenon. This type of research finds significant usage in human behaviour researches.

Conceptual and Empirical Research

Conceptual Research is focused on the concept or theory. Researcher is usually a philosopher or thinker aiming to solve a problem by interpreting already existing concepts and theories.

The very opposite is Empirical Research. This type of research stands on its' own, it is grounded in its own data search, own experience and observation. It does not take in consideration any system or theory. The conclusion of the research may be verified by

experiment or observation. The order of steps is quite the opposite to other types of research, the first is own experience and then the sources. The aim is to simulate concrete situation to get desired information. The researcher has control over the study and all the variables.

Other types of research exist as a combination of one or more approaches mentioned before. For example, considering time, it can be a one-time research or longitudinal research; considering where the research takes place, it can be field-setting, laboratory or simulation research. There are also clinical and diagnostic researches, exploratory research, historical research and conclusion-oriented or decision-oriented research.

It could be claimed that this diploma thesis is going to be based on descriptive and empirical types of research.

2.2.1.2 Research Approaches

Although there are many types of research, only few approaches to research exist. Namely it is quantitative approach and qualitative approach. The first one can have three sub-classes: inferential, experimental and simulation approach. In the quantitative approach, data are collected in quantitative form and statistically tested. The aim is to confirm or disprove a hypothesis prepared in advance. Inferential approach to research process is: first researcher studies a sample of population and make a data-base, the samples' characteristics and relationships are determined and then the characteristics are assigned to the whole population. Simulation approach is characterised by creating artificial environment, where the experiment takes place and the data are collected. The last approach is Experimental. Researcher has control over the environment where the experiment takes place and the aim is to observe how certain manipulated variables affect other variables.

The qualitative approach is characterised by subjective data collection of the researcher. The data are influenced by opinions, impressions, attitude to research and simultaneous behaviour. The researcher is influenced by concrete situation, environment, person etc. The results of this research are non-quantitative. The approach used for this diploma thesis research is quantitative.

2.2.1.3 Basic Steps of Research Process

'One should remember that the various steps involved in a research process are not mutually exclusive; nor they are separate and distinct. They do not necessarily follow each other in any specific order and the researcher has to be constantly anticipating at each step in the research process the requirements of the subsequent steps' (Kothari, 2004).

Bryman in his book Social Research Methods goes with his opinion even further by introducing just the main elements of most research projects because the process varies according to used research strategies and approaches. Brief overview of the main point follows (Bryman, 2012).

Formulating Research Problem

Choice of the topic of the research is completely in the hands of researcher. According to Kothari, there are two types of research problems. The first type relates to the states of nature and the second one relates to relationships between variables. The first formulation of the topic and the problem may be broad and not very specific. The researcher has to make the problem precise and unequivocal by consulting and discussing the topic with colleagues and experts in the branch, by study of the literature and already existing studies. (Kothari, 2004)

Literature Review

The literature review of the research problem should be exhaustive. The researcher should be connected with the topic and have necessary knowledge about the topic. For this part, academic journals, conferences and books should be used. According to A. Bryman, the researcher should be aware of existing knowledge of the topic, concepts and theories applied to it, applied research methods, possible controversies or clashes of evidence and who are the main authors regarding the topic (Bryman, 2012).

Working Hypothesis and Research Questions

'Working hypothesis is tentative assumption made in order to draw out and test its logical or empirical consequences' (Kothari, 2004).

'A hypothesis is a conjectural statement of the relation between two or more variables' (Kerlinger 1986).

16

'Hypothesis is a formal statement that presents the expected relationship between an independent and dependent variable' (Creswell, 2005).

Generally, the hypothesis is a sentence that is clearly defining a relationship between one party and another party. There might be also a set of broader hypothesis from which precise working hypothesis are going to be formulated. All the working hypothesis have to be elaborated for statistical testing.

Asking research questions which greatly narrow down the area of a problem and give the researcher direction what he or she desires to explore. Properly formulated questions guide the whole research because they set the literature search, data collection, data analysis and gives the research a clear sense of what it is about.

Research Design

Research design is a plan or list of steps a researcher will follow to get the answers to his questions. It is also a structure for the research. A good research design will assure researcher of maximum relevant information with minimal efforts.

Sample design

Almost always researcher has to make a sample, in other words an object, on which or from which the data will be collected. Most often it is sample of population, thus a group of people. However, the sample might be also made out of data from newspaper, television programme, government papers, statistical data etc.

Two types of sampling exist, one being probability sampling and the second one being non-probability sampling. Probability sampling is random, all the survey elements know the probability of being chosen to the sample and the probabilities and sampling error can be calculated. It is based on simple random sampling, systematic sampling, stratified sampling and cluster/area sampling. Non-probability sampling is made according to the researchers will. It is based on convenience sampling, judgement sampling and quota sampling.

Data Collection Methods

It is important to collect data which are appropriate. It is highly dependable on resources of the researcher. Such resources are mainly finance, time and other resources. The most often used method of collection is experiment and survey. Experiment is used when researcher wants to examine the truth of his hypothesis. Some quantitative measurements and data are observed during the experiment. On the other hand, in the case of survey, there are several possibilities how to collect the data and researcher can use just one or also more of them. The methods are: observation, personal interview, telephone interview, questionnaire, schedules.

Data Analysis

First, the collected data with the raw form and shape has to be managed. And then the data has to be reduced and divested of any flaws. In the end, the data has to be correctly interpreted, for example establishing categories, coding, creation of tables, drawing graphs and statistical investigation.

3 Literature Review

3.1 Motivation

From the historical point of view, according to Maughan, motivation to work is at the hart an economic topic. It is due to his statement that at the turn of the nineteenth and twentieth century the only concern for people was whether they were even able to find a job to earn a living wage. Subsequently, people's motivation lied in the maximalization of their potential profit. Nowadays, motivation to work is much more complex question and problem because the earnings are not the main motivator to be enthusiastic at work, to perform the best or to be creative and innovative anymore (Maughan, 2014, p.114).

The topic of motivation at work has been receiving more and more attention among managers and researchers during recent years. There is a very simple reason why motivation of employees is gaining importance and it is that organizations achieve their goals through their employees. According to Steers and Porter, there are several reasons behind motivation being a key topic of interest. First, there are some behavioural requirements on employees. Every organization needs workers to be able to function, and they need the workers to behave in certain way. They want people to be attracted to join the organization and also to stay within the organization. Then, people have to perform dependably the tasks for which they were hired, and they also have to show their creativity, spontaneity and innovatory attitude. Second reason is simply to understand the topic of motivation and to have a certain idea why people behave in a certain manner at work. Third reason is to increase or maintain the level of organizational effectiveness and efficiency. Thus, in some degree, the organizational effectiveness lies in hands of management and its ability to motivate employees and direct their efforts towards organizations' goals. Fourth reason is to acquire employees that are able to use and willing to use advanced modern technology to achieve success and goals of the organization. Society is no longer in the period of automatization and the technology is getting more and more specialized and insufficient on its own. Therefore, the technology needs educated and specialized personnel. The last reason is that organizations started recently to see their workers more from the long-term point of view and not only as a tool for production. Organizations started to develop their workers' skills and knowhow to be able to have them as a 'talent bank' for the future alongside growth and development of the organization (Steers, c1979, p.3).

Another field of study touching the problematics of motivation in work is human resources management (HRM). This discipline is dealing with management of companies and employees' relations with the company. The purpose of HRM is: *'to ensure that the employees of a company, i.e. its human resources, are used in such a way that the employer obtains the greatest possible benefit from their abilities and the employees obtain both material and psychological rewards from their work'* (Graham, 1992, p.3). Nevertheless, HRM is more focused on the organization than individuals and provides rather information and instructions for managers how to deal with employees.

3.1.1 Definition of Motivation

Motivation is sometimes described as a state of mind, sometimes it is an ability and often there is an external factor causing or influencing motivation to occur, go certain direction, be at certain level of intensity or stop existing. Motivated or unmotivated are always people, whether the motivation is cautious or incautious, and there is always reason why that is. Scientists are studying motivation, motivated people, why they are motivated or why they are not motivated, what caused the state of motivation and what are the outcomes. All this has been studied in order to understand motivation as a whole, to be able to describe motivation, control it and master it. So far, scientists came up with many definitions, few of them are written below.

Some basic definitions come from the Cambridge dictionary: *'Motivation is enthusiasm for doing something, it is the need or reason for doing something, it is willingness to do something or it is something that causes such willingness, it is the reason why somebody is behaving or acting certain way'* (Motivation).

Mr Armstrong adds to the description of motivation strength, direction and influence of the environment or other people and individual goals. *'The term motivation can refer variously to the goals individuals have, the ways in which individuals chose their goals and the ways in which others try to change their behaviour'* (Armstrong, 2009).

Authors and scientists studying motivation provide more complex and in-depth definitions, e.g. definition by Maughan from the business perspective:

'Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal' (Maughan, 2014).

Another business-oriented definition comes from Mr Simpson: *'Motivation is what makes people do things. In another sense it is what makes them put real effort and energy into what they do. Obviously it varies in nature and intensity form individual to individual, depending on the particular mixture of influence at any given moment'* (Simpson, 1991, p.2).

Mr Steer and Mr Porter have brought together 3 main topics which may characterize the phenomenon of motivation. Considering motivation, there are 3 principal concerns: *'what energizes human behaviour; what directs or channels such behaviour; and how this behaviour is maintained or sustained'* (Steers, c1979, p.6). The first concern is dealing with energetic forces within people or environmental forces. These forces, which people might not even know about, drive people to behave in certain ways or in certain patterns. The environmental forces might be simply represented by concrete situation, character of the situation, human being, etc. The forces or influences activates the behaviour and gives them certain level of intensity. The second concern deals with the orientation of the behaviour, meaning which direction it takes, whether it is a goal-oriented behaviour, or whether it is directed towards something, and how. The last concern is dealing with people, their environment and what causes the motivation to regain its power and intensity, what causes the change of direction of the energy and efforts.

Lastly, very interesting opinion on motivation comes from Mr Cofer and Mr Appley, whose study goes more into psychology: *'It is often said that all behavior is motivated and that behavior serves the organism's needs. Without motivation an organism would not behave; it would be an inert lump, doing virtually nothing.'* Basically, these two authors explain that every living organism, thus not excluding people, is driven by needs and acts appropriately till the need is satisfied. 'Behaviour is a means, not an end' (Cofer, 1967, p.10).

3.1.2 Intrinsic and Extrinsic Motivation

Intrinsic Motivation

Intrinsic motivation is the one which comes from the inside of a man, it means that it is self-generated, and no external factors can influence it. This type of motivation can be both inborn as well as acquired with time.

In term of motivation to work, a person may be internally motivated by the work itself under specific conditions that might be different for each person. Often it happens when a person considers his or her job as important, interesting, challenging, or when a person feels important to the organization, or there is opportunity to succeed, develop skills and abilities, and on the top of it, there is a possibility to be autonomous and make working decisions which may affect one's career. Intrinsic motivation is based on one's needs, mainly self-fulfilment needs (Armstrong, 2009).

Extrinsic Motivation

Extrinsic motivation comes from the environment of a person and from people around a person. This type of motivation may come in a form of created situation or tangible asset (or intangible) especially done for a specific person.

In term of motivation to work, extrinsic motivation usually has a form of financial reward, increased pay, bonuses and benefits, praise, appreciation etc. from the positive side, or punishment and criticism from the negative side. Extrinsic motivation has rather immediate short-term, yet strong effect, unlike the intrinsic motivation that lasts longer and has deeper effect (Armstrong, 2009).

3.1.3 The Process of Motivation

A general process of motivation consists of four main parts. First part is expressing needs, desires and expectations of an individual which usually differ from the actual reality. These needs, desires and expectations are accompanied by anticipation and belief that something should lead to the satisfaction and meeting the goals. This creates tension within an individual, in other words it creates a state of disequilibrium, which an individual will try to divest of and fulfil the needs or reach the desired situation or goal. Certain behaviour or action follows in presumption it will bring the person closer or straight away to his or her target. If the goal is nearly reached or one is on a positive way towards the goal, one can reassure himself or herself and continue with the verified pattern of

behaviour. If the goal is not reached or one is not even closer to the goal, one has to rethink his or her behaviour and the whole situation and try to make some adjustments. Some individuals from the external environment might have also some suggestions on modification of the ones' behaviour. All the time, during and after the attempt to reach the goal or satisfy the needs, the person has to work with some form of feedback and self-reflection and adjust the behaviour accordingly.

Regarding the process of motivation at work, an example is provided below on the basis of example from the Steers and Porter's book Motivation and work behavior. A person who is oriented on career and is looking for a promotion may try to do everything to be seen and heard in a positive manner, do all the tasks manager has delegated to him or her in perfect quality and go beyond the task and show his or her creativity, interest and vision into the future. If it works, the person might be for example promoted or get a rise or get just praise. This is his or her feedback and now it is up to the person, whether it satisfied the needs or not. If the needs are not satisfied, then there is a time for some modification of the behaviour and continue trying.

Considering the motivational process at work, it is manager who make things happen through his team of employees. Then, it is in the hands of the manager to be able to motivate his team to work willingly and with enthusiasm.

Mr Simpson has created four steps for managers, so they are able to make their employees feel valued. First step is about creating trust, positive environment, comprehension and co-operation. Manager has to show interest in the work and life of the employee and show him or her the importance of his or her position, work and contribution to the organization's tasks and goals. Key topic for the employee to know about is also the function and philosophy of the organization and why his or her work is important. The next step for manager is to create opportunities for development of the employee. General ways how to create an opportunity to develop employee are for instance setting targets and working standards, arrange and structure work tasks especially to fully utilize employee's skills, providing trainings to develop and broaden employee's skills and knowledge and further use his or her already existing special abilities to train others. Part of this step is also about creating contacts inside or outside the organization. Another step in the motivational process is recognition of achievements and effort put into the work. This is provided by paying attention to one's effort, praise and communication on this topic. Manager might create regular report on the progress of an individual and team or organize

regular meetings to speak about the progress, successes and targets of an individual, team and organization. The last step is about providing a challenge, for example by delegating powers and responsibilities and encouraging new ideas, creativity and innovation, and if possible also its implementation (Simpson, 1991, p.14).

3.1.4 Managerial Approaches to Motivation

Most of the scientific authors agree on three general and major managerial approaches to motivation at work. The first one, traditional model approach, is best described by F. W. Taylor and scientific management school. Workers were motivated only on financial basis. Second approach is called human relations model and focuses more on social relationship inside as well as outside the organization and social needs, thus not so much on financial rewards anymore. Finally, the third approach, human resources model, combines both foregoing approaches where workers are able to truly contribute to organization's progress, direction and development.

3.1.4.1 Traditional Model

The founders of traditional model approach to motivation are Frederick W. Taylor and his associates in the scientific management school. First, there should be stated for what kind of society this model was intended. Taylor's book The Principles of Scientific Management was first published in 1911. At that time, most of companies existing on the market were production oriented, focused on maximal prosperity of the employer as well as employees and maximal efficiency of employees (Taylor, 1915).

'Taylor saw the problem of inefficient production as a problem primarily with management, not workers' (Steers, c1979, p.15).

In this model, companies are responsible for hiring and training workers in order to maximize their effectiveness and subsequently motivating them by financial rewards. The goal of an employer is to make employees do exactly what they were trained for and work as fast as possible. Thus, employers assume that employees are rather lazy, aimless and dull, and so the tasks have to be simple and repetitive. The motivation resides in the height of one's wage and bonuses for meeting the quotas. The manager is rather a controller and

enforcer of the company's rules whose only task is to divide the employees' work into smaller, simple and easy repetitive operations (Steers, c1979, p.15).

3.1.4.2 Human Relations Model

Considered founders of human relations model is Elton Mayo, Roethlisberger and Dickson carrying the earliest researches on the topic of employees' motivation to work. Employees were not satisfied with the job and thus sought satisfaction anywhere else, e.g. among their co-workers. It was necessary to consider the worker as a whole person with his or her needs and desires. Subsequently, new assumptions were established, and the focus was put on the social needs' satisfaction of the worker and the feeling of being useful and important. At the same time, there was no longer focus on financial reward and the nature of worker's tasks remain unchanged.

During that time, several motivational strategies were implemented in companies, such as making workers feel important, opening up of vertical communication channels (newsletters, 'gripe sessions'), letting workers decide about their job or employing group incentive system (Steers, c1979, p.18).

3.1.4.3 Human Resources Model

The youngest model from those three managerial approaches to motivation at work is human resources model with quite a large base of authors concerning this approach, such as McGregor, Likert, Shein and so on. Unlike the others, this approach view people more from the complex point of view, as a complete person with needs and desires related to personal life as well as work life and every person/worker is different with different set of skills and talents to offer. As long as everybody seek satisfaction at work differently and have different goals, it become the responsibility of management to find out how to best utilize their human resources.

There are few basic assumptions about the nature of workers. The need for contribution to the organization and being recognized by the management stays and becomes more intensive by adding need to have meaningful job which is not distasteful and being able to make decisions affecting work. Naturally, some organizations followed those changes and their workers' wishes and implemented new strategies. Some of the new strategies follow. Based on the managers' knowledge about each employee and his or her

motivation and goals, the manager is able to provide greater variety of personalized tasks, greater responsibilities and independence in decision-making regarding one's work content. The goal of this approach is to meet employees' goals simultaneously with organization's goals (Steers, c1979, p.19).

3.1.5 Theories of Motivation and Work

According to Armstrong, there are many motivation theories and are very similar to each other. Just as Steers and Porter consider need theories of motivation as only differing in some respects. There are four most important groups of motivation theories related to work and work environment. First are need theories of motivation including famous Maslow's need hierarchy theory, Murray's manifest needs theory and Alderfer's modified need hierarchy theory. Second group consists of equity theories, third group is about reinforcement theory and behaviour modification and the last group is about expectancy/valence theory.

3.1.5.1 Theories of Needs

3.1.5.1.1 Maslow's Need Hierarchy Theory

Maslow's need hierarchy theory is one of the most popular motivation theories in the world. It is being used by psychologists, managers and also teachers at schools. Maslow introduced his study in the 1940s and in 1960s the study was popularized, highly discussed and started to be used.

