

Czech University of Life Sciences Prague
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Diploma Thesis
Employment opportunities for graduates -
analysis of employment opportunities for
graduates of FEM at CULS

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CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

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Economics and Management

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Employment opportunities for graduates – analysis of employment opportunities for graduates of FEM at CULS

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New generation at work: attracting, recruiting, retraining and training generation Y: 2006; McCrindle research; online at: <http://www.google.be/books?hl=cs&lr=&id=ONdoBshH8IMC&oi=fnd&pg=PA4&dq=generatio>

Přechod absolventů škol ze vzdělávání na pracovní trh / Martin Zelenka. – 1. vyd. – V Praze : Pedagogická fakulta Univerzity Karlovy ; Středisko vzdělávací politiky, 2008. – 99 s.: grafy, tab.; 21 cm. – Vyd.: Univerzita Karlova

Společenské souvislosti trhu práce / Dagmar Brožová. – Vyd. 1. – Praha : Sociologické nakladatelství, 2003. – 140 s.: 28 obr., 13 tab.; 24 cm. – (Studijní texty; sv. 26)

Uplatnění absolventů škol na trhu práce: 2011 ; autor textu Jena Burdová ... [et al.] ; uspořádal Robert Sukup. – Vyd. 1. – Praha : Národní ústav odborného vzdělávání, 2012. – 99 s.: tab., grafy; 30 cm

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Declaration

I declare that I have worked on my diploma thesis titled “Employment opportunities for graduates – analysis of employment opportunities for graduates of FEM at CULS” by myself and I have used only the sources mentioned at the end of the thesis.

Prague, 30.11.2014

Monika Vršecká

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Employment opportunities for graduates – analysis of employment opportunities for graduates of FEM at CULS

Summary

The thesis deals with employment opportunities for university graduates on a labour market with specific focus on graduates of FEM at CULS who graduated in full-time bachelor or master study since 2010. The thesis consists of two parts. First part is theoretical and contains literature search with explanation of notions related to the diploma thesis theme such as definition of Generation Y, recruitment process, employers` opinion on hiring of university graduates, employment data of university graduates and improvement of their employability.

Second part is practical and consists of data collection from previously mentioned respondents through an online survey. Collected data are further analysed and compared with CULS annual reports since 2010.

The aim is to find out what is situation of FEM graduates on the labour market and to propose tools for improvement of their employability.

Keywords: graduate, Generation Y, recruitment, employment, employment opportunities

Pracovní uplatnění absolventů – analýza pracovního uplatnění absolventů PEF ČZU

Souhrn

Tato diplomová práce se zabývá uplatněním absolventů vysokých škol na trhu práce se specifictějším zaměřením na absolventy prezenčního bakalářského a magisterského studia PEF ČZU, kteří absolvovali mezi lety 2010 a 2014. Práce se skládá ze dvou částí. V první, teoretické části, se v rámci literární rešerše zabývá vysvětlením pojmů souvisejících s tématem diplomové práce, vymezením generace Y, procesem náborem zaměstnanců, názorem zaměstnavatelů na absolventy vysoké školy, zaměstnaností vysokoškolských absolventů a zlepšením jejich uplatnitelnosti.

Ve druhé, praktické části, je uskutečněn sběr dat od výše zmíněných respondentů pomocí online dotazníkového šetření. Data jsou analyzována a porovnána s výročními zprávami ČZU od roku 2010.

Cílem je zjistit zaměstnanost a uplatnitelnost absolventů PEF na trhu práce a navrhnout nástroje na zlepšení jejich uplatnění.

Klíčová slova: absolvent, generace Y, nabírání pracovníků, zaměstnanost, pracovní uplatnění

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1. Introduction

The diploma thesis deals with employment and employment opportunities of graduates in general with subsequent focus on FEM graduates at CULS. The purpose is to find out what the situation of FEM graduates looks like in a labour market, if they get a job easily or with difficulties, if their job matches previously studied specialization and what are their advantages and disadvantages on a labour market nowadays.