Maslow's need hierarchy theory is usually presented as a pyramid with the most basic needs at the bottom and the highest achievable need at the top, see Figure 1 below.
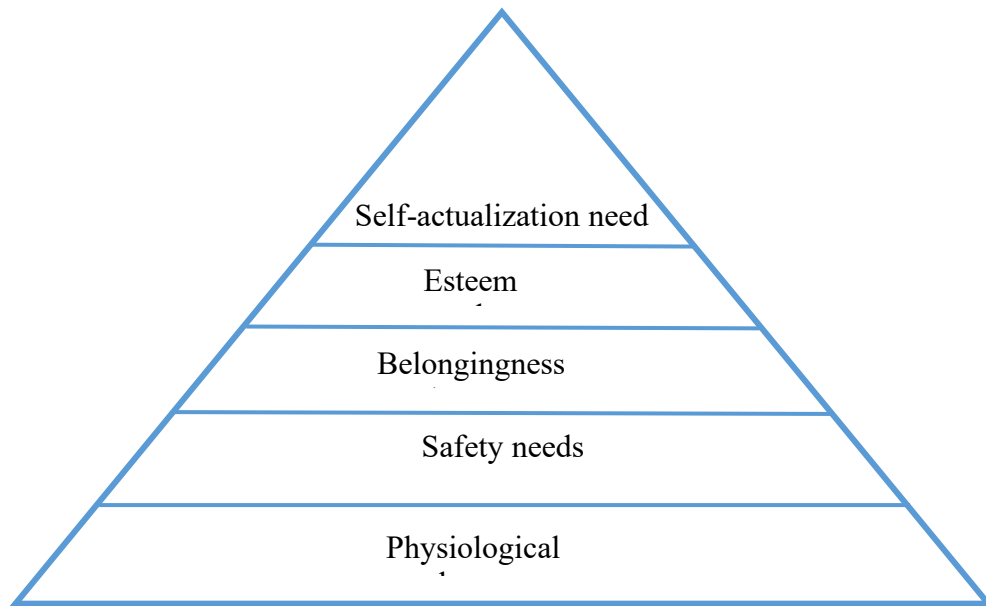
Figure 1 Maslow's hierarchy of needs, source: own creation

The model consists of five elemental stages of human development of needs. The first stage, physiological needs, covers the basics for human body to survive and live, such as hunger and thirst, need for air and rest. Mr Steers and Mr Porter add to this stage also need for sex. Mr Graham and Mr Bennett state to this topic, that from the work environment point of view, the purpose of a salary is to satisfy those basic needs. When these lowest needs are fulfilled, then the person can move to the next stage, safety needs. The second stage needs are about safety and security in the person's physical and emotional environment, such as need for self-protection, self-defence, shelter and warmth, and Mr Graham and Mr Bennett add to this stage also need for the certainty of having a job. The third stage is about belongingness needs. This is the need to fit in, to be part of a society or group of people, basically, it is a desire to be accepted and develop friendships or other positive relationships or have a family. The previous three stages of needs are also called deficit needs targeting one's well-being and survival.

The next two stages are also called growth needs further targeting one's satisfaction and development. The fourth stage represents esteem needs. These needs focus on self-love, positive way of thinking about oneself and receiving esteem from others, e.g. by recognition, attention and appreciation. Mr Graham and Mr Bennet add more needs from the work environment point of view, such as for example need for independency, authority and need for acquiring possessions. The last stage is represented by self-actualization needs such as the highest possible development of oneself, maximally fulfilling one's potential and being creative. Those needs are the highest ones and according to Armstrong,

one can never satisfy them, because without need, there is no motivation to make an effort to do anything.

Two additional sets of needs exist regarding the need hierarchy theory, cognitive and aesthetic needs. Cognitive needs represent need for knowledge, understanding and curiosity. Aesthetic needs represent need for beauty in the world. Mr Maughan mentions also third additional need and that being transcendence need, meaning one's desire to help and satisfy others. However, this cognitive, aesthetic and transcendence needs are usually omitted from the model and from discussions.

The way how it is supposed to work is following. A person is going to satisfy first the lowest needs, such as e.g. food and shelter, and then move to the upper needs hierarchically. Some of the needs are called cyclical, which means that they repeat in time. For example, a person might satisfy his or her need for food, but this need will come again in the form of hunger after some time. Thus, a person which was already trying to satisfy one of his or her higher needs, will be motivated by restored need for food and return to the satisfaction of this need. Only after that, he or she will try to satisfy higher needs again. The model is also supposed to be universal for all humans.

According to Armstrong, *'Maslow himself expressed doubts about the validity of a strictly ordered hierarchy'* (Armstrong, 2009, p.324). Since there was very little research evidence of the validity of the model, Mr Wahba and Mr Bridwell conducted a research on Maslow's theory with the result stating that the theory is rather difficult to validate, and event test it because of many questions on the concept of motivation and need and how the hierarchical system works (Steers, c1979, p.52).

3.1.5.1.2 Alderfer's ERG Theory

On the basis of Wahba and Bridwell's research and review, Alderfer has modified the Maslow's need hierarchy theory and proposed a new theory by unification of the five levels into three levels, which is said to be more comprehensive explanation of human behaviour (Graham, 1992, p.14).

The three levels need theory, called ERG theory, consists of existence needs on the first level, relatedness needs on the second level and growth needs on the third level. Existence needs include the Maslow's physiological and safety needs levels, in other word, the needs required for continuous human's existence. Relatedness needs include Maslow's

belongingness needs and some part of esteem needs regarding needs for relationships and interactions. Growth needs are again the highest includes the rest of esteem needs and self-actualization needs.

Alderfer's model is very similar to the Maslow's model, however, to the satisfaction-progression process upwards towards higher needs he adds a frustration-regression process, meaning when a person is frustrated by continuously unsatisfied need, he or she might consider redirect his or her efforts and prioritize lower level needs. Another difference to Maslow's model is that Alderfer assumes that it is possible for a person to be actively working on more than one need simultaneously (Steers, c1979, p.33).

3.1.5.1.3 Murray's Manifest Needs Theory

Murray's manifest needs theory is another theory based on several years of the clinical observation and it is a study of human needs. According to Murray's Explorations in Personality, *'individuals could be classified according to the strengths of various personality-need variables.'* These needs are said to be the motivating force regarding intensity and direction of behaviour. On the other hand, Murray sees needs as rather learnt behaviour than inborn way how to react on the external environment.

Murray has created a set of needs which have the potential to motivate a person's behaviour. Murrays' needs consist of two factors, first qualitative/directional and quantitative/energetic. The first one represents the object or the goal of a person and the second represents the strength or intensity of the person's desire to reach the object/goal.

In the Murray's concept belong needs such as need for achievement, affiliation, aggression, autonomy, endurance, exhibition, harm-avoidance, impulsivity, nurturance, order, power, succorance and understanding. The whole list of needs with characteristics is included in the appendices.

Unlike the other need theories, Murray does not suggest hierarchical order of the needs. He also suggests that an individual is motivated by many needs at the same time and those needs might be very often divergent and even conflicting (Steers, c1979).

3.1.5.1.4 McClelland's Managerial Needs Theory

The last of the theories of needs is the McClelland's achievement-affiliation-power needs theory based mainly on the study of managers' behaviour. This means that McClelland's theory has more use in the managerial context and thus relates to the work environment.

McClelland has defined three most important types of need, the need for achievement, the need for affiliation and the need for power. The need for achievement stands for desire of an individual to achieve success in activities, abilities or profession of his or her choice, and the individual compares the success with some kind of his or her perceived standard of excellence. The second need, need for affiliation stands for desire to have positive relationships with other people. The last one, need for power stands for desire to have control and authority over others and have power to influence others according to the individual's goals, needs and desires.

This theory is also suggesting that one person may have all three needs, just each of them with different intensity and strength. One may have strong need for affiliation and less strong need for power and achievement (Armstrong, 2009, p.324).

It could be said that all the mentioned theories were focused on human behaviour and motivation generally and could be applied on individuals in the work environment, thus it could be used as the base for description of the employee's motivation and behaviour.

3.1.5.2 Equity Theories

According to Armstrong, Equity theory developed by Adams belongs to the group of process theories together with Goal theory by Latham and Locke, Social learning theory by Bandura and Expectancy theory by Vroom. Process theories are focused on *'psychological processes or forces that affect motivation, as well as on basic needs.'* The aim of these theories is to understand how people perceive their working environment, how they understand it and how they interpret it (Armstrong, 2009, p.325).

In equity theories, *'an individual's motivation is largely influenced by how an individual feels he or she is being treated compared to those around him or her.'* (Steers & Porter, 104) A common assumption was made in the equity theories, that the degree of equity or inequity at work situations perceived by an individual largely affects effort an

individual invest into work, affects his or her performance and also his or her satisfaction from the work. Equity theories deal with emotions and feelings, and also group influence. The system is based on creation of a ratio, one's inputs into work (level of effort, abilities, experience, knowledge etc.) and one's outcomes (mostly salary), and this ratio is compared with ratio of another person in similar position (Armstrong, 2009, p.327 and Steers, c1979, p.104).

From the managerial point of view, Armstrong claims that when people are treated equitably, they are motivated, and if people are treated inequitably, they are unmotivated (Armstrong, 2009). Steers and Porter have stated three implications of the equity theory for management, first being manager's awareness of social processes in organization and motivation being a dynamic and variable. Example of this situation is an employee with the feeling that he or she is treated inequitably e.g. in terms of the salary level compared to other employees. This person will probably not be motivated to make an extra effort at work till his salary level is equalized with others. Second implication is that manager simply has to assure employee and make him or her believe, that he or she is treated the same way as others are, no matter what the real situation is. The last implication is that, despite it was not an intention originally, primary variable of one's outcome is financial reward, also due to its easy clear visibility, interpretation and comparison (Steers, c1979, p.105).

3.1.5.3 Reinforcement Theory and Behaviour Modification

The main idea about reinforcement theory and behaviour modification is that people can shape and modify their behaviour, or in case of management, managers can modify and shape behaviour of their employees, by using rewards and punishments. Another idea is that people are capable to evaluate their own actions which led to success or failure and repeat that same behaviour or modify the behaviour in order to acquire better results next time. The assumption is that people will behave in accordance with the vision of reward or positive outcome.

Armstrong is suggesting, that certain behaviour might be taken over as an automatic and unconscious reaction to certain situations or to certain needs, when the reinforcement of the behaviour is powerful and obvious and repeated frequently enough. On the other hand, negative reinforcement occurs when certain action is followed by failure or

punishment, which lead to looking for different ways to achieve goal. The system of positive and negative reinforcement is also called 'the law of effect' (Armstrong, 2009, p.322).

However, two conditions for successful reinforcement of certain behaviour exist. First, an individual has to be aware of the connection between his behaviour and its outcome. Second, an individual has to recognize the similarities between previous situation and actual situation. In addition to that, every individual is different and has different level of perceptive ability to recognize the similarities in events. This means that some people are better in learning from experience and some people are for example more easily motivated (Armstrong, 2009, p.323).

From the theory above and the nature of reinforcement some implication for management exist. In order to achieve better results, managers should clearly identify desired behaviours of employees and how it is going to be rewarded, and reversely which behaviours are not desired and will not be rewarded. Second, managers should provide regular feedback on employee's quality of work, progress and fulfilment of targets, as well as provide recommendations and advices for the work. Third, the reward for employee's good behaviour offered by manager (organization) should be worthy for the employee and equal to the behaviour performed by the employee. Managers should also recognize employee's good behaviour and let the employee know. Finally, arising from the previous point, managers should not reward every employee the same and really see and point out the differences in individual's performance in comparison to other employees in order to motivate employees for the desired behaviour or performance (Steers, c1979, p.149).

3.1.5.4 Expectancy/Valence Theory

Expectancy theory belongs to the group of process theories as well as the equity theory, mainly due to a common goal. Both theories are aiming to identify relationships between variables or inputs and how those relationships affect individual's behaviour (Steers, c1979, p.210). The base for expectancy theory was created by Vroom in his valency-instrumentality-expectancy theory. Expectancy theory is similar to reinforcement theory as the strength of expectations is resulting from past experience and there is also the vision of reward after performing desired behaviour. On the other hand, expectancy theory considers past experience inapplicable in new situations because the situation is every time different or completely new (Armstrong, 2009, p.325). Expectancy theory is based on the

interactions between a person and his or her environment, what are the characteristics of the person and how he or she views his or her environment (Steers, c1979, p.211).

In expectancy theory, the motivation is conditioned by few facts. The person has to know what he or she is supposed to do to get a reward. The person has to feel like he or she is able to get the reward and the reward has to be wort the effort. Then the motivation will be high. Few other conditions are put on the motivation to be successful. A clear connection between performance and outcome has to exist and be visible and usable. The outcome or the reward has to be not only worthwhile but also has to be seen as a *'means of satisfying needs'* (Armstrong, 2009, p.326).

The main contribution in expectancy theory for management is that it suggests managers to ask themselves questions about what they want from their employees and what their employees want from the organization. The theory also praises having rewards for desired behaviour and successful performance. More of the implications for the management from expectancy theory are provided by Nadler and Lawler in their study about motivation. Nadler and Lawler have divided implications for managers and for organizations. From the manager's point of view, they point out the manager's awareness whether the level of desired performance is reachable for the employee. The implications for organization lie in the design of pay and reward systems, the design of tasks, the importance of group structures, the role of supervisor, the measurement of motivation, and so on (Steers, c1979).

4 Practical Part

The practical part of this diploma thesis consists of an introduction to the case study and questionnaire results evaluation. The introduction to the case study includes description of the case study and what it is about. In the questionnaire results, there can be found both basic and advanced charts describing the results of the questionnaire, providing characteristics of the respondents, their needs, desires, preferences and opinions regarding their future first full-time job and its working environment and motivation. Subsequently, a comparison of female and male respondents is provided.

4.1 Introduction to the Case Study

As the title of this diploma thesis indicates, the case study is about university students and what motivates them in the working environment and how they imagine their future full-time job. In other words, the diploma thesis is focused on finding the main motivators in the working environment for students.

The case study took place at the Czech University of Life Sciences in Prague, at the Faculty of Economics and Management. The research was conducted in the second half of the year 2018.

In order to fulfil the aim of this diploma thesis defined in the chapter 2.1 Objectives, it was necessary to gather primary data of certain type. Quantitative approach to the research and mail questionnaire were used as it appeared to be the most suitable and effective approach and research method for the data collection. The questionnaire was sent to the students through the most frequently used communicating channel, Facebook, and distributed among several groups targeted on students of the Faculty of Economics and Management. The case study was targeted on current university students. The whole questionnaire is attached in the chapter 8 Appendices.

Formulation of the problem

As it could be said that every person is different, the difference can be found also in age groups, working groups, social groups, and of course in any other place where some kind of grouping is possible and visible.

The base of the problem lays in the need to better understand the motivation of university students, what are the motivators, what influences the motivation and what is the students' perception of work and working environment. Subsequently, there is the need to better understand what are the students' needs and desires.

Working Hypotheses

H1: Students prefer international organizations before national organization and small/family organization.

H2: Self-interest in the work, value added and meaningfulness of the work and being proud of the work are important for students.

H3: Taking care of the environment at work is important for students.

H4: The organization's history and prestige are important for students.

H5: Among the most desired dream job characteristics are interestingness, time-flexibility and beneficial to the world.

H6: Belief in student's skills and delegation of important tasks are the most important manager's motivational activity.

H7: Fairness and not taking advantage of manager's power are the most important manager's characteristics.

H8: Reliability and willingness to help are the most important colleagues' characteristics.

H9: Students prefer flexible working hours before fixed working hours.

H10: Students prefer working from home once in a week.

H11: Students prefer clear and structured promotion ladder.

H12: Students prefer tasks and responsibilities frequently adjusting to their abilities.

H13: Having the possibility of working abroad within one organization is important for students.

H14: Students prefer professional education before any other type of further education.

H15: Students prefer using foreign language at work every day.

H16: Modern technical equipment is important for students.

H17: Students expect just the necessary equipment at work.

H18: Among the most important benefits are corporate car and holiday benefits.

H19: Among the most important benefits at workplace are comfortable furniture and relaxation room.

H20: The desired salary is between 20 000 and 25 000 Czech crowns net per month.

H21: Students prefer commuting to work by public transportation.

H22: The opportunity of working within one organization while being on maternity leave is more important for women than for men.

H23: Students would like the organization to keep similar or a little bit lower position for them after they return from the maternity leave.

H24: Male students desire higher starting salary than female students.

Research Sample

All the students from the CULS, FEM, full-time as well as part-time students, were chosen to participate in this research as a research sample.

Total number of the questionnaire respondents was 302. Due to the possibility of fulfilling the questionnaire by numerous different people including non-students of the FEM, CULS, the need for reduction of unnecessary samples arose. The final number of reliable respondents emerged to be 218. Those reliable respondents are currently studying FEM, CULS. For the rest of the respondents, there are few possibilities: they either study different faculty, different university or they have already graduated. Due to the aim of this diploma thesis, only reliable respondents are taken into consideration.

In 2017/2018 period the FEM, CULS enrolled 1899 students for bachelor's degree programmes and 1313 students for master's degree programmes. It means that there are a lot of students every year coming to the university with the aim to eventually graduate and get the degree. Multiplying these numbers by five (meant for 5 years of the university attendance, excluding doctor's degree programmes due to non-participation of any of the doctor's degree students in the survey), the number of respondents is very low. However, it has to be considered that not all of the enrolled students start the attendance and not all of them finish the university and graduate.

4.2 Questionnaire Results and Statistics

95% of the respondents are Czech citizens. The youngest participant is 18 years old and the oldest participant is 28 years old. The average age of participant is 23 years and the mean value is the same.

4.2.1 Gender Share in the Survey
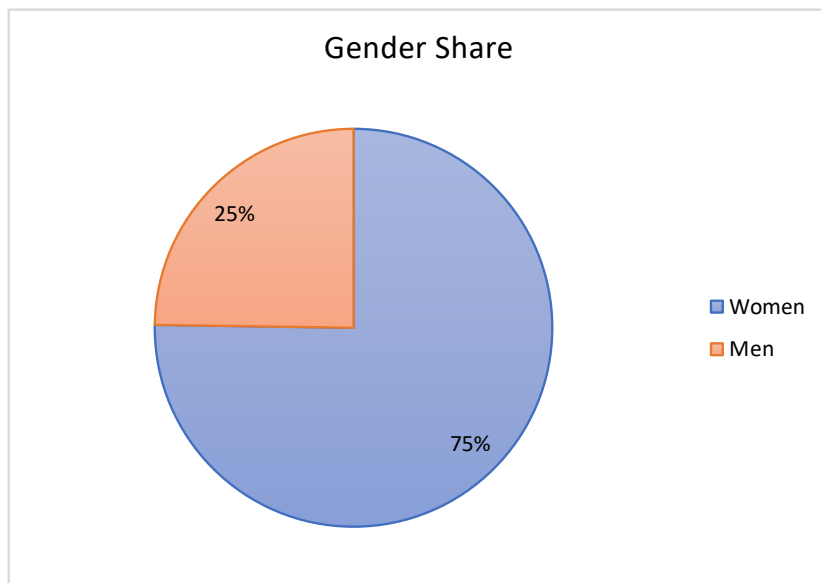
Figure 2 Gender share in the survey, source: own creation

According to this pie chart, it could be easily assumed that university students constitute women from 75% and men from 25%. In numbers, female respondents counted for total of 164 responses and male respondents counted for total of 54 responses. Nevertheless, this is not the exact reflection of reality and due to this, the sample is not representative. As a consequence of limited time and resources, the results were still proceeded and major differences between women and men are examined in the following chapter 4.4 Comparison between women and men.

4.2.2 Share of Bachelor's and Master's Degree Students in the Survey
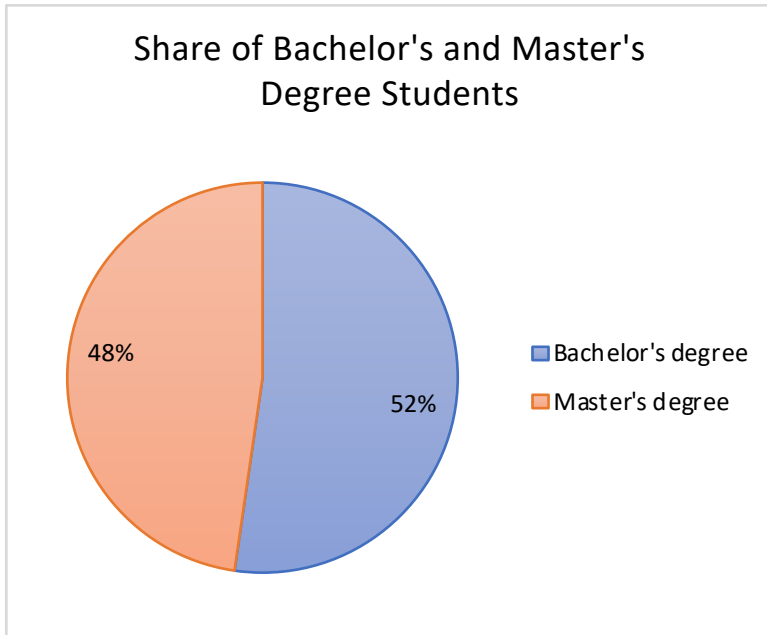
Figure 3 Share of bachelor's and master's degree students in the survey, source: own creation

This aspect of the survey is very balanced due to the fact that bachelor's degree students count for 48% of respondents and master's degree students count for 52% of the respondents.

It could be assumed that the vision of one's future first-time full-time job and the motivation perception will differ among bachelors and masters, however, considering the fact that 99% of respondents already have some experience with having a job might erase these differences.

4.2.3 Share of Each Study Programme in the Survey
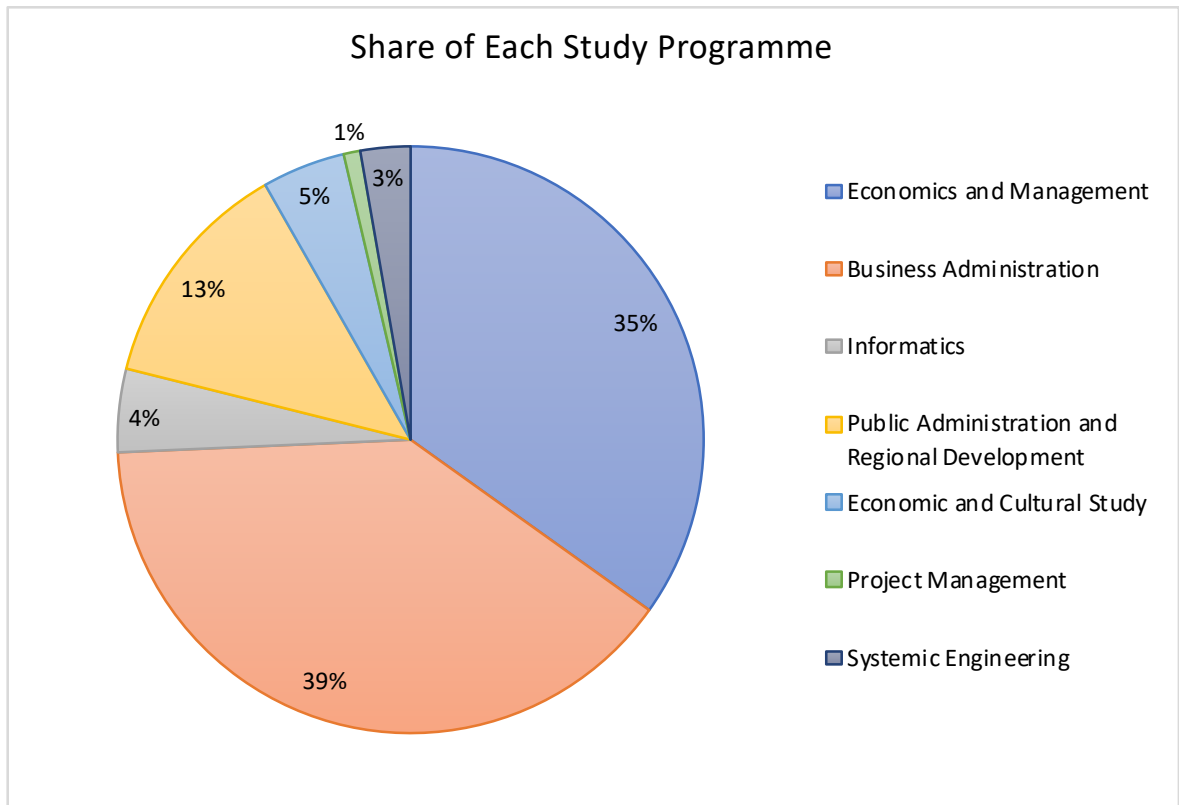
Figure 4 Share of each study programme in the survey, source: own creation

The highest representation in the research have business administration programme and economics and management programme with the total share of 73% of all responding students. This happened mainly due to the fact that these two study programmes enrol the highest number of students. According to the report about process of entrance examination for bachelor's and master's degree programmes in 2017/2018, 454 students were enrolled for the bachelor's business administration programme, 738 students were enrolled for the bachelor's economics and management programme from the total of 1899 students; and 592 students were enrolled for the master's business administration programme, 296 students were enrolled for the master's economics and management programme from the total of 1313 students.

Illustrative chart for the enrolment numbers and percentages can be seen in appendices.

4.2.4   What Type of Organization Students Prefer?
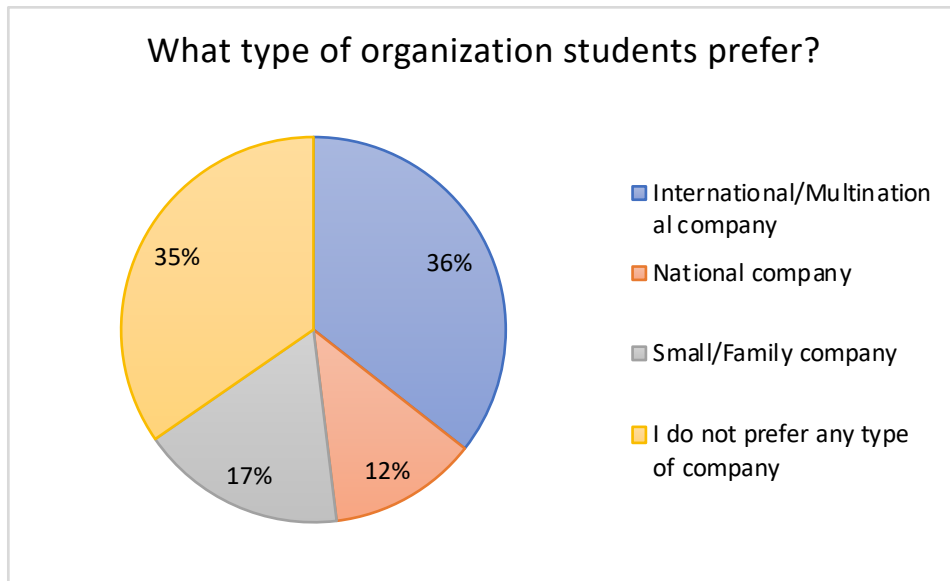
Figure 5 What type of organization students prefer? Source: own creation

The fact that the results of the survey showed 34% of students do not prefer any type of organization is quite surprising due to the fact that a list of the most popular organizations students want to work in exists and it is actualized every year. Google is at the top of the companies followed by L'Oréal Group, Microsoft, PricewaterhouseCoopers, Ernst & Young, KPMG, Deloitte, Goldman Sachs, McKinsey & Company and The Boston Consulting Group. The list is created by company Universum and the ranking is applied for the whole Europe, however, the research took place in the Europe's twelve largest economies: Belgium, France, Germany, Italy, the Netherlands, Poland, Russia, Spain, Sweden, Switzerland, Turkey and the United Kingdom.

Another quarter of respondents, 36% of students, prefers international and multinational companies. The last quarter is divided between small or family companies (17%) and national companies (13%).

4.2.5   Purpose of Work and Organization's Prestige from Students' Point of View

First wave of questions includes opinions on self-interest in the future job, value added to the organization, pride regarding one's work, taking care of the environment and history and prestige of the organization.
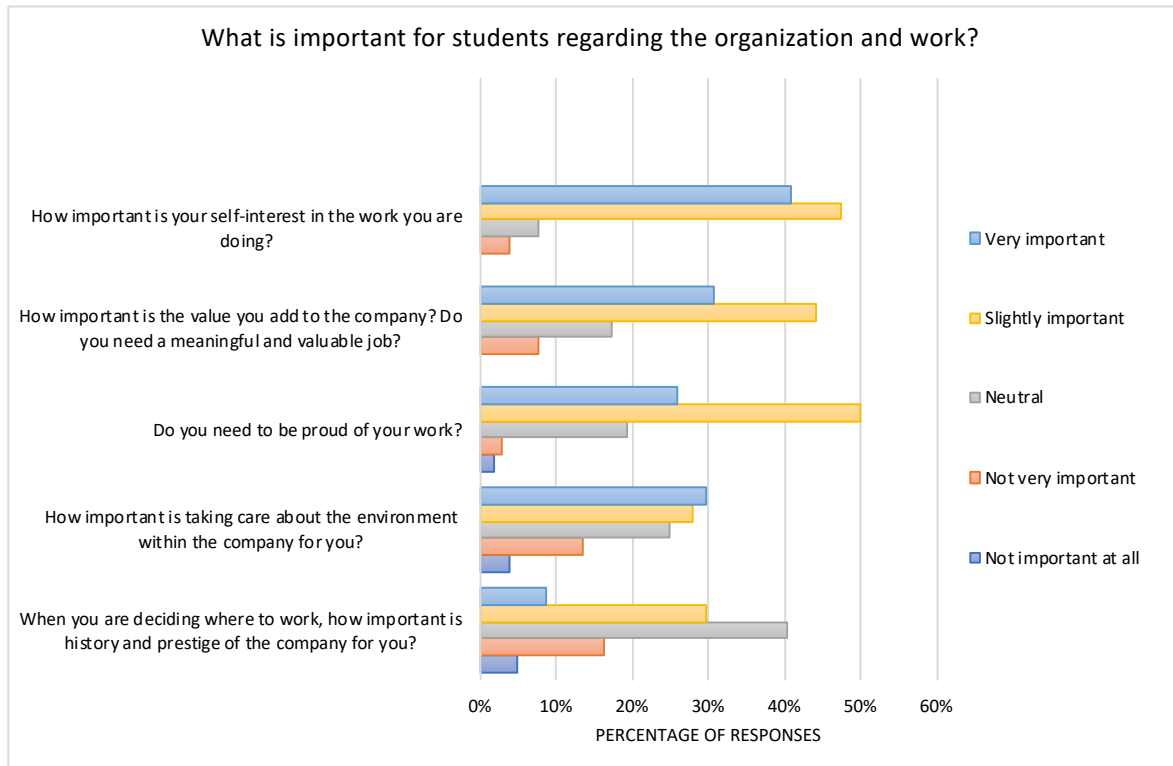
Figure 6 What is important for students regarding the organization and work? Source: own creation

Regarding the first three questions, results of the survey show that students are highly oriented on doing job they will be interested in and proud of; and they want to do beneficial work for the organization.

More than 90% of students need to be interested in the work they will be doing and evaluated the importance with four or five points on the scale from one to five points where one point means the statement is not important at all and five points means very important. The rest (less than 10%) of the respondents is divided among 'no opinion' (neutral – three points) and 'not very important' (two points), none of the students evaluated this question with one point (not important at all).

Results for the second question are as follows: 30% of students need to have job where they will be able to do beneficial work for the organization, be able to add value to the company and also, they need their job to be meaningful and valuable. Those 30% of students evaluated the question by five points. 44% of students feel like the value added, meaningfulness and valuableness of the job is slightly important. Almost 20% of student are neutral towards this statement and less than 10% consider it not very important or not important at all.

When it comes to the pride, 26% of students highly need to be proud of their work, 50% of students feel pride is slightly important, 19% of students is neutral to this statement and rest 5% do not consider pride important.

The second part consists of two questions regarding history and prestige of the organization and how the organization take care of the environment. The first question about the environment resulted in 28% for high importance of taking care of the environment within the organization and 28% for slight importance. Neutral opinion reached 25% and the rest 18% consists of not very important from larger part (14%) and not important at all from smaller part (4%). The proportion of students for taking care of the environment and those who do not care shows that the trend is quite high and even young people care and want to take over the responsibility for the nature's future. 56% of students consider it important on some level against 18% of students considering it not important.

The results of the last question about importance of the historical background and prestige of the organization shows that it is not the prime enticement for students when looking for a job. 22% of the students find history and prestige not very important or not important at all. 40% of the students are neutral towards history and prestige. 29% of the student find it slightly important and only 9% of the students find it very important. Thus, strengths of history and prestige are quite even between importance and unimportance. The questionnaire results do not match with the Universum survey results where the most popular companies students want to work for are the ones with rich historical background and prestige.

The comparison between pride, value added, meaningfulness and self-interest and its importance for students
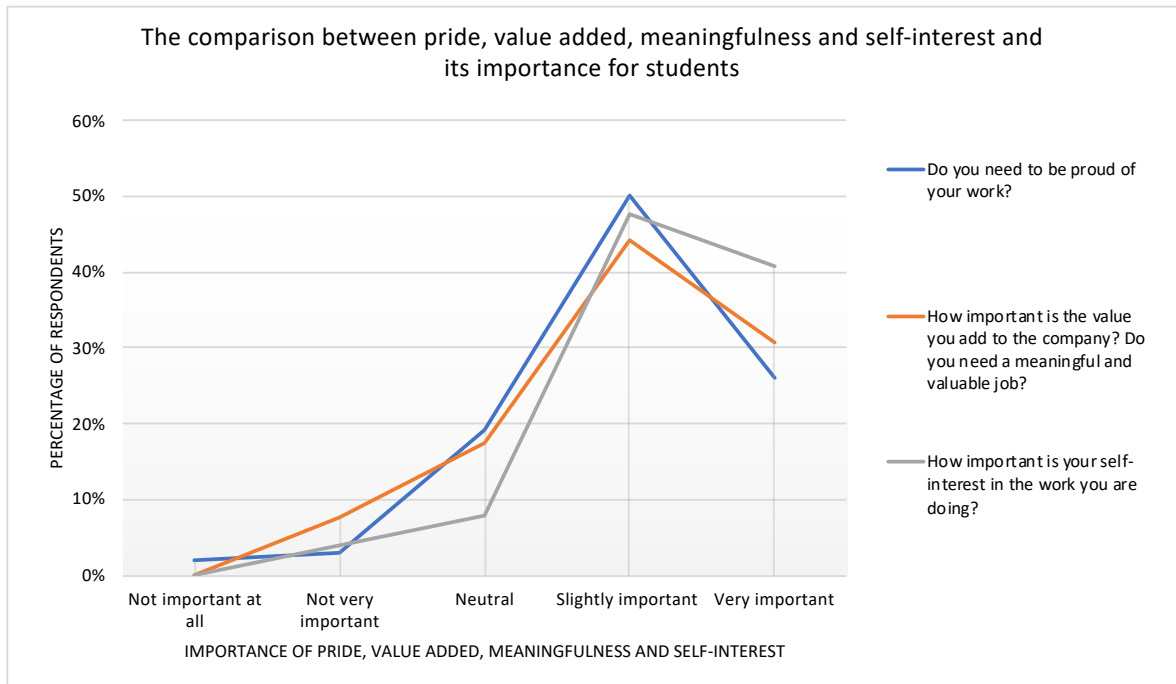
Figure 7 The comparison between pride, value added, meaningfulness and its importance for students, source: own creation

From this chart, some kind of dependence between variables can be seen. The more a person desire to be proud of his or her work, the more meaningful and valuable job he or she will be looking for and the more he or she will need to be interested in the work. This conclusion might be further examined by using statistical hypotheses investigation, testing and evaluation.