In the second chapter, I define aims and methodology of the thesis.

The third chapter covers literature review and therefore defines education, graduate and university programmes as such. It presents graduates in terms of Generation Y and shows how their behaviour and qualities can help them in working environment. To show several additional characteristics of graduates, Hofstede's cultural dimensions are used. These dimensions are connected with graduates' ease of getting a job and succeeding in it and are followed by the description of McGregor's management styles which indicate the most suitable management style for guiding Generation Y graduates.

Subchapter 8 covers steps of attracting, recruiting and retaining of Generation Y workforce with further focus on interview types during recruiting process.

Literature review also deals with the analysis of graduates' readiness for work environment and employers' preferences of their recruitment with proposals for improvement of their employability.

Another part of literature overview shows Czech Republic employment data specifically between years 2010-2013 focusing on university graduates.

Chapter four brings practical part and comprises of methodology including formulation of the research hypothesis, description of computer assisted web interview that was used for data collection and techniques used for interpretation of obtained data.

Chapter five presents outcomes of the survey with various types of charts and verbal description of results.

Chapter six puts into perspective annual reports of FEM CULS and results of the survey and in the end outlines the recommendation for further research of the topic.

Chapter seven introduces the conclusion of the diploma thesis.

2. Aims and methodology

The aim is to find out what the situation of FEM graduates looks like in a labour market, if they find a job easily or with difficulties, if their job matches the studied specialization, what are their advantages and disadvantages on the labour market nowadays and the possibilities to enhance their employability.

The aim is also to analyse the employment situation of FEM graduates and compare obtained data with Annual reports 2010-2013.

Methodology is divided in two sections, theoretical and practical. Theoretical section involves areas related to university graduates and was processed based on literature review, secondary data were drawn from Czech Statistical Office and Ministry of Labour and Social Affairs of Czech Republic.

Methodology of practical part consists of hypothesis formulation, choice of respondents, primary data collection through an online survey and interpretation of data. Methodology of practical part is described more in details in chapter 4.

3. Literature review

3.1. Definition of education

Krebs defines education as a process during which an individual acquires a set of knowledge and skills as well as the method of their acquisition.¹

University education falls into tertiary education along with higher professional education. Since 2001, it is divided into three stages - bachelor, master and doctoral programs. Universities are governed by the law No. 111/1998 Coll. and have to be registered within the Ministry of Education, Youth and Sports.²

3.2. Definition of graduate

According Oxford dictionaries a graduate is a person who has successfully completed a course of study or training, especially a person who has been awarded an undergraduate or first academic degree.³

Act No. 262/2006 Coll. of Czech Labour Code defines a graduate as an employee entering employment that match his/her qualification if the total duration of his/her professional experience has not achieved 2 years after graduation. This period does not include the period of maternity or parental leave.⁴

3.3. University study programs

Universities offer accredited study programs as well as lifelong learning programs. They also carry out activities such as research, development and other creative activities.

¹ KREBS, Vojtěch. Sociální politika

² Czech Republic. Act No. 111/1998 Coll. In: *Zákon o vysokých školách*

³ Oxford dictionaries. *Oxford Dictionaries: Language matters*

⁴ Czech Republic. Act No. 262/2006 Coll. In: *Zákoník práce*

Bachelor's degree program prepares students especially for the job but also includes theoretical knowledge. Standard period of study is three years (a maximum of 4 years). After completing this degree, graduates receive the title Bc.

European Commission defines master programme as focused on the acquisition of theoretical knowledge based on current scientific knowledge, research and development. It focuses as well on mastering their application and on the development of creativity.⁵

There are two types of master degree: follow-up study and so-called long master programme. They evidently differentiate in length. The first type represents a continuation of a bachelor study programme (usually a two-year term). Second type cannot be split in two separate degrees due to the specification of a field. Long master programmes include fields such as medicine, veterinary medicine or architecture. The graduate consequently receives title Ing. or Mgr.

Doctoral study succeeds after finishing previous degree and is focused especially on scientific research and independent creative activity. Usually takes three up to four years. Graduate receives title Ph.D.

⁵ Struktury systémů vzdělávání a odborné přípravy v Evropě. EUROPEAN COMMISSION. *Ministry of Education, Youth and Sports*

3.4. Generation Y

This generation includes graduates from FEM faculty who took part in the survey presented later in chapter 5 and therefore their further characteristic is presented below.

Generation Y consists of people born between 1980 and 1994. Part of Yers already started to join workforce, another part is still studying and will enter labour market shortly.

Generation Y was given various names such as Millennials, Nexter, Generation Why Not or Dot.com. In the thesis, term Generation Y (or Yers for members of this generation) will be used.⁶

In general, this generation feels very comfortable with computers as children were using it since their childhood thanks to computer games such as Pac Man etc. Therefore use of computers and technologies represents a huge factor of shaping this generation. Naturally gained computer literacy is a big advantage nowadays when graduates search for a job especially with huge expansion of online recruiting opportunities and possibility to find almost any information on Internet.⁷

Another factors shaping this generation are fall of the Berlin Wall, the end of the Soviet Union and the end of Communism. This indicates that Yers have different point of view and conventions than previous generations. It goes hand-in-hand with globalisation, free movement of people and growing opportunities of studying or working abroad.

Another big factor shaping Yers are their families. Their parents, who are part of Generation X, have become much more involved with the lives and choices of their children. This may cause that Yers are less independent and require guidance not only by parents but also in working environment by managers.

⁶ McCrindle. New generations at work

⁷ Recruiting and retaining generation Y

Since primary school, they are used to get permanent feedback e.g. in a form of grades, school reports and also tests or projects in secondary and tertiary education. It converts in their need of feedback in a workplace.

What concerns factors of motivation in workplace, it is no longer only level of a salary but also other attractive benefits such as language courses, meal vouchers, flexible working hours or home office. This leads to widely used term “work-life balance”. It means that Yers do not want to sit in a workplace all day and come home exhausted in the evening instead they prefer to work flexibly (e.g. picking overtime hours or work from home) as they also want to maintain personal relationship and spend time with friends. Work-life balance also includes company support in a form of trainings, language courses and on-going studies.

As popular motto says: they work to live and do not live to work which was the case of Baby Boomers (born between 1945 and 1962).⁸

Yers seek for self-realization therefore they won't hesitate to change a company to get more of it.⁹ This might be seen as a disadvantage when graduate wants to apply for a job as recruiters may rather pick up a candidate who represents a different generation, has huge practice and is more likely to stay in the company for longer time.

In terms of collaboration, graduates and Yers in the same time may benefit from university studies - especially on FEM at CULS where they were supposed to deliver huge number of presentations that were put together by a group of randomly selected students. Thanks to that they learned how to work in a team and how to work with different types of people but still they require increased guidance at work.

To summarize, Yers prefer to enjoy working rather than moving up in the corporate hierarchy. They have relatively high expectations about job content. They expect quality trainings that comply with work-life balance. They also appreciate overall reputation of a company.

⁸ Recruiting and retaining generation Y

⁹ HASTINGS, Rebecca R. Millenials expect a lot from leaders

3.5. Hofstede cultural dimensions

Some of the same elements that Hofstede describes as value dimensions can be translated to differences between generations. Those cultural dimensions will be looked at separately and reflect upon the placement of Generation Y compared to Generation X (born between 1963 and 1980) and Baby Boomers.

3.5.1. Power Distance

Power distance demonstrates an acceptance of unequal power distribution in society. A high power distance means that employees accept a strict company's hierarchy and do what the boss tells them to do without asking any questions. On the other hand, low power distance represents a less formal hierarchy where employees and managers consider each other as colleagues rather than as boss and subordinate.