4.2.6   Dream Job from Students' Point of View

The findings from previous charts correspond with the next chart where students were asked to choose suitable characteristics for their dream job. In the questionnaire, there are eight characteristics and students were able to choose one or more characteristics or add own important characteristic by filing the option 'other'. Previous charts showed that pride and self-interest in work and value added for the organization are slightly or very important for students.
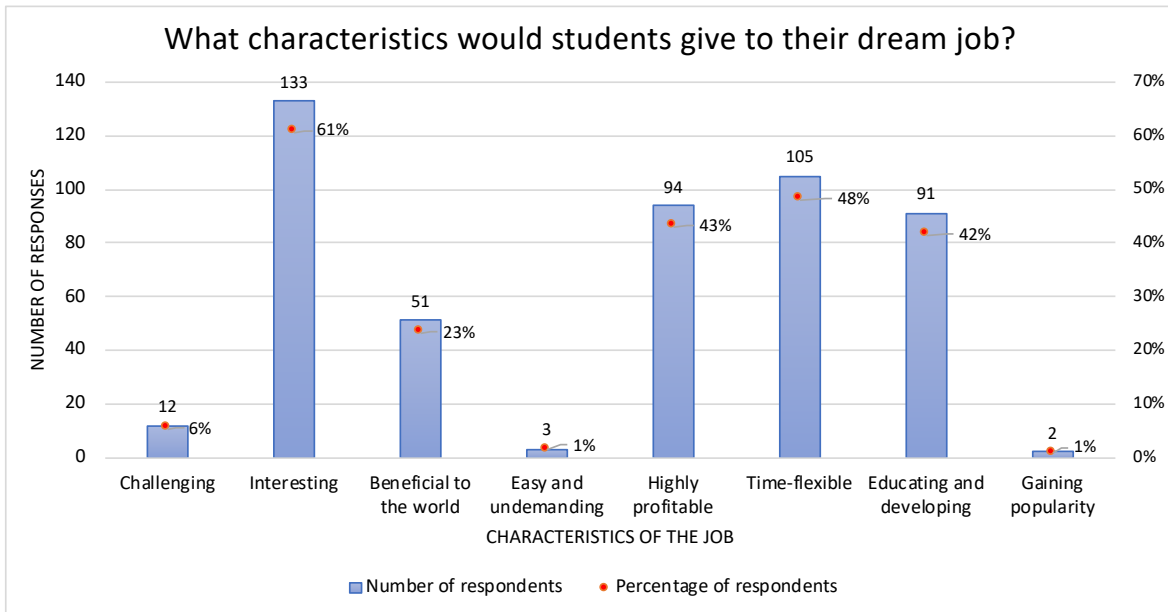
Figure 8 What characteristics would students give to their dream job? Source: own creation

According to the chart above, the prime characteristic of student's dream job is interestingness. 61% of all respondents desire interesting job. The second most desired dream job characteristic is time-flexibility which have chosen 48% of all respondents. High profitability and educational or developing purpose are in close proximity to time-flexibility which were chosen by 43% and 42% of respondents. 23% of respondents desire job which would be beneficial to the world. Lastly, there are few job characteristics which are nearly insignificant to students of FEM, CULS. Only 6% of all respondents chose word challenging to describe their dream job, and only 1% of all respondents define their dream job as easy and undemanding or job which would lead to fame.

The only ambiguousness is the exact meaning of 'an interesting job'. As the theoretical background of motivation refers, each individual has his or her own set of needs, desires, goals and means of reaching them. Thus, 'an interesting job' might be accounting career for one person and managing an IT team for another person. Therefore, a study of interestingness of a job requires further investigation.

However, general assumption emerging from this chart is that students need interesting job which will satisfy their needs, the job should be also time-flexible because it is modern right now and it allows students to balance their work life and personal life and have hobbies. Ideally, the job should provide satisfactory salary and be educative or developing is some area at the same time.

4.2.7 Manager's role in Student's Motivation in Working Environment

According to Steers and Porter, motivation lays in hands of management, thus, managers and their ability to motivate people to the right direction and with the right effort, make them feel valued and esteemed by the company and make them feel they can influence their work and have some decision-making power.

In order to cover this problematic, students were asked two questions about their desired future manager. First question is regarding manager and his or her attitude towards employees and the second question relates to personal characteristics.
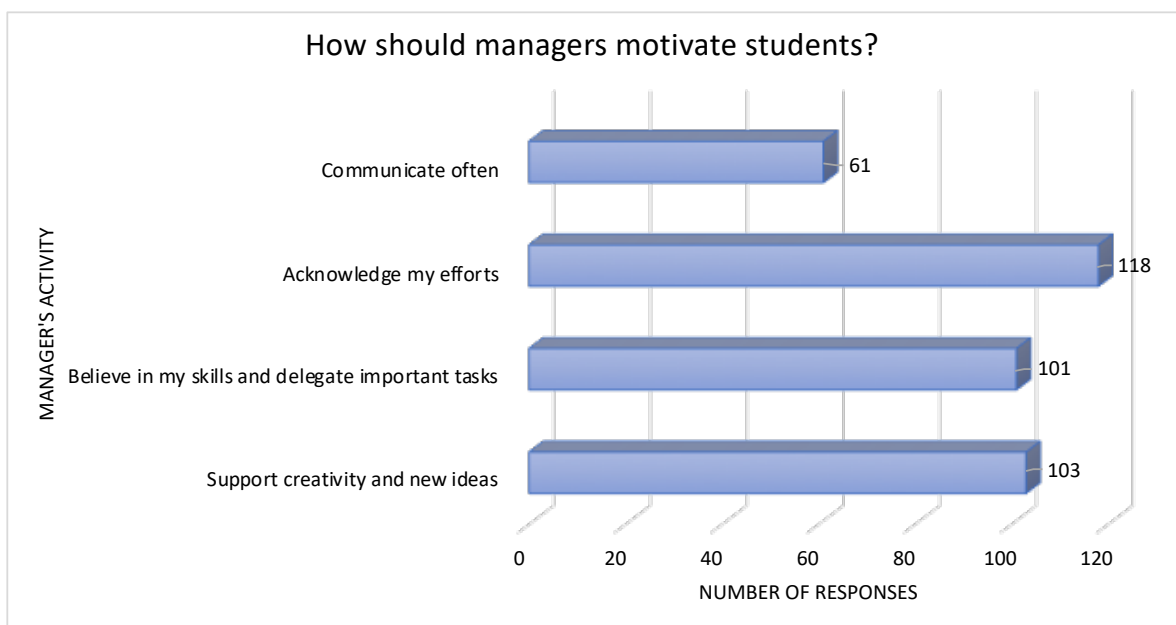
Figure 9 How should managers motivate students? Source: own creation

From the chart above, the amount of responses for each characteristic can be seen. Respondents were allowed to choose more than one right answer from the four possible answers. The most popular answer, for the question 'How should managers motivate students?' is 'Acknowledge my efforts', which corresponds with the theory of Steers and Porter. Not only regular experienced workers want to be recognized and valued, but also students have this need to feel that they are important for the organization and not easily replaceable. It does not have to be necessarily word acknowledgement.

The second most popular answer is 'Support creativity and new ideas' and 'Believe in my skills and delegate important tasks'. This shows that students would like to further develop their creative skills and be able to express their ideas and opinions to the organization and have the feeling like they can change something. Students not only want

manager to see and acknowledge the effort they put to the work, but they also want to prove their skills by completing important tasks and taking over some important responsibilities.

The last one is 'Communicate often' and it is important for about 28% of respondents which shows that not all of the students realize the importance of communication. Nevertheless, communication should be included in all the previously 'more important' motivators so it is not absolutely necessary to point it out as an important motivator on its own.

Second question related to manager's motivation is about manager's personal characteristics working as a motivator for students. Again, students were allowed to give their priority to more than one characteristic limited by marking two characteristics, however, some of them marked more than two right answers and some of them marked only one right answer.
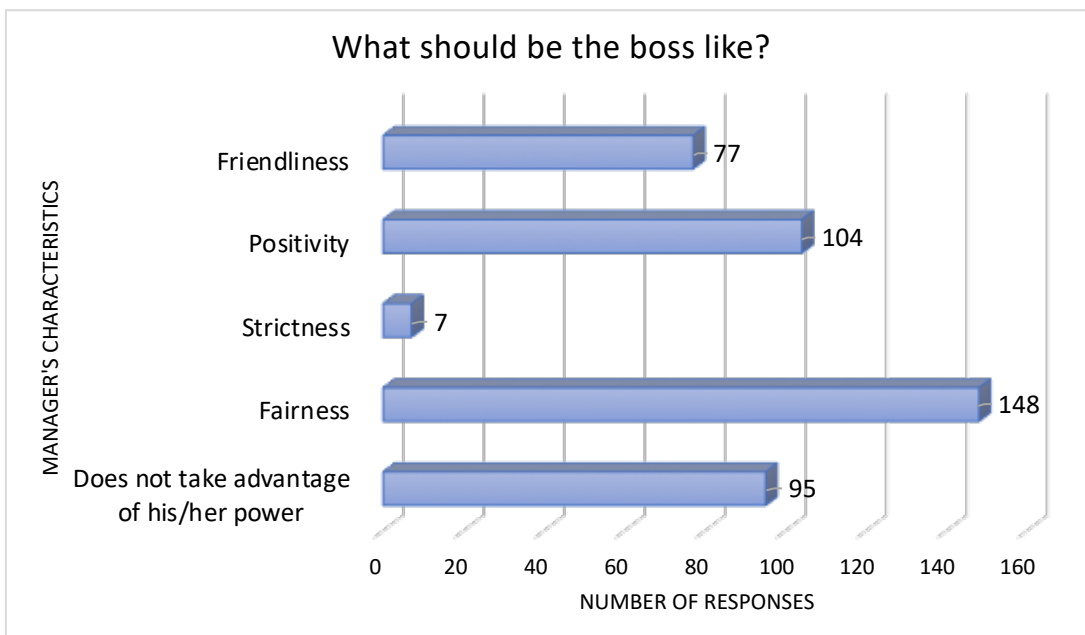
Figure 10 Which characteristics students appreciate the most in managers? Source: own creation

The most desired manager's characteristic results to be 'fairness'. This supports the theory of equity where a person's motivation is largely affected by his or her perception how he or she is treated with comparison to other people/employees. If the manager is fair and treat everybody the same, it creates trust and motivation to do more, put more effort to work.

Second most desired manager's characteristic is 'positivity'. Positivity influences people every day and if the working environment has positive atmosphere, people might be keen on making more effort at work. Positivity will definitely lead to more relaxed environment but the effect on diligence may be questionable.

Third most desired manager's characteristic is 'not taking advantage of his or her power'. This characteristic is also linked to the equity theory mentioned earlier. Another quite important manager's characteristic seems to be 'friendliness' which can go along together with positivity.

The last characteristic, strictness, could be almost omitted from the chart due to so low number of respondents marking this answer.

Beside these manager's characteristics, students mentioned the importance of creating good work team, being interested in the team as well as in each employee and his or her needs, goals, plans and even personal life which indicates students' preference of individual approach from the manager.

4.2.8 Which Characteristics Students Appreciate the Most in Colleagues?
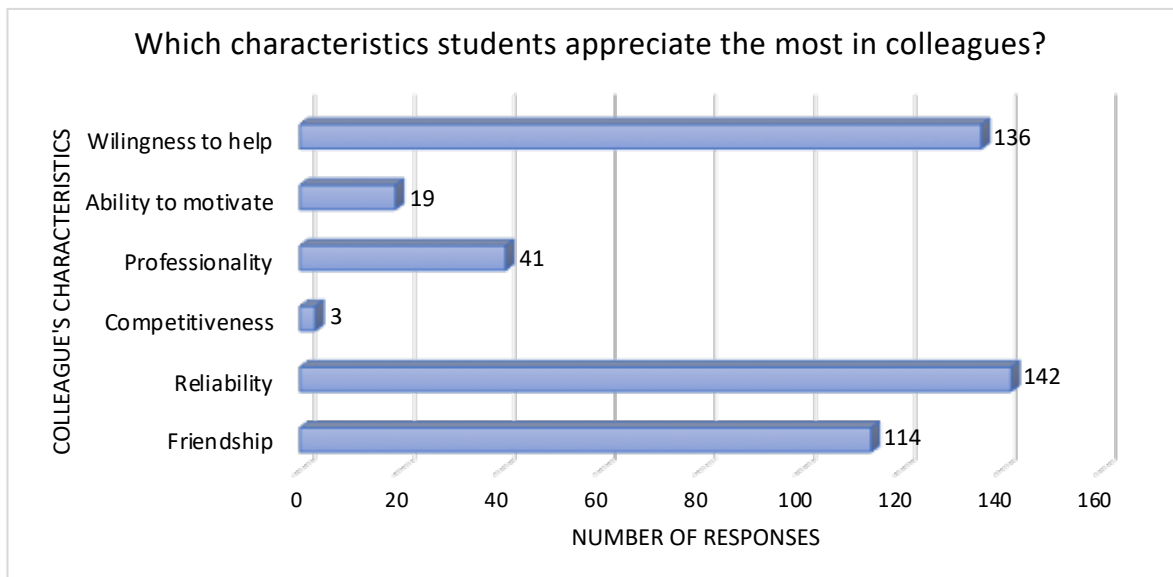

Figure 11 Which characteristics students appreciate the most in colleagues? Source: own creation

The most valued characteristic a colleague can have is 'reliability' and 'willingness to help'. These two characteristics are handy mainly when a person is new at work and needs help or there is some kind of problem, however, it also points out the desire for

teamwork and good relationships at the work place. Reliability is important for 65% of respondents and willingness to help is important for 62% of respondents.

The next highly valued characteristic is 'friendliness'. This relates to general human need for affiliation and belongingness defined for example by Maslow. 52% of respondents marked friendliness as an important colleague's characteristic for them.

The rest of the characteristics is not very desired, for example 'professionality' reached 41 points counted for about 19% (41 points are actually 41 students who marked professionality as important colleague's characteristic). 'Ability to motivate' and 'competitiveness' do not seem to be important among colleagues.

4.2.9 Students' Perspective on Working Hours, Home Office, Career, Tasks and Responsibilities
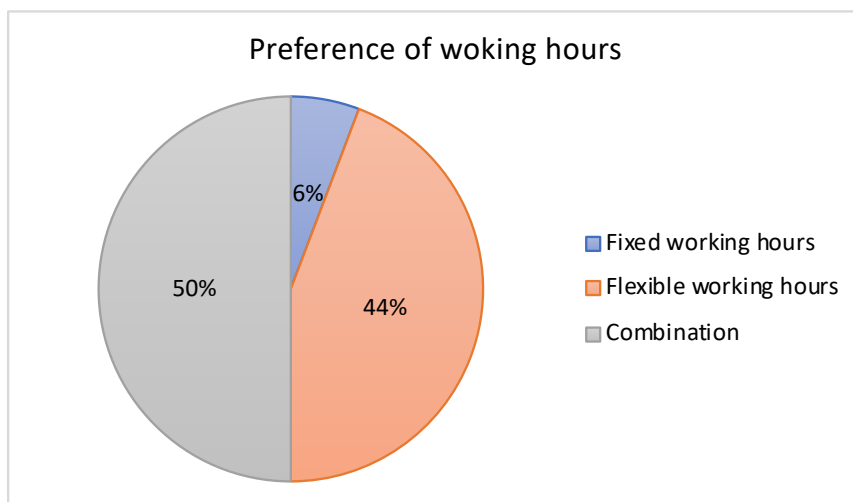
Figure 12 Preference of working hours, source: own creation

Working hours might not be directly linked to motivation, however, it might work as a motivator to get a certain job in a certain company. Flexible working hours become trendy during recent years and according to the chart below a lot of students prefer flexible working hours. Nevertheless, the most frequent preference is combination of both fixed working hours and flexible working hours with 50% of respondents. Fixed working hours prefer just 6% of students.

Another trend is having a 'home office' where employees work from home. Employers put a lot of trust in employees by allowing them to work anywhere an employee wants, however, he or she has to stay in touch and be actively working during that time.

This type of work is advantageous mainly to women on maternity leave and it is usable when employer does not need employee sitting in the office and being available for the whole working period or when the work is awarded based on the amount of work done.
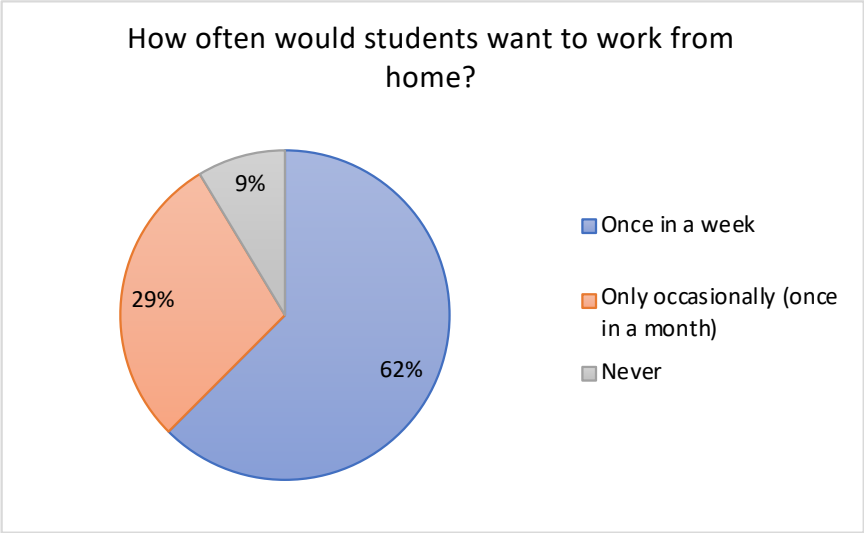
Figure 13 How often would students want to work from home? Source: own creation

The questionnaire did not offer the possibility of working just from home, so the proportion might be different, if there was the possibility. 62% of students prefer working from home at least one in a week. 29% of students prefer working from home only occasionally, meaning for example once in a month, and only 9% of students do not want to work from home ever.
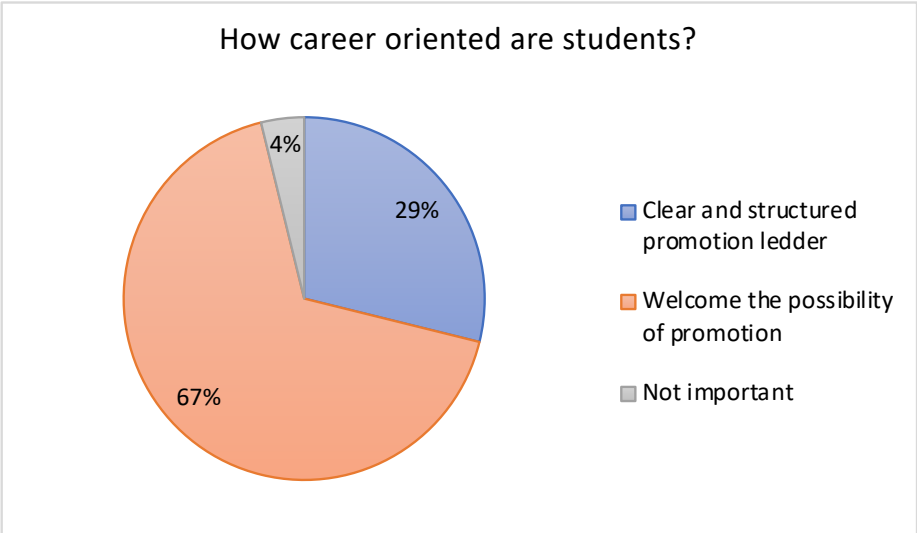
Figure 14 How career-oriented students are? Source: own creation

Promotion is often a goal of an employee and if the promotion is reachable, it might serve as a motivation to work harder and do something extra to be noticed by the management. 29% of students prefer clear and structured promotion ladder. This is usually seen within large companies where employees have a great chance to move up the hierarchical ladder. 67% of students welcome the possibility of promotion but it is not their prime goal yet and just 4% of students stated that promotion is not important for them.
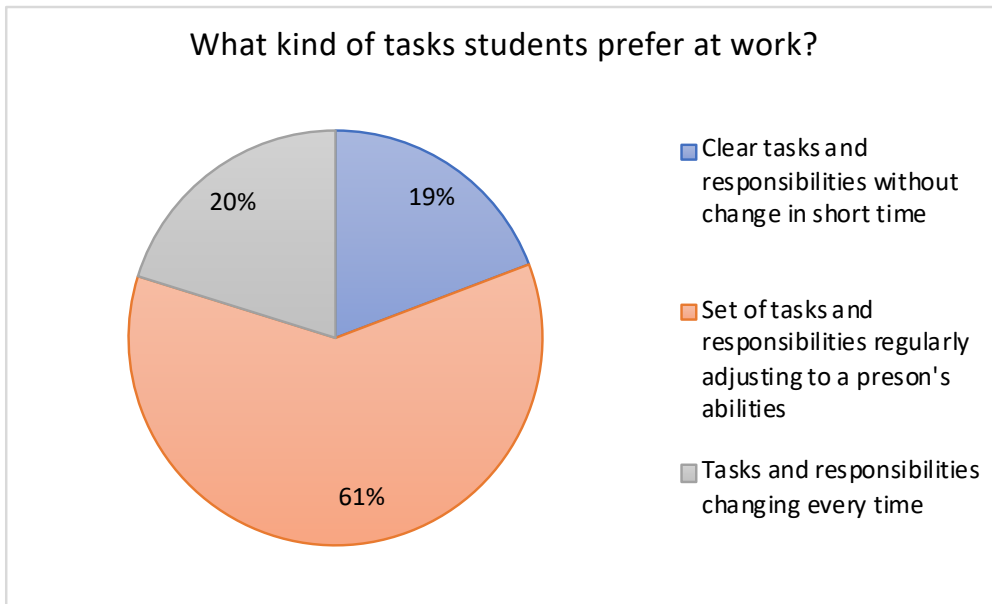
Figure 15 What kind of tasks students prefer at work? Source: own creation

Three possibilities were given to students about work tasks to decide which type they prioritize. The most successful is 'the set of tasks and responsibilities which is regularly adjusted to personal skills and abilities' with 61% of all respondents. This corresponds with the theory of human resources model of employee's motivation to work, since each employee has individual needs and goals to fulfil and one of the needs is not to have 'boring' and repetitive tasks. 20% of students prefer tasks and responsibilities changing every time some task is finished. 19% of students prefer clear tasks and responsibilities without change in short time.

4.2.10 Working Abroad Within One Organization

Figure 16 How important is the possibility of working abroad within one organization? Source: own creation

Some of the larger organizations on the Czech labour market provide the opportunity for its employees to change location and work abroad while still working for the same company. However, it seems quite unimportant from the questionnaire results.

For 33% of the students, working abroad within one company is not important. 42% of the students are neutral towards the possibility of working abroad within one company. Only 21% of the students consider it important.

A question, why that is, may be answered in the next chapter 'comparison between ladies and gentlemen'. Ladies might be more focused on staying in the Czech Republic due to the expectancy of starting a family sooner or later and contrarily gentlemen might be more open to the idea of living and working abroad.

4.2.11 Development of Skills and Abilities at Work

The question whether students would like to further develop their work skills and abilities was unequivocally answered by yes regardless of how important an individual actually consider the development is. Students were given four general types of further education and skills development to choose which they prefer. Students were able to choose more than one possible form of education.
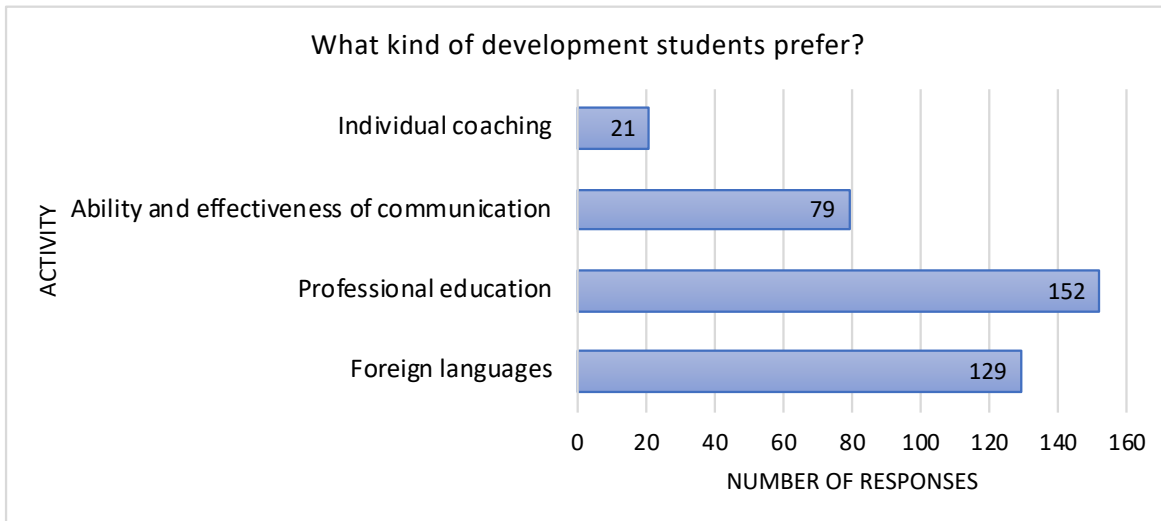
Figure 17 What kind of development students prefer? Source: own creation

From the results above, it can be seen that FEM, CULS students are practical when deciding which type of education to choose. 70% of the students would prefer professional education to extend their professional knowledge and eventually reach higher market value. Professional education might include for example working with specialized computer programmes, theoretical and practical knowledge from the area of company's expertise, etc. 59% of the students would like to study foreign languages, 36% of the students would like to study interpersonal communication, 10% of the students (only 21 of all the respondents) would like to have individual coaching.

Next question was created as a follow-up to preceding question about further skills and abilities development and focuses on frequency with which students would like to use foreign languages at work.
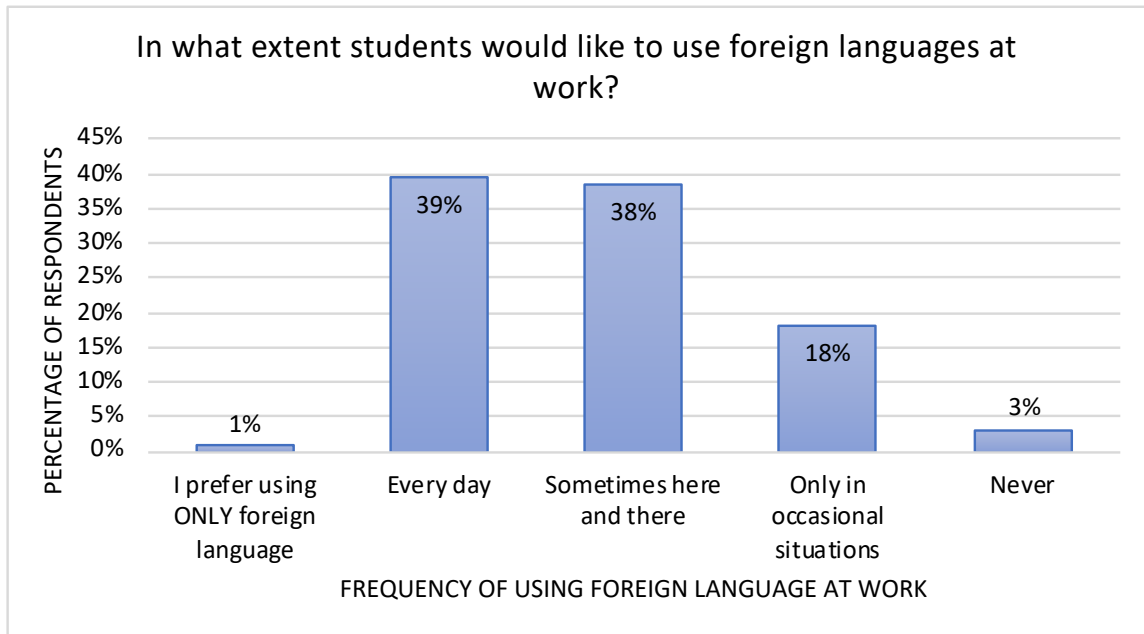
Figure 18 In what extent students would like to use foreign languages at work? Source: own creation

40% of all respondents would like to use foreign language at work every day. The question is, whether those 40% of students are the same as the ones who prefer working for international organizations or not.

38% of respondents would like to use foreign language several times a month, sometimes here and there but not every day. It can be categorized to 'once a week' foreign language usage.

18% of respondents prefer using foreign languages only occasionally in a special situation demanding the ability to understand and speak in foreign language. It can be categorized to 'once a month' foreign language usage.

Only two respondents prefer using only foreign language at work and six respondents do not want to use foreign language at work at all.

4.2.12 Technical Equipment

Students were also asked about the importance of modern technical equipment and whether it is necessary or not. Second question is regarding what technical equipment students expect to have at work.
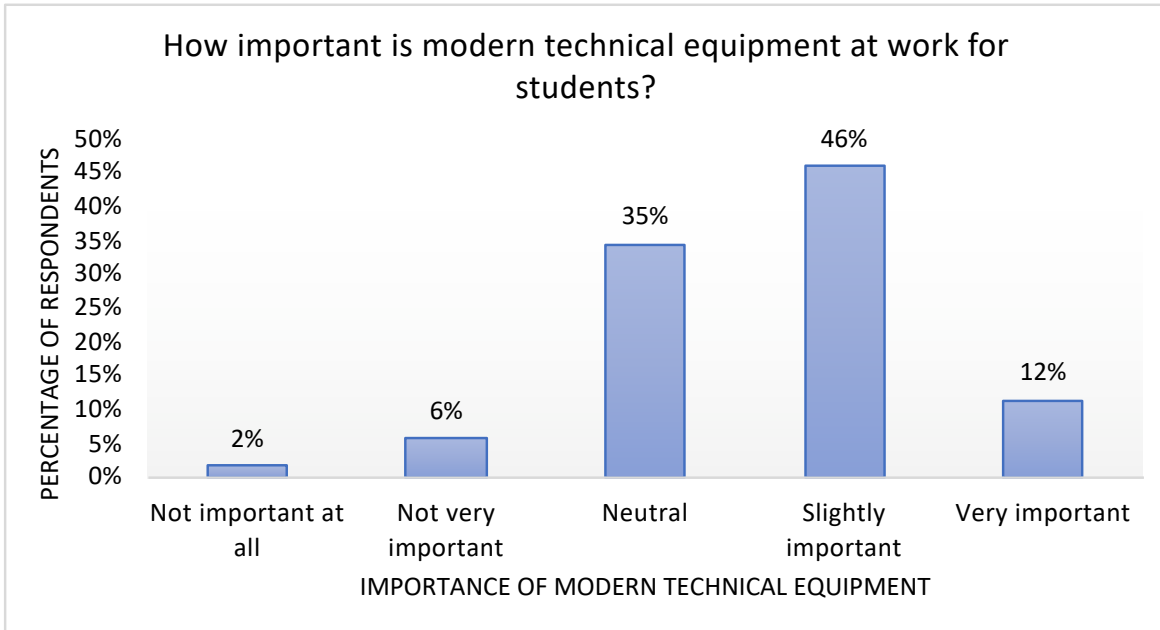
Figure 19 How important is modern technical equipment at work for students? Source: own creation

The first question asks how important it is for students to have modern technical equipment at work. From the chart above, it can be seen that only 8% of the students feel like it is not important whether the technical equipment is modern or not, 35% of the students are neutral towards modernity of the technology, on the other hand, 46% of the students consider modern technical equipment slightly important and 12% of them consider it very important.

It can be concluded that modern technical equipment is rather on the more important side of the scale, however, a number of students were more concerned about the functionality of the equipment by adding to the comments that everything should work reliably, quickly and have a good quality.
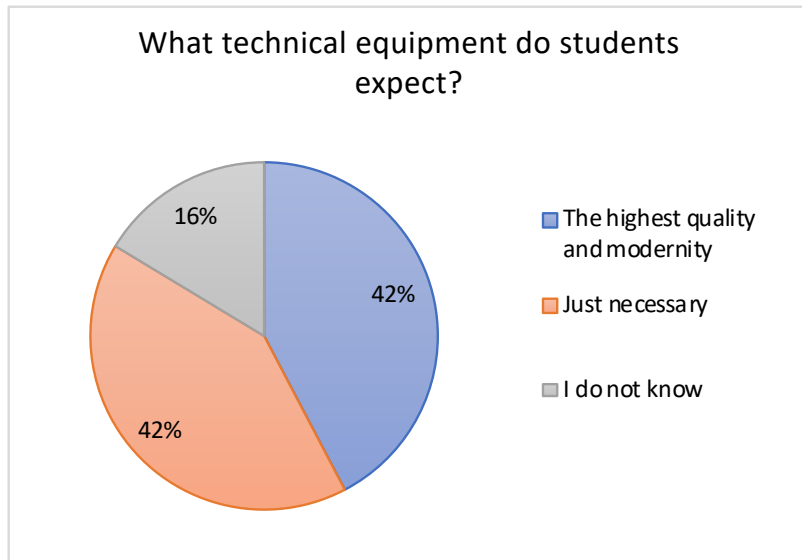
Figure 20 What technical equipment do students expect to have at work? Source: own creation

The second question is about what technical equipment students expect to have at work, whether it should be the highest quality and modernity equipment, or it can be just the necessary equipment, or they do not know. 16% of the students do not know what to expect. 42% of the students expect just the highest quality of the equipment and 42% of the students expect just the necessary equipment.

Interesting is, that 25% of the students who have chosen that they expect just the highest quality and modern equipment actually stated that they are neutral when it comes to the importance of modern technical equipment at work. The rest of them earlier stated that modern technical equipment is slightly or very important for them. Another interesting fact is that 50% of the students who have chosen that they expect just necessary equipment, earlier stated that modern technical equipment is slightly or very important for them.

In conclusion, the two questions regarding the technical equipment become rather confusing together. Nevertheless, one question is targeted on personal opinion on the importance of modern technical equipment and another question is targeted on assumptions about one's future job and what is the equipment going to be like. Due to this, it may happen that a person with strong preference to high modernity equipment can chose that he or she do not know what to expect at his or her future job in the second question, and vice versa.

4.2.13 Benefits Preferences

One of the last questions in the questionnaire are the one regarding benefits preferred by students. The first one is regarding benefits meant to be used also at home, not only at work and the second question is regarding things that might make the work place more comfortable and make employees happier at the work place.