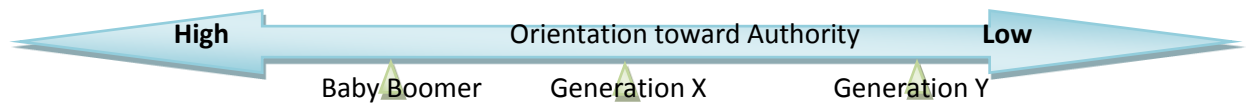
The Czech Republic has a relatively high score on this dimension (57). This score represents a hierarchical society in other words people accept a hierarchical order in which everybody has a place and which needs no further justification.¹⁰

Looking back in Czech Republic employment history, Generation X (parents of Generation Y) considered their relations with employers purely as contractual with no loyalty towards the company but rather to themselves.

In addition, where Baby Boomers laid great weight upon titles and associated respect, it vanished with Generation X and consequently Generation Y no longer respects status or titles but rather performance of an individual. This means that where Baby Boomers would have shown a high power distance, Generation X would have headed towards the middle, Generation Y would be the closest to low power distance (see Figure 1).

¹⁰ Cultural comparison. *The Hofstede centre*

Figure 1: Generational placement for power distance



Source: Recruiting and retaining Generation Y¹¹

Therefore in contrast with the total score for Czech Republic, Yers are likely to be resistant to traditional hierarchical (pyramid shaped) corporate structures. They may be open to matrix structures as they will allow them to participate in different areas but they would most likely prefer relatively flat corporate structures. As Yers progress in their careers, corporate structures are likely to continue to evolve to be able to respond to Yers preferences.

3.5.2. Uncertainty Avoidance

Uncertainty avoidance represents a population's feeling of threat of ambiguous situations. This can be represented by comprehensibility of laws, level of compliance with the laws and a by a strong sense on nationalism.¹²

The Czech Republic scores 74 on this dimension and thus should has high preference for avoiding uncertainty. Countries exhibiting high uncertainty avoidance maintain rigid codes of belief and behaviour. They do not tolerate unorthodox behaviours and ideas. In these cultures, people have an emotional need for rules, an inner urge to be busy and work hard. Precision and punctuality are the norm and security represents an important element in individual's motivation.¹³

Uncertainty avoidance can show whether a generation can act independently. Two mentioned generations - Generation Y and the Baby Boomers had a relatively low need to become independent.

¹¹ Recruiting and retaining generation Y

¹² DERESKY, Helen. *International management managing across borders and cultures ; text and cases*

¹³ Cultural comparison. *The Hofstede centre*

Generation X on the other hand grew up independent with two working parents and high divorce rates meaning they would have a relatively lower need for stability (see Figure 2).

Figure 2: Generational placement for uncertainty avoidance



Source: Recruiting and retaining Generation Y¹⁴

This translates into a need of rules and especially guidance by Generation Y. Speaking about workplace, someone from the company should take the time to explain to a newcomer from Generation Y why certain rules and procedures exist as it is evident that compared to Generation X Yers need greater support and guidance.

At the same time, Yers want to be flexible while completing work so they would enforce their own way if they find it more efficient. This does not mean there should be no rules but rather that they should not be rigid with possibility to innovate. So this feature deviates from the overall Generation Y characteristics.

3.5.3. Individualism

Individualism represents the degree of interdependence a society maintains among its members. Whether individual's self-image is defined in terms of "I" or "we". In individualist societies people are supposed to look after themselves and their direct family only. In collectivist society individual belongs to 'in groups' that take care of him in exchange for loyalty.¹⁵

Democracy is a representative element of individualistic societies where the voice of each individual is heard and achievement is recognised.

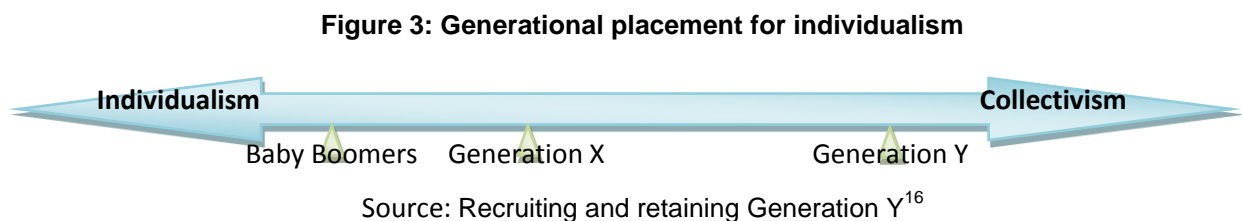
¹⁴ Recruiting and retaining generation Y

¹⁵ Cultural comparison. *The Hofstede centre*

Czech Republic scored 58 therefore as mostly individualistic country where people take care about themselves and their closest family.

When relating individualism to different generations, it does not represent an individual's ability to be independent but rather if he or she prioritises the nuclear family and oneself or rather a larger groups of people.

Baby Boomers put themselves first, becoming workaholics and have as a main goal personal achievement so they become very individualistic. Generation X is also independent. People from this generation take care of themselves first but also concentrate on providing their nuclear families with what they had not had themselves. This is in contrast with Generation Y that seeks out active involvement in different clubs at university, being part of groups on social networks or engages actively in charity work. Both factors support much greater collectivist approach than with the previous two generations (see Figure 3).



Moving to working environment, the employer-employee relationship is a contract-based with a mutual advantage. Decisions about hiring or promoting are based only on individual's merit and management is the management of individuals.¹⁷

Concerning the place of working, many companies have adopted open spaces where only senior managers have their own office. This type of working environment evokes more social atmosphere and might represent a move towards Yers collectivist preference.

¹⁶ Recruiting and retaining generation Y

¹⁷ Cultural comparison. *The Hofstede centre*

With senior management mostly being Xers and Baby Boomers at the moment, this will also allow them to maintain their status by having their own office.

3.5.4. Masculinity

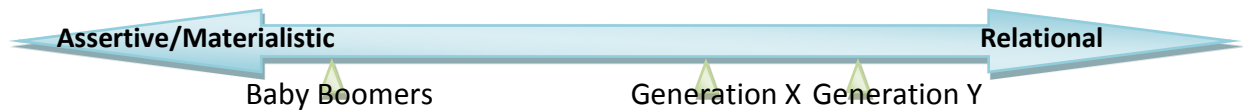
Masculinity is the last described dimension. It shows approach towards assertiveness, materialism and concern for others. A high score (masculine) on this dimension indicates that the society will be driven by competition, achievement and success - a value system that starts at school and continues throughout organisational behaviour. It also represents a system where an individual mostly lacks concern for others. On the other hand, a low score (feminine) on the dimension means that the dominant values in society are caring for others and emphasize on the quality of life.¹⁸

The Czech Republic scores 57 on this dimension and is thus a masculine society.

Speaking about differences between generations - Generation X and Baby Boomers have higher masculinity values than Generation Y. Baby Boomers are quite materialistic which has also contributed to the very large debt load they presently have. Although Generation X has concern for their families and friends, this does not extend to the company level. Xers desire rather good quality of life and avoid the sacrifices their parents made for work. Yers are materialistic as well e.g. they consider their technological devices (i.e. smart phones, tablets) as important. They place a high priority on personal well-being but they also care for others as they put relationships on pedestal, they are socially active and strongly lean toward relational (feminine values) although slightly held back by materialistic tendencies (see figure 4).

¹⁸ Cultural comparison. *The Hofstede centre*

Figure 4: Generational placement for masculinity



Source: Recruiting and retaining Generation Y¹⁹

Returning to working environment, in masculine countries people “live in order to work”, managers are expected to be decisive and assertive. The emphasis is on equity, competition and performance. Conflicts are resolved by fighting them out.²⁰

The value of masculinity influences the types of benefits that will be attractive for mentioned generations. When a large bonus may have been sufficient to motivate a Baby Boomer, this may no longer be true for Xer and is even less likely with Yer. On the other hand, offering time off for personal leisure or to use it on charity work may be very motivating for both Xers and Yers as it complies with the values they consider important.