Students were given nine possible benefits which are more or less usual in organizations and they were asked to pick one or more benefits which they desire the most an organization offered to them.
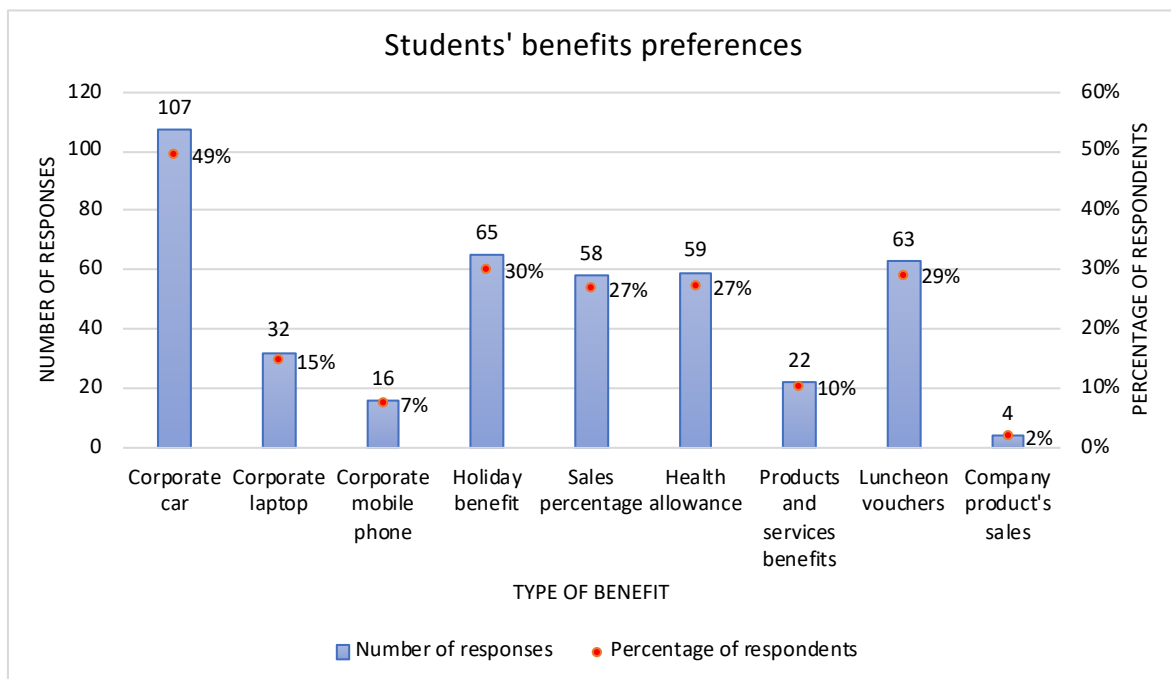
Figure 21 Students' benefits preferences, source: own creation

From the chart above, it can be seen that corporate car clearly wins and is the most desired benefit an organization can offer to students. 107 out of 218 (49%) respondents marked corporate car as the best benefit. Four of the benefits ended up with similar number of respondents, and thus on the imaginary second place in the ranking. Holiday benefits and luncheon vouchers were marked by 30% and 29% of all the respondents as the best benefit, sales percentage and health insurance were marked by 27% of all the respondents.

Among the less popular benefits ended up corporate laptop, corporate mobile phone, products and services benefits and corporate's products sales. One of the factors influencing low popularity of corporate laptops and mobile phones as benefits might be the

fact that computers and mobile phones are essential working equipment required for effective performance.

Second question regarding benefits is focused on benefits at work place. Students were asked to choose one or more possible benefits which could make them more comfortable at work.
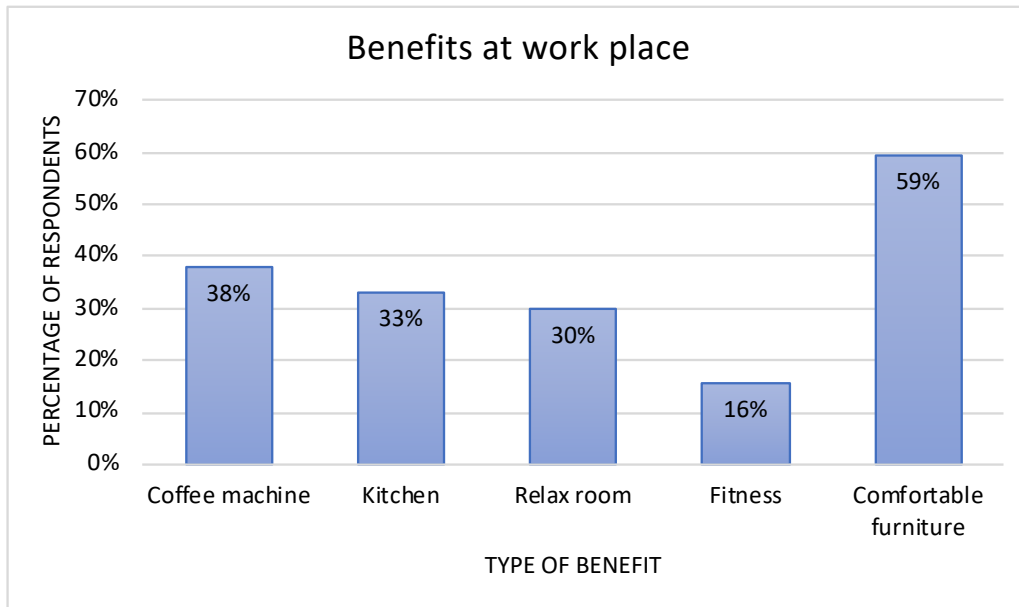
Figure 22 Students' benefits preference at work place, source: own creation

Comfortable furniture ended up on the first place with 59% of the respondents, second is coffee machine which is preferred by 38% of all respondents, third is whole kitchen area preferred by 33% of all respondents, next is relaxation room preferred by 30% of all respondents and the last one is fitness which is preferred only by 16% of students.

4.2.14 The Idea of Starting Salary Level

The last question of the questionnaire is about desired level of starting net salary.
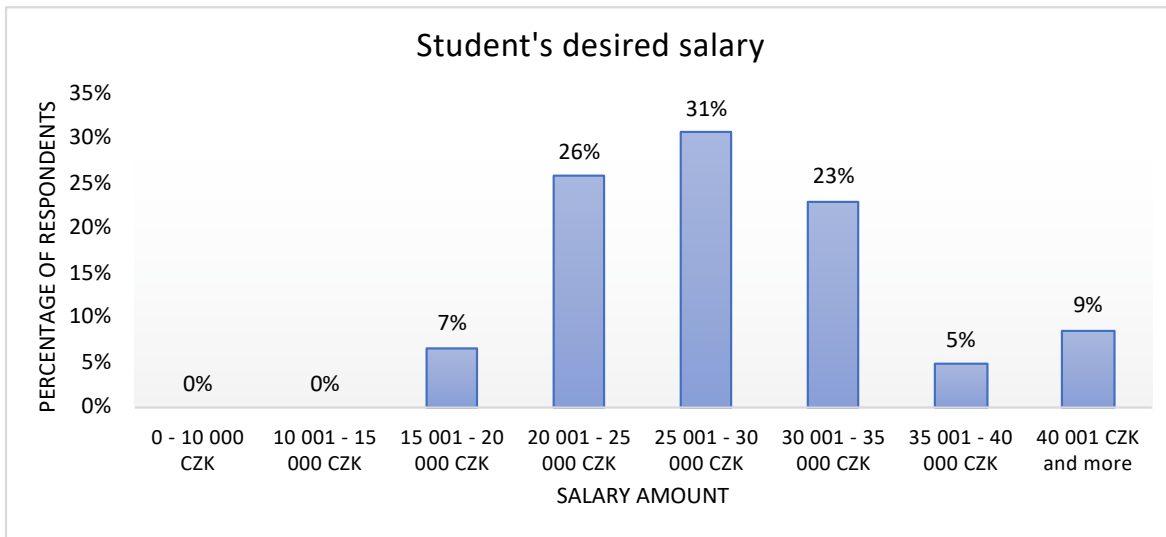
Figure 23 Students desired salary level, source: own creation

This question was composed to ask about the vision students have about their starting salary, so it does not have to necessarily reflect the reality and expectation about the starting salary.

Nevertheless, the visions about the starting salary are quite reasonable. 26% of the students picture their starting salary somewhere in between 20 thousand and 25 thousand Czech crowns. 31% of the students picture their starting salary amount somewhere in between 25 thousand and 30 thousand Czech crowns. One step higher went 23% of the students who picture their starting salary in between 30 thousand and 35 thousand Czech crowns.

14% of the students picture their starting salary even higher than 35 thousand Czech crowns. It is important to mention that even when the composition of respondents is 25% men and 75% women, the composition of students picturing their starting salary higher than 35 thousand Czech crowns is equal among men and women. On the other hand, the lowest salary level which was chosen by 7% of the students is composed of 88% women and only 12% men.

4.2.15 Preferred Style of Transportation to Work

The last chart of this chapter is about preferred style of transportation to work. Students were asked whether they prefer commuting to work by public transport, by car, by bike or on foot or they do not care.
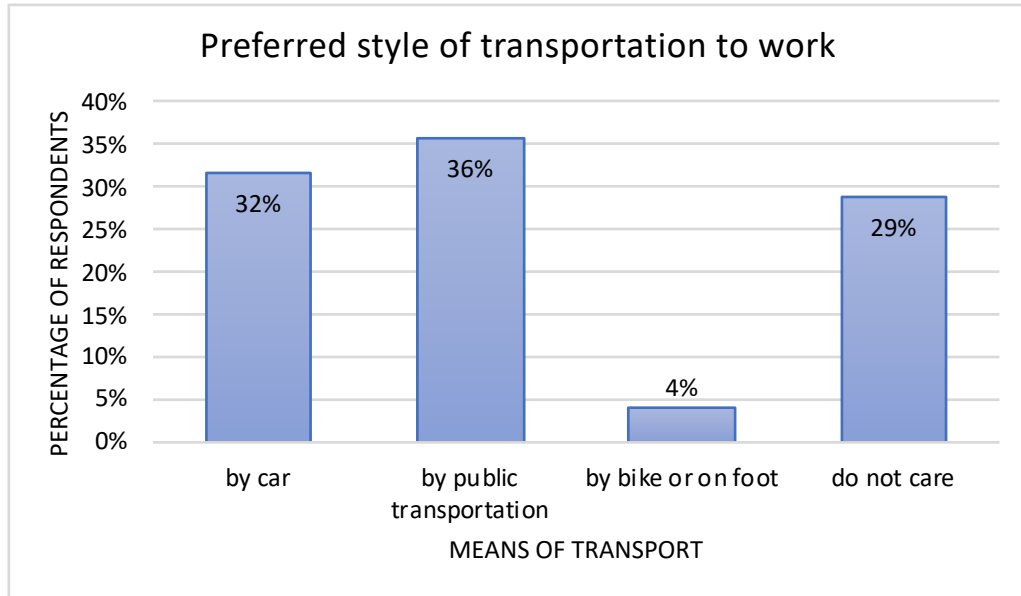
Figure 24 Preferred style of transportation to work, source: own creation

The results of the questionnaire show that students prefer public transportation the most. 36% of the students chose at the preferred means of commuting to work. The reasons are quite simple and reasonable as the public transportation is less expensive than commuting to work by car, and for example in the city like Prague it is also much quicker. However, 32% of the students prefer commuting to work by car. The reasons might be that it is more comfortable than public transportation and it might be quicker for long distances.

Only 4% of the students prefer commuting to work by bike or on foot and surprisingly 29% of the students do not care how they will commute to work. They are most likely ready to buy a car if they need to travel to work farther distances or they just expect to adapt and find the way when they actually have a job.

4.3 Comparison Between Ladies and Gentlemen

This chapter is going to show the areas where the difference between ladies and gentlemen is the most significant as a follow up to the decision to continue in the research even though the research sample is not representative.

4.3.1 Maternity/Parental Leave and Work

The first and largest difference between ladies and gentlemen is when answering questions about maternity and parental leave and work. The next chart is showing how important it is for ladies and gentlemen to have the opportunity to work within one organization while being on maternity/parental leave.
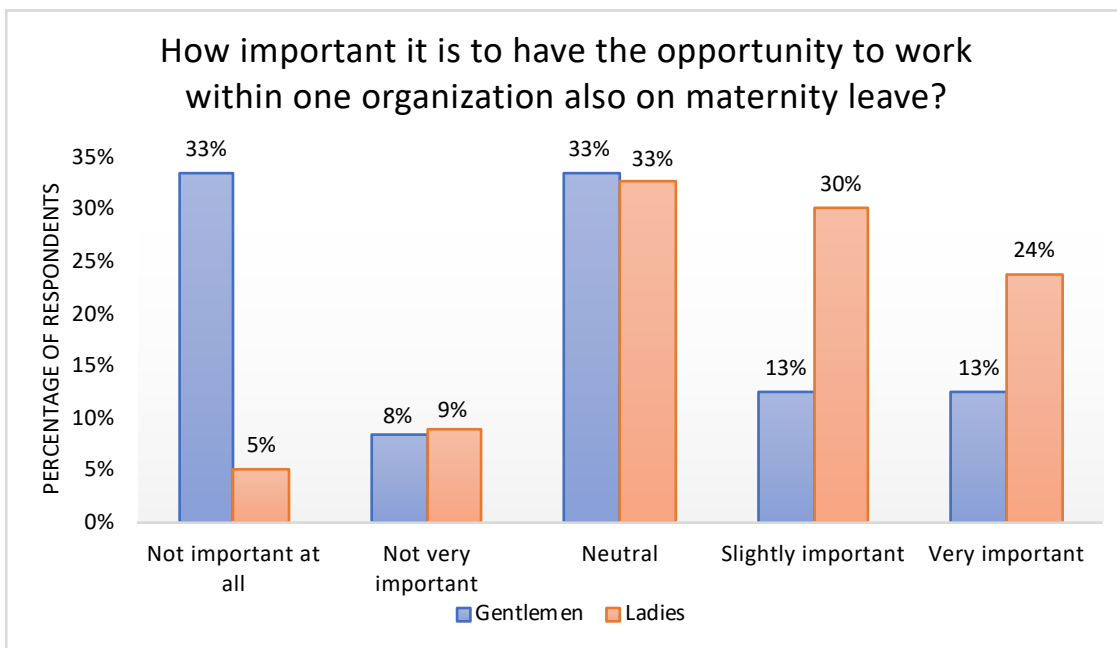
Figure 25 How important it is to have the opportunity to work within one organization also on maternity leave? Source: own creation

5% of the ladies attending the survey answered that having the possibility to work within one organization while being on maternity/parental leave is not important at all for them. 9% of the ladies answered that it is not very important for them. 33% of the ladies are neutral towards having the possibility to work within one organization while being on maternity/parental leave. 30% of the ladies consider it slightly important and 24% of ladies consider it very important.

These results can be divided into three groups according to how ladies feel it is important to have the opportunity of working on maternity/parental leave for a little bit easier interpretation: not important (14%), neutral (33%) and important (54%). It shows that 54% of the ladies are considering working while on maternity leave and would welcome to have this possibility offered by the organization.

On the other hand, 33% of the gentlemen consider this totally unimportant for them. 8% of the gentlemen consider it not very important, 33% of them are neutral towards this possibility, 13% of them consider it slightly important and 13% of them consider it very important.

The gentlemen results are almost opposite the ladies' results. For 41% of the gentlemen, it is not important to have this possibility offered by the organization against 14% of ladies. 33% of the gentlemen are neutral towards having this possibility as well as ladies and only 26% of the gentlemen consider it important against 54% of ladies.

The second question regarding this topic is about which position students would prefer an organization keep for them for the time when they finish their maternity/parental leave.
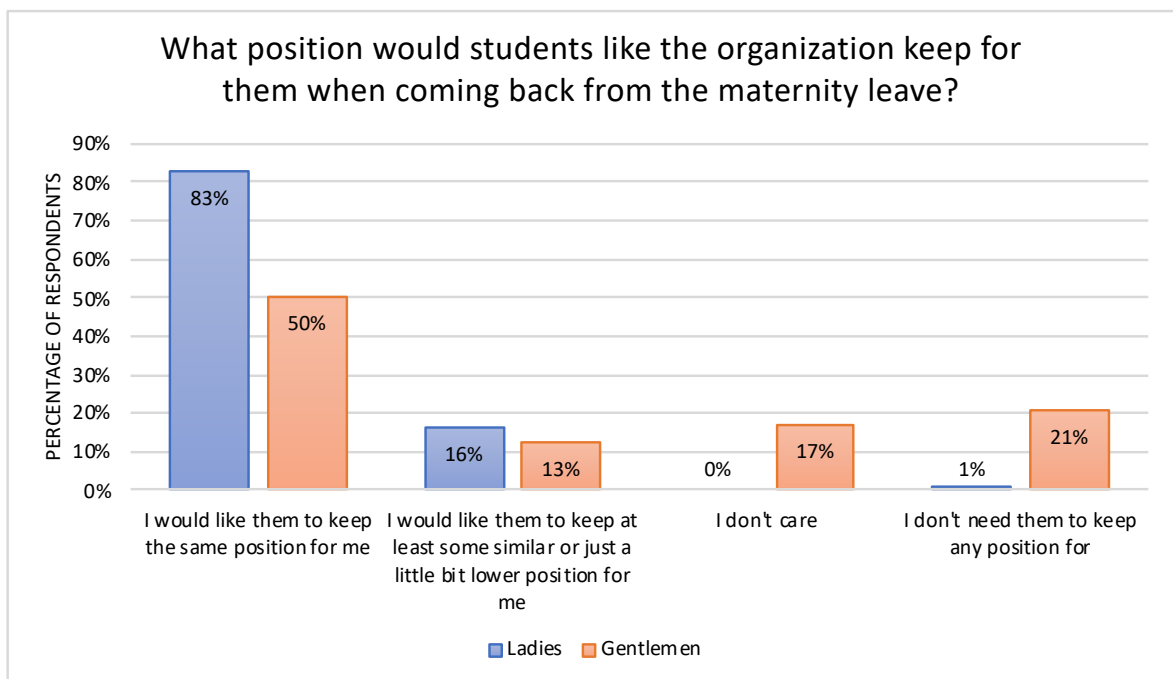
Figure 26 What position would students like the organization keep for them when coming back from the maternity leave? Source: own creation

The results of the survey show that 83% of ladies would like the organization to keep the same position for them when they return from maternity/parental leave. 16% of the ladies would like the organization to keep at least some similar or just a little bit lower position for them and just 1% of the ladies do not need the organization to keep any position for them.

Previous question results showed that gentlemen are generally not very interested in the possibility to work while being on parental leave, however, it would be very helpful and supportive to ask additional question, whether they ever considered or are considering going on parental leave. Anyway, 50% of the gentlemen would like the organization to keep the same position for them against 83% of the ladies with this answer, 13% of the gentlemen would like the organization to keep similar or just a little bit lower position for them against 13% of the ladies, 17% of the gentlemen do not care against 0% of the ladies and 21% of the gentlemen do not need an organization to keep any place for them against 1% of the ladies.

Again, it would be very helpful to ask additional question about their plans to the future and if they ever considered going on parental leave.

4.3.2 Differences in Desired Starting Salary
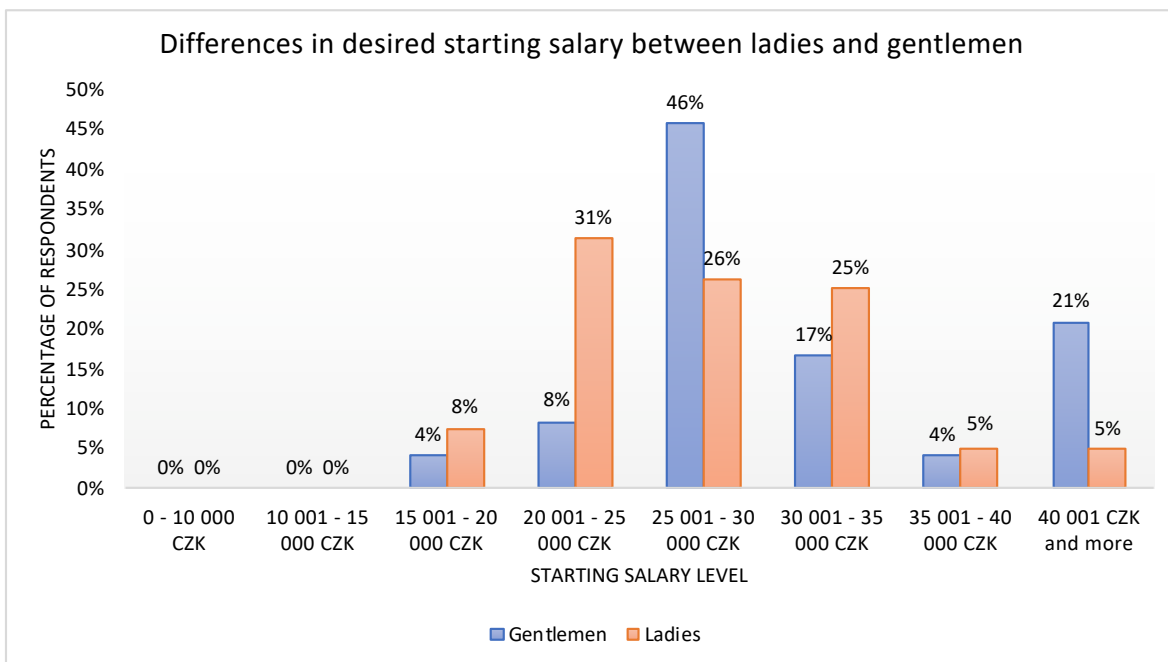
Figure 27 Differences in desired starting salary between ladies and gentlemen

Even though the difference among salary levels is not huge, it is visible that gentlemen prefer a little bit higher salary level than ladies. Neither ladies, nor gentlemen would go under 15 thousand Czech crowns when imagining their future starting net salary per month.

8% of ladies imagine their starting net salary somewhere in between of 15 thousand and 20 thousand Czech crown per month against 4% of gentlemen. 31% of ladies imagine their starting net salary somewhere in between of 20 thousand and 25 thousand Czech

crown per month against 8% of gentlemen. This already shows that ladies go a little bit lower with the desired salary level than gentlemen. 39% of ladies go for salary amount of 15 to 25 thousand Czech crowns against just 12% of gentlemen.

26% of ladies imagine their starting net salary somewhere in between of 25 thousand and 30 thousand Czech crown per month against 46% of gentlemen and 25% of ladies imagine their starting net salary somewhere in between of 30 thousand and 35 thousand Czech crown per month against 17% of gentlemen. Here, it is visible that gentlemen go for a little bit higher salary amount of 25 to 35 thousand Czech crowns per month: gentleman 63% and ladies 51%.

And finally, 5% of ladies imagine their starting net salary somewhere in between of 35 thousand and 40 thousand Czech crown per month against 4% of gentlemen and 5% of ladies imagine their starting net salary somewhere in between of 40 thousand and 45 thousand Czech crown per month against 21% of gentlemen. Only 10% of ladies and 25% of gentlemen go for high salary level of 35 thousand Czech crown and more.

4.3.3 Differences in Dream Job Characteristics

Some differences appeared in the description of dream job according to ladies and according to gentlemen.
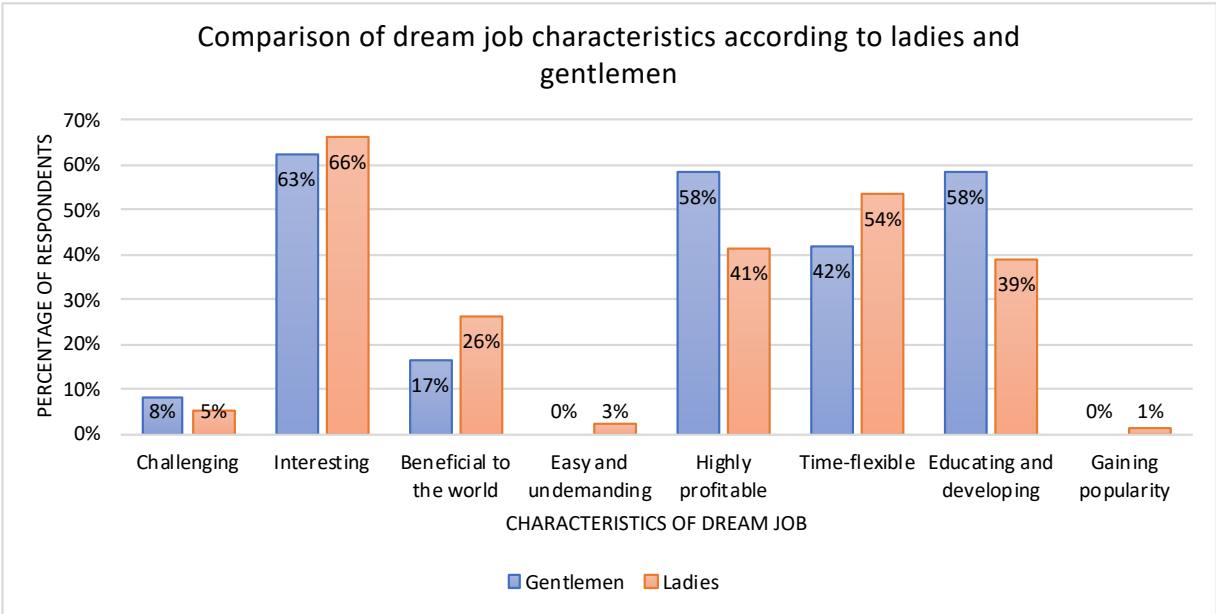
Figure 28 Comparison of dream job characteristics according to ladies and gentlemen

Among the undesired characteristics of one's dream job stayed 'challenging', 'easy and undemanding' and 'gaining popularity' with very similar results. With almost the same results ended up interestingness with 66% among ladies and 63% among gentlemen. With the rest characteristics, there are some smaller or larger differences.

Characteristic 'beneficial to the world' have chosen 26% of ladies and 17% of gentleman, 'highly profitable' have chosen 41% of ladies and 58% of gentlemen, 'time-flexible' have chosen 54% of ladies and 42% of gentlemen, 'educating and developing' have chosen 39% of ladies and 58% of gentlemen.

For ladies, it is important to have interesting job and this aspect is at the same level as with gentlemen. Time-flexibility is more important for ladies and it is the second top characteristic of a dream job. Then ladies also desire high-profitable and educating and developing job. Having a job which would be beneficial to the world is more important for ladies, however, it is not the most important aspect.

For gentlemen, it is important to have interesting job as well as for ladies. Second most important dream job characteristics for gentlemen is high-profitable and educating and developing job, and gentlemen prefer these characteristics about 20% more than ladies. Time-flexibility is also important for gentlemen; however, it is more important for ladies. The rest of the characteristics are not important for gentlemen.

4.3.4 Differences in Type of Working Hours Preferences

Quite significant difference is between the types of working hours ladies and gentlemen prefer.
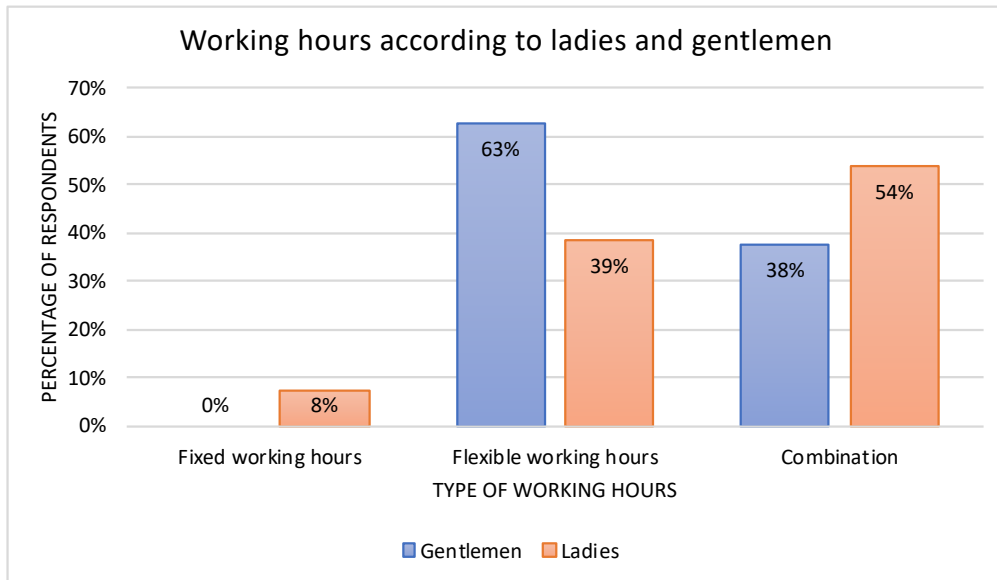
Figure 29 Working hours preferences according to ladies and gentlemen

63% of gentlemen prefer flexible working hours against 39% of ladies. Combination of fixed and flexible working hours prefer gentlemen from 38% and ladies from 54%. Only fixed working hours prefer 8% of ladies and none of gentlemen.

5 Discussion

The results of this diploma thesis research are going to be compared with two similar researches with aspects that is possible to compare. One research is included in Michala Kunášková's bachelor thesis named Motivation for Working During Study at University and the second bachelor thesis written by Kateřina Horáková, named The Ideas of a Selected Group of University Students of an Ideal Career.

5.1 Comparison of the Research Results with Bachelor Thesis Student's Motivation for Working During Study at University by Michala Kunášková

The Bachelor Thesis Student's Motivation for Working During Study at University by Michala Kunášková was chosen for its similarity to this diploma thesis regarding the research topic and questions students were asked in the questionnaire. The bachelor thesis of Kunášková was successfully defended at the University of Economics, Prague in 2015.

297 university students from sixteen different universities participated in the research by Kunášková. Most of the respondents (45%) came from the Charles University in Prague and 28% of the respondents came from the University of Economics in Prague. For the purposes of this diploma thesis, only part of the bachelor thesis questionnaire results can be used and compared with the results of this diploma thesis research (Kunášková, 2015).

The questionnaire Kunášková created includes three question similar to questions in the questionnaire created for this diploma thesis. First question is asking to evaluate eleven possible motivators according to one's preferences on the scale from 1 (not motivating to work) to 5 (the most motivating to work). The possible motivators are: financial evaluation (money), non-financial benefits, the possibility of personal development, the possibility to use one's theoretical knowledge in praxis, the possibility to work abroad, the diversity of work tasks, working environment, organization's prestige, the possibility of career development (moving upwards the corporate ladder), atmosphere in a team at work, time-flexibility or home office. Second question is asking about hourly wage for which student is willing to work and the third question is asking about which non-financial benefit is the most motivating (Kunášková, 2015).

Kunášková divided the questionnaire responses according to the field of student's study, thus, for the purposes of this diploma thesis, only the results of economical field of study students are used.

5.1.1 Comparison of Questionnaires Results

Kunášková provided five most important motivators for students of economic programmes. The first motivator according to the results of the bachelor thesis questionnaire is team atmosphere at work followed by the possibility of career development, the possibility of personal development, time-flexibility and financial evaluation in descending order (Kunášková, 2015).

5.1.1.1 Work Experience

94% of the respondents from Kunášová's research have work experience and are actively working while studying (Kunášková, 2015) which is similar to the results of this diploma thesis questionnaire where 99% of the students have an experience with working and simultaneously studying.

5.1.1.2 Major motivators

The major motivator is according to Kunášková atmosphere at work followed by the possibility of career development and the possibility of personal development. According to her research results, 60% of the respondents would like to learn from experienced manager or mentor. Another important motivator is the possibility of flexible working hours or home office. On the other hand, the possibility of working abroad was not evaluated as important motivator. Nevertheless, Kunášková is not stating any concrete numbers or details about why these motivators are more important or less important (Kunášková, 2015).

This diploma thesis research did not include specifically evaluation of atmosphere at work, however, this aspect was included in the managers' and colleagues' evaluation who are the main creators of the atmosphere. 68% of the respondents prefer fair manager, 48% of the respondents prefer positive manager and 35% of the respondents prefer friendly manager. Mostly preferred colleagues' characteristics are willingness to help, reliability and friendliness. Thus, it could be stated that students are very interested in working in positive and friendly atmosphere.

Coincidently with this diploma thesis, questionnaire results showed that personal development and the possibility of career development are very important for students.

92% of the respondents stated that personal development is slightly important or very important for them. Only 4% of the respondents stated that career is not important for them, the rest of the respondents prefer either clear and structured promotion ladder (29%) or they welcome the possibility of promotion (67%).

Kunášková stated that flexible working hours is already a commonplace. The results of the questionnaire in this diploma thesis showed that students prefer flexible working hours (44%) more than fixed working hours (only 6%), however, the most preferred is combination of both (50%). Thus, it could be said that flexible working hours are motivating for students also because of 62% of the respondents who stated that they would like to work from home at least once in a week.

Coincidently, the possibility of working abroad is not considered very important for students. However, in this diploma thesis questionnaire, students were asked whether the possibility of working abroad within one organization is important for them. The results showed that majority of the students consider it unimportant or they are neutral towards this.

5.1.1.3 Non-financial benefits

According to the results of Kunášková's research, the most desired non-financial benefit is corporate car, followed by luncheon vouchers and cultural events tickets (Kunášková, 2015).

Coincidently, results of this diploma thesis questionnaire showed that the most desired benefit is corporate car followed by holiday benefits, luncheon vouchers, sales percentage in salary and health allowance.

5.1.1.4 Financial evaluation

The results for financial evaluation are very different for each research. Kunášková was asking about the salary for which students are willing to work and for 34% of the respondents the resulting monthly salary emerged to be between 13 thousand and 16 thousand Czech crowns per month after conversion from hourly wage. For 29% of the respondents, the allowable monthly salary is between 16 thousand and 21 thousand Czech crowns (Kunášková, 2015).

The questionnaire created for this diploma thesis was asking about the desired starting net salary per month. The results showed that 26% of the students desire their

starting salary between 20 thousand and 25 thousand Czech crowns, 31% of the students desire their starting salary between 25 and 30 thousand Czech crowns and 23% of the students desire their starting salary between 30 and 35 thousand Czech crowns.

Important fact is that the questions are quite different, and one is asking for salary one is willing to work for and second is asking for desired salary. Second important fact is that there is 3 years' time span between the two researches.

5.2 Comparison of the Research Results with Bachelor Thesis The Ideas of a Selected Group of University Students of an Ideal Career by Kateřina Horáková

The Bachelor Thesis The Ideas of a Selected Group of University Students of an Ideal Career by Kateřina Horáková was chosen for its similarity to this diploma thesis regarding the research topic and questions students were asked in the questionnaire. The bachelor thesis of Horáková was successfully defended at the Palacký University Olomouc in 2015.

114 university students from the department of andragogy, sociology and cultural anthropology at Palacký University Olomouc participated in the research by Horáková (Horáková, 2015). For the purposes of this diploma thesis, only part of the bachelor thesis questionnaire results can be used and compared with the results of this diploma thesis research.

The questionnaire Horáková created includes five questions similar to questions in the questionnaire created for this diploma thesis. First question is asking about preference on being employed or having own business. Second and third question is related to organization preference, whether one prefer small or large organization and whether one prefer private or national organization. Fourth question is regarding desired starting monthly salary. Fifth question is asking about the importance of salary, work tasks and working environment and how it is important for students. Detailed comparison of these questions results follows (Horáková, 2015).

Nevertheless, major difference in the location of the universities and the branches of study have to be taken into consideration.

5.2.1 Employment or having own business?

Horáková's research shows that 61% of the students attending the research prefer being employed and 39% of the students prefer having own business (Horáková, 2015).

In this diploma thesis research, question on preference between employment and having own business was not originally included, however, it appeared in the questionnaire. The results showed that 69% of the students prefer being employed and 31% of the students prefer having own business. Nevertheless, 39% of the students also stated that they are going to be employed, and simultaneously, they will be trying to start up their own business.

Thus, the results of the question on preference between employment and having own business are very similar.

5.2.2 What type of organization students prefer?

Horáková was asking in her questionnaire about the preference between small organization and large organization and then about the preference between private or national organization. 69% of the students prefer small organization against 31% of the students preferring large organization and 69% of the students prefer private organization against 31% of the students preferring national organization (Horáková, 2015).

The two questions can be compared with one question of this diploma thesis questionnaire about what type of organization students prefer. The results showed that 36% of the students prefer international organization, 17% of the students prefer small organization and 12% of the students prefer national organization, however, 35% of the students do not prefer any type of organization.

It could be said that the results are almost the opposite of one another. The first research by Horáková, students prefer small and private organizations, and in the research of this diploma thesis, students prefer international organizations which are usually private but large.

5.2.3 Starting salary

In Horáková's research, 37% of the students prefer their starting salary between 10 and 15 thousand Czech crowns and 47% of the students prefer their starting salary between 15 and 20 thousand Czech crowns per month. The average salary desired by men is 20

thousand Czech crowns and the average salary desired by women is 15 thousand Czech crowns (Horáková, 2015).