¹⁹ Recruiting and retaining generation Y

²⁰ Cultural comparison. *The Hofstede centre*

3.6. Management approach to generations

McGregor introduced two leadership styles called X and Y. They both differ in an opinion about employee and his or her work motivation. Mentioned styles may help to indicate required management approaches toward Generation Y in a workforce.

According theory X employees are by their very nature *„lazy, dislike responsibility, are resistant to change, and so must be persuaded, rewarded, punished, controlled“*. On the other hand, theory Y says the opposite, that *„the motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behaviour toward organizational goals are all present in people“*.²¹

Theory X recommends autocratic and directive management approach towards employees. *„This resembles a traditional hierarchical company structure with a strict understanding of each employee’s position and role in a company“*. In contrast, theory Y recommends more participative management and decentralised approach. *„This understanding of motivation also allows for a different approach towards work, Management by Objective (MBO). Rather than setting deadlines by which time a job should be done, setting the job that needs to be done and allowing the employee to complete it in the time it takes.“*²²

Parents of Yers being part of Generation X are more independent and seek out development therefore they tend to theory Y.

Yers are not equally independent as their parents but they have in common their interest in personal development. High motivation of Yers actuates their need of constant testing of new things and enhancing mentioned personal development. Although both generations are active in pursuing learning and training opportunities however they seek it for different reasons – Xers want to improve

²¹ HEIL, Gary, Douglas MCGREGOR, Warren G BENNIS a Deborah C STEPHENS. *Douglas McGregor, revisited: managing the human side of the enterprise*

²² HEIL, Gary, Douglas MCGREGOR, Warren G BENNIS a Deborah C STEPHENS. *Douglas McGregor, revisited: managing the human side of the enterprise*

their skills so that they keep their job, Yers on the other hand wants to embellish their CV and therefore have it easier to try out various positions. Therefore companies have to offer interesting training packages to make sure that Yers are fully engaged in their work and that they won't desert into a different company.

Unlike Xers who are more or less used to work fixed hours and leave when shift is over, Yers want to complete the contracted hours but they also seek for a flexible working environment - it means they are flexible with when and where they work. They appreciate benefits such as home office or flex-time. Therefore placing them in strict managerial environment of theory X may demotivate them.

When dealing with Yers, companies should be aware of key managerial elements from which they can benefit. For example making Yers feel like a part of the company, allowing them to develop, encourage them to improve company processes and using MBO rather than setting deadlines.

Companies may benefit from combining an experienced Xer (a mentor) with a newcomer from Generation Y. This generational synergy may work because both generations have three similar concerns: training, technology and work-life balance. Moreover Xer will not feel like being ignored but will appreciate that the company recognises his skills and this approach also solve Yer's insufficient initial practice as well as the need of leadership and training.

Nevertheless, if this approach does not work, company can think about employing Yers as consultants or temporary staff to complete certain task. This may meet the needs of Yers in terms of their interest in experiencing different working environments and positions.

3.7. Attracting, recruiting and retaining of graduates

3.7.1. Attracting

Attracting in the meaning of making people aware of a company and offered job opportunities have changed significantly during last decades. The biggest influence was naturally technological boom and global expansion of the Internet. Companies should be aware of that and adapt their methods of attracting newcomers - especially those from Generation Y.

Companies should manage and maintain their websites, posting all necessary information about company itself and vacancies offered. Websites may also mention benefits for future employees, specifics of company`s culture or any important updates. They should be user friendly with a logical and intuitive layout. To sum up, Internet became crucial in attracting as well as in recruiting process meaning that a candidate can apply for a job online via company`s website or a job portal.

This does not however mean that companies should concentrate only on their own websites. They should diversify by placing their advertisements in newspapers and magazines because it is not about replacing all that was being used to attract and recruit with the Internet. It is rather use of the Internet as an additional mean of promoting the company and recruit new employees and it is nowadays almost inevitable step as who cannot be found on the Internet as if does not exist.

In addition, many companies also attract candidates from among students through participation in recruitment fairs where they present themselves. Such programmes not only help promoting companies but give both parties the chance to meet, ask questions and get wider picture about them.

3.7.2. Recruiting

Many companies have moved their application process online as it guarantees large amount of applicants (even from abroad) from which a recruiter can choose the best ones.

During the application process, an applicant sends CV thanks to which a recruiter should get a basic understanding about applicant's education and skills. A recruiter does preliminary selection of applicants who will be subsequently contacted personally.

This preliminary phase of recruiting process helps to reduce recruitment costs of a company because only chosen applicants are invited for interview.

As the biggest cost to an employer is the workforce, the decision whom to employ is extremely important. Also the price of advertising for a new staff is high therefore making mistakes in recruiting does not pay off. *"In this context, the right person for a job means the individual who will contribute the most to the good of the company and who will repay the money and time invested in them as an employee by staying with the company and performing well."*²³

3.7.2.1. Telephone interview

After preliminary selection of suitable applicants, recruiter conducts a telephone interview with them. This telephone interview represents first real interaction between applicant and recruiter. A recruiter often asks question such as: "How long are you looking for a job?" or „Are you still interested in offered position?" etc. In addition, the applicant may be asked to speak English or other language for a while to test his or her language skills so it is advised for applicants to be prepared for those kinds of questions.

²³ CORFIELD, Rebecca. *Successful interview skills: how to prepare, answer tough questions and get your ideal job*

3.7.2.2. In person interview

Recruiter then conducts in person interview (or other form of personal appointment). These interviews allow recruiter to expand the range of questions and to see the reactions of the candidate in a real time. Recruiter can introduce company`s values and culture. Candidate has time to demonstrate why he or she would be the best fit for the company. There is also a time for additional questions from candidate`s side, it is recommended to ask some questions as it shows candidate`s interest and proactivity.

Recruiters may also squeeze various types of tests into the interview. This depends on a position for which the candidate is applies. Those tests might be focused on mathematical knowledge and logical thinking, knowledge of accounting, psychological profile etc.

3.7.2.3. Assessment centre

„In the old days, a CV and an interview were enough to get you a job. But employers discovered that this wasn't always the most effective way of selecting the right candidate because they missed negative traits and didn't credit some positive skills. Employers have turned to using assessment centres because interviews alone are very subjective and open to bias.“²⁴

To clarify, assessment centre is a special method used during second-round selection. It is a part of recruitment that involves series of exercises. It is commonly used to test candidate`s skills that cannot be tested during phone or in person interview. If the candidate is aware of going to assessment centre, he/she should expect it to consume half a day at minimum but it can go up to several days. The standard for assessment centres is one whole day and the group of attendees is typically between five and ten.

Assessment centre gives a company the chance to see how a candidate really acts in different situations where the right answer cannot be rehearsed in advance.

²⁴ Assessment centre guide. *AssesmentDay*

„75% of assessment centres use group exercises” which helps recruiters to see how a candidate acts in a team – for example if he or she has leadership skills or is rather a team player or finisher. “*For role play exercises the assessors often bring in professional actors to play the part of an awkward customer or dissatisfied client.*” This type of recruitment process will certainly show candidate`s strengths as well as weaknesses and because the exercises simulate real situations from everyday work it helps the employer to see how candidates react and solve specific situations.

The assessment centre is usually the last obstacle to overcome in recruitment process as running an assessment centre consume a lot of resources (both money and time) therefore company invites only limited number of candidates who have a real chance of being hired.

After the assessment centre is finished, participants may be asked for a feedback for designing future assessment centres but they will also receive a feedback from the employer.

3.7.3. Retaining

However recruiting Yers is only the first step, other important part is retaining of successful candidates because high fluctuation of employees causes higher costs of recruiting and successive training of new employee especially with respect to graduates where a company invests a lot in their initial training and development.