In the research of this diploma thesis, 26% of the students prefer their starting salary between 20 and 25 thousand Czech crowns, 31% of the students prefer their starting salary between 25 and 30 thousand Czech crowns and 23% of the students prefer their starting salary between 30 and 35 thousand Czech crowns per month. The average salary desired by men is 30 thousand Czech crowns and the average salary desired by women is between 25 to 30 thousand Czech crowns.

Both researches show that men desire generally higher starting salary than women. However, students form Horáková's research in 2015 desire generally lower starting salary than students from the research of this diploma thesis and the difference is generally 10 thousand Czech crowns for both genders.

5.2.4   The importance of salary, work content and working environment

The results of Horáková's research show that salary is important for 88% of the students when choosing their first job, work content is important for 96% of the students when choosing their first job and working environment is important for 95% of the students when choosing their first job. Nevertheless, when it comes to the situation where student does not have a possibility of choice, 90% of the students stated that they would rather have any kind of job than none (Horáková, 2015).

The questionnaire of this diploma thesis did not include specifically these types of questions; however, it could be assumed from the questions about dream job characteristics, what should be the boss and colleagues like, ideal set of work tasks and preferred equipment and furniture at work place. The most important aspect of work content appears to be interestingness, students desire fair and positive managers, the most appreciated characteristics in colleagues are reliability and willingness to help, ideal work content includes set of tasks and responsibilities regularly adjusting to one's abilities and students' desired work place should not miss comfortable furniture and coffee machine.

From the examination of the answers above, it can be assumed that salary, work content and working environment are truly important when choosing first job, nevertheless, there can always come a situation when a person does not have much possibilities and something would have to be omitted from the job requirements.

6 Conclusion

As a follow-up to the aims of this diploma thesis, thorough research on the topic of university students' motivation to work and working environment was conducted. The research results have showed many definite motivators as well as ambiguous motivators and preferred aspects of the work or working environment and some ideas and opinions on how students imagine their first full-time job.

For example, interestingness, meaningfulness and pride regarding the work showed itself as an important aspect of student's motivation to work. Time-flexibility was confirmed to be on trend and is desired by 94% of the students and more than half of the students would like to work from home at least once in a month. More than half of the students prefer personalized tasks which would adjust to their abilities in time and they also appreciate to have the possibility of promotion. On the other hand, usage of foreign languages belongs to the ambiguous motivators due to the fact that a number of students prefer speaking in foreign language every day and the same number of students prefer to use foreign language only sometimes. Next ambiguous aspect is preferred type of organization students would like to work for where the leading group was international organization, however, the same number of students do not prefer any type of organization. As a non-motivating aspect of work may be considered prestige and history of the organization or the possibility of working abroad within one organization.

When comparing the results of the research with two bachelor theses with the same topic, the results appeared to be very similar. The only aspect which was significantly different was the desired salary. Students from FEM, CULS desire about 10 thousand Czech crowns net per month more than students from Palacký University Olomouc.

Due to the lack of time and resources, the research does not go into such a depth and detail as it would deserve. There are many aspects which could be examined on top of what was performed. First aspect which can be improved in the future is the sample design in order to ensure representative sample and be able to generalise the findings to all the students from FEM, CULS. Next, the questionnaire might be shortened, and the questions might be modified a little bit. Also, a pilot study might be carried out or the questionnaire might be tested to find out whether the questionnaire is reliable and valid. Finally, more advanced statistical analysis might be used to identify any relationships among variables.

Last suggestion for the future of this research is to make an interview with management of few large companies which employ a lot of students to acquire their opinion and feedback on the research results, and also to acquire greater significance of the research.

7 References

BREWERTON, Paul a Lynne MILLWARD, 2001. *Organizational research methods: a guide for students and researchers*. Thousand Oaks, Calif. : SAGE. ISBN 0-7619-7101-7.

Kothari, C. R. (2004), *Research Methodology: Methods and Techniques*, (Second Edition), New Age International Publishers.

ANDERSON, Harold H a Gladys L ANDERSON, 1951. *An introduction to projective techniques & other devices for understanding the dynamics of human behavior*. New York: Prentice-Hall.

BRYMAN, Alan, 2012. *Social research methods*. 4th ed. New York: Oxford University Press. ISBN 978-0-19-958805-3.

MAUGHAN, Mike. *Organisational behaviour*. New York, NY: Palgrave Macmillan, 2014. ISBN 978-1-137-31242-6.

STEERS, Richard M a Lyman W PORTER, c1979. *Motivation and work behavior*. 2d ed. New York: McGraw-Hill. ISBN 0-07-060941-1.

GRAHAM, Harold Thomas a Roger BENNETT, 1992. *Human resources management*. 7th ed. London: Pitman. M+E Handbook Series, Business. ISBN 0-7121-0844-0.

Motivation, Cambridge Dictionary [online]. [cit. 2018-10-31]. Available at: https://dictionary.cambridge.org

ARMSTRONG, Michael a Michael ARMSTRONG, 2009. *Armstrong's handbook of human resource management practice*. Eleventh ed. Philadelphia: Kogan Page. ISBN 978-0-7494-5242-1.

SIMPSON, William A. *Motivation*. 2nd ed., repr. London: The Industrial Society, 1991. viii, 35 s. Notes for managers. ISBN 0-85290-414-2.

COFER, Charles Norval a APPLEY, Mortimer Herbert. *Motivation: theory and research*. New York: John Wiley, 1967. 958 s.

TAYLOR, Frederick Winslow, 1915. *The Principles of Scientific Management*. New York.

KUNÁŠKOVÁ, Michala. *Student's Motivation for Working During Study at University*. Prague, 2015. Bachelor thesis (Bc.). University of Economics, Prague, Faculty of Business Administration. Thesis supervisor Ing. Kateřina Legnerová, MBA.

Horáková, Kateřina. *The Ideas of a Selected Group of University Students of an Ideal Career*. Olomouc, 2015. Bachelor thesis (Bc.). Palacký University Olomouc, Faculty of Arts, Department of Sociology, Andragogy and Cultural Anthropology. Thesis supervisor PhDr. Helena Kubátová, Ph.D.

KERLINGER, Fred N., 1986. *Foundations of behavioral research*. 3rd ed. New York, NY: Rinehart and Winston.

CRESWELL, John W., 2005. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 2nd revised ed. N.J. Pearson, Merrill: Pearson Education.

8 Appendix

Appendix 1: Results of the enrolment process for bachelor's and master's degree programmes 2017/2018

Results of the enrolment process for bachelor's and master's degree programmes 2017/2018		
Bachelor's degree programmes		
Study programme	Number of enroled students	Percentage of enroled students
Economics and Management	738	39
Business Administration	454	24
Informatics	413	22
Public Administration and Regional Development	189	10
Economic and Cultural Study	67	4
Systemic Engineering	38	2
Total	1899	100
Master's degree programmes		
Study programme	Number of enroled students	Percentage of enroled students
Economics and Management	296	23
Business Administration	592	45
Informatics	175	13
Public Administration and Regional Development	116	9
Economic and Cultural Study	57	4
Project Management	34	3
Systemic Engineering	25	2
European Agrarian Diplomacy	18	1
Total	1313	100

Appendix 2: Questionnaire

Let Companies Know Your Expectations About Your Future Job!

In this questionnaire I am asking questions on university students preparing for their future job. Is that you? What are your expectations about your first full-time job? What do you think the environment, colleagues, equipment will be like? What do you want it to be? What motivates you and which benefits interest you?

In this questionnaire, there are 42 questions divided into 4 topics - school, work, motivation, your idea of work. For one question you can choose one or more answers. This will be explained for every question. Please, answer all the questions so the questionnaire is complete picture of your personality.

Thank you very much for the questionnaire fulfilment :) Results will be sent to chosen companies which will provide their own point of view. This questionnaire can help companies understand you and your generation and adjust to your expectations, requirements and wishes. Your generation will soon be the leading work force at the labour market.

Thank you

Wish you the best

Bc. Simona Motlová

*Povinné pole

1. **Gender** *
   Označte jen jednu elipsu.

   ( ) Male

   ( ) Female

2. **Year of birth (ex. 1993)** *

   _____

3. **Nationality** *
   Označte jen jednu elipsu.

   ( ) Czech

   ( ) Slovak

   ( ) Russian

   ( ) German

   ( ) Ukrainian

   ( ) Polish

   ( ) Austrian

   ( ) UK

   ( ) Jiné: _____

4. **Highest achieved education** *

Označte jen jednu elipsu.

- ( ) Maturita / A-levels
- ( ) Bacherol's degree
- ( ) Master's degree
- ( ) Doctor's degree

School

5. **Are you studying?** *

Označte jen jednu elipsu.

- ( ) University - Bacherol's degree (1st - 3rd year)
- ( ) University - Master's degree (4th - 5th year)
- ( ) University - Doctor's degree
- ( ) Other types of study programmes
- ( ) I am not studying

6. **Are you studying Czech University of Life Sciences Faculty of Economics and Management?** *

Označte jen jednu elipsu.

- ( ) Yes
- ( ) No

7. **What is your field of study?** *

Označte jen jednu elipsu.

- ( ) Economics and Managements (english)
- ( ) Business Administration (english)
- ( ) Informatics (english)
- ( ) European Agrarian Diplomacy (english)
- ( ) Provoz a ekonomika (czech bachelor's or master's degree)
- ( ) Podnikání a administrativa (czech bachelor's or master's degree)
- ( ) Informatika (czech bachelor's or master's degree)
- ( ) Systémové inženýrství (czech bachelor's or master's degree)
- ( ) Hospodářská a kulturní studia (czech bachelor's or master's degree)
- ( ) Veřejná správa a regionální rozvoj (czech bachelor's or master's degree)
- ( ) Projektové řízení (czech bachelor's or master's degree)
- ( ) Podniková a odvětvová ekonomika (doctor's degree)
- ( ) Management (doctor's degree)
- ( ) Regionální a sociální rozvoj (doctor's degree)
- ( ) Informační management (doctor's degree)

8. **Would you like to have a job in your field of study?** *
   Označte jen jednu elipsu.

   ◯ Yes

   ◯ No

   ◯ I don't know

9. **Do you think you are going to use your knowledge from school at work?** *
   Označte jen jednu elipsu.

   ◯ Yes, for sure

   ◯ Maybe some of them

   ◯ More likely not

   ◯ Definitely not

Work

What is your experience with having a job?

10. **Do you have any working experience?** *
    Označte jen jednu elipsu.

    ◯ Yes

    ◯ No

11. **Which type of employment do you prefer while going to school?** *
    Označte jen jednu elipsu.

    ◯ Part-time job (summer job or temporary job)

    ◯ Reduced full-time job (for example 50% or 65% or 75% employment)

    ◯ Full-time job

    ◯ I do not want to work when studying (I did not work while studying)

12. **Do you prefer being employed or having your own business?** *
    Označte jen jednu elipsu.

    ◯ Being employed

    ◯ Having own business

13. **In reality, do you think you will be employed or will you have your own business?** *
    Označte jen jednu elipsu.

    ◯ I am going to be employed

    ◯ I am going to run my own business   *Přestaňte tento formulář vyplňovat.*

    ◯ I am probably going to be employed and simultaneously trying to run my own business

Motivation

14. **Do you prefer any type of company you would like to work at?** *

Označte jen jednu elipsu.

- ⬭ International company, Multinational company
- ⬭ National private company
- ⬭ National public company
- ⬭ Small company, Family company
- ⬭ I do not prefer any type of company

15. **When you are deciding where to work, how important is history and prestige of the company for you?** *

Označte jen jednu elipsu.

	1	2	3	4	5	
Not important at all	⬭	⬭	⬭	⬭	⬭	Very important

16. **Do you need to be proud of your work?** *

Označte jen jednu elipsu.

	1	2	3	4	5	
Not true at all	⬭	⬭	⬭	⬭	⬭	Very true

17. **How important is the value you add to the company? Do you need a meaningful and valuable job?** *

Označte jen jednu elipsu.

	1	2	3	4	5	
Not important at all	⬭	⬭	⬭	⬭	⬭	Very important

18. **How would you describe yourself at work?**
   Use one or few one-word descriptions
   which come to your mind immediately and
   be honest :) *

_____

19. **How important is your self-interest in the work you are doing?** *

Označte jen jednu elipsu.

	1	2	3	4	5	
Not important at all	⬭	⬭	⬭	⬭	⬭	Very important

20. **What characteristics would you give to your dream job? (choose 2 of them)** *
Zaškrtněte všechny platné možnosti.

- ☐ Challenging
- ☐ Interesting
- ☐ Beneficial to the world
- ☐ Easy and undemanding
- ☐ Highly profitable
- ☐ Time-flexible
- ☐ Educating and developing
- ☐ Gaining popularity

21. **How important is self-development, education and getting better in you job for you?** *
Označte jen jednu elipsu.

	1	2	3	4	5	
Not important at all	◯	◯	◯	◯	◯	Very important

22. **How should your boss motivate you? (choose max 2)** *
Zaškrtněte všechny platné možnosti.

- ☐ Support creativity and new ideas
- ☐ Believe in my skills and delegate important tasks
- ☐ Acknowledge my efforts
- ☐ Communicate often - monthly one to one sessions
- ☐ Jiné: _____

23. **What characteristics do you appreciate in your boss the most? (choose max. 2)** *
Zaškrtněte všechny platné možnosti.

- ☐ Doesn't take advantage of his/her power
- ☐ Fairness
- ☐ Strictness
- ☐ Positivity
- ☐ Friendliness

24. **What characteristics do you appreciate among your colleagues the most? (choose max 2)** *

Zaškrtněte všechny platné možnosti.

- [ ] Friendship
- [ ] Reliability
- [ ] Competitiveness
- [ ] Professionality
- [ ] Ability to motivate
- [ ] Willingness to help

Your Idea of Work

25. **What technical equipment do you expect at your work? (in terms of computers, softwares, mobiles, etc.)** *

Označte jen jednu elipsu.

- ( ) I expect just the highest quality and modernity equipment
- ( ) I expect just the necessary equipment
- ( ) I do not know what to expect

26. **What technical equipment would you love to have in your future job? What cannot be missing in your dream job?** *

_____

_____

_____

_____

_____

27. **How important are modern technologies in the company for you?** *

Označte jen jednu elipsu.

	1	2	3	4	5	
Not important at all	( )	( )	( )	( )	( )	Very important

28. **How important is taking care about the environment within the company for you?** *

Označte jen jednu elipsu.

	1	2	3	4	5	
Not important at all	( )	( )	( )	( )	( )	Very important

29. **Working hours** *

Označte jen jednu elipsu.

○ I prefer fixed working hours

○ I prefer flexible working hours

○ I prefer combination of both previous

30. **What is your opinion on "home office"** *

Označte jen jednu elipsu.

○ I would like to work from home at least once a week

○ I would like to work from home exceptionally (in emergency)

○ I prefer working only at work

31. **How important for you is having the possibility to work even on maternity leave within company you work at?** *

Označte jen jednu elipsu.

	1	2	3	4	5	
Not important at all	○	○	○	○	○	Very important

32. **Would you like the company to keep a place for you when leaving for maternity leave? (even man can have maternity leave these days)** *

Označte jen jednu elipsu.

○ I would like them to keep the same position for me

○ I would like them to keep at least some similar or just a little bit lower position for me

○ I don't care

○ I don't need them to keep any position for

33. **How important is having the possibility of working abroad within one company for you?** *

Označte jen jednu elipsu.

	1	2	3	4	5	
Not important at all	○	○	○	○	○	Very important

34. **Promotion ladder** *

Označte jen jednu elipsu.

○ I prefer clear and structured promotion ladder

○ I welcome the possibility of promotion

○ Promotion ladder is not important for me

35. **Ideal work content for you is...** *
Označte jen jednu elipsu.

- ( ) Clear tasks and responsibilities without change in short time
- ( ) Tasks and responsibilities frequently adjusted to your abilities
- ( ) Tasks and responsibilities are every time different, comes randomly

36. **What could company have to make you more comfortable at work? (choose the best)** *
Zaškrtněte všechny platné možnosti.

- [ ] Have a coffee machine
- [ ] Have a kitchen
- [ ] Have a relaxation room
- [ ] Have a fitness area
- [ ] Have comfortable working place - chairs and other furniture
- [ ] Jiné: _____

37. **Choose 2 most favourite benefits** *
Zaškrtněte všechny platné možnosti.

- [ ] Corporate car
- [ ] Corporate laptop
- [ ] Corporate mobile phone
- [ ] Holiday benefit
- [ ] Sales percentage
- [ ] Health allowance
- [ ] Products and services benefits
- [ ] Luncheon vouchers
- [ ] Company product's sales

38. **What style of transportation do you prefer for getting to the work?** *
Označte jen jednu elipsu.

- ( ) By car
- ( ) Public transport
- ( ) By bike or by foot
- ( ) Does not matter

39. **How much would you like to use foreign languages at work?** *
Označte jen jednu elipsu.

- ( ) I prefer using ONLY foreign language
- ( ) Every day
- ( ) Sometimes here and there
- ( ) Only in occasional situations
- ( ) Never

40. **Would you like to be educated more in abilities useful at work?** *

Označte jen jednu elipsu.

- ( ) Yes, for sure
- ( ) Yes, but it is not important for me
- ( ) More likely not
- ( ) Definitely not

41. **Which category of education do you like the most? (choose max 2)** *

Zaškrtněte všechny platné možnosti.

- [ ] Foreign languages
- [ ] Professional education
- [ ] Ability and effectiveness of communication
- [ ] Individual coaching

42. **How you picture your starting netto salary per month in CZK?** *

Označte jen jednu elipsu.

- ( ) 0 - 10000 CZK
- ( ) 10001 - 15000 CZK
- ( ) 15001 - 20000 CZK
- ( ) 20001 - 25000 CZK
- ( ) 25001 - 30000 CZK
- ( ) 30001 - 35000 CZK
- ( ) 35001 - 40000 CZK
- ( ) 40001 CZK and more

Finale

43. **Tell me what else do you think about this topic**

What do you feel is also important when talking about being employed... space for your own sidelight, ideas and things that did not appear in the questionnaire

44. **Results of the survey**

If you want to get them, give me your e-mail
and I will let you know ;)