To reduce graduates turnover, companies need to identify how to best engage Generation Y`s particular needs. Concrete proposals were identified previously in literature review.

3.8. Needs of employers and preparedness of graduates

To show the preparedness of graduates for labour market and needs of employers, I used a comparative analysis conducted by National Institute of Education at Czech Republic.

The mission of National Institute of Education is to provide universal help to the development of general, professional, artistic and language education. And also to support schools in the field of educational psychology, educational and career counselling and continuing education of pedagogical employees together with an emphasis on lifelong learning and cooperation with the EU.²⁵

Big part of mentioned comparative analysis was the attitude of employers toward employment of graduates and mapping the reasons of their preference or indifference to hire them. Research was done through online questionnaire distributed in November 2012 with return of 4.6% (1136 companies).²⁶

3.8.1. Required competencies

By filling out a questionnaire, companies had to evaluate which competencies they require while hiring all types of graduates. We will focus only on university graduates.

To clarify what is a competence - a competence can be understood as a set of knowledge and skills acquired and developed during the study. Nevertheless, competencies should be also applicable during work performance therefore they are crucial for graduates while entering the labour market.

Competencies can be divided in two categories: key and professional. Professional competencies are knowledge and skills acquired during the study and during practical experience while they are closely linked to specific professional activities.

²⁵ *Národní ústav pro vzdělávání*

²⁶ *Potřeby zaměstnavatelů a připravenost absolventů škol – komparační analýza. ÚLOVEC, Martin. Národní ústav pro vzdělávání*

Adoption of professional competencies therefore makes an individual eligible to exercise certain profession or occupation within study specialization. Those competencies are especially required in secondary sector.

Key competencies are on the other hand knowledge and skills applicable universally. They do not have to be applicable only while performing certain professional activity or specific profession but can be applied in everyday life. They are not dependent on study specialization. Key competencies can be understood as a transmissible and multifunctional set of knowledge, skills, attitudes and values that are important for the personal development of individuals and their employability in the labour market. Acquisition of those competencies is relatively long-term and time-consuming process. This process continues after the end of formal education during other life stages. Key competencies acquired during formal education form only the basis for successful entry into the work process.

In the survey, employers rated the importance of competencies and level of their acquisition by graduates newly entering the labour market. In connection with this evaluation, the survey also examined which of those competencies are preferred by employers.

Regardless from which economic sector the employer comes, there is visible trend of growing importance of key competences with higher education level. Employers considered key competences as the most important for university graduates. University graduates scored the highest at all surveyed key competencies – 84% at communication skills, 83% in problem solving, the same score in bearing a responsibility, followed by understanding work instructions (83%), ability to make decisions (81%), willingness to learn (80%) with the same score for art of dealing with people, followed by proficiency in IT (78%), flexibility (71%), ability to teamwork (65%), leadership skills (61%) and proficiency in foreign languages (50%).

E.g. people with apprenticeship certificate scored only 18% in communication skills that makes only a quarter of scores gained by university graduates. Also in other key competences, they scored a quarter or half the score of university

graduates. It can be explained by different type of jobs held by apprentices. In addition, secondary school graduates scored $\frac{3}{4}$ of university graduates score.

The survey also predicted the growth in importance of key competencies in labour market in upcoming years. Employers accentuate especially the knowledge of foreign languages (mainly emphasized by employers within the tertiary sector), ability to solve problems and react quickly, this goes hand in hand with communication skills (mainly emphasized by employers within quaternary sector). Among important competencies within a few years will be the ability to take responsibility and dealing with stressful situations.

3.8.2. Preference of graduates as a workforce

Employers` preference of graduates as a workforce was another big topic of realized survey. The labour market puts in relation employer (in a function of purchaser) and a workforce (a candidate who is offering his abilities and skills). Employer tries to buy competent workforce for the lowest possible price in order to eliminate loss, the workforce on the other hand tries to sell offered abilities and skills for acceptable price (the bigger the better). Each actor tries to achieve the highest possible profit relative to expected losses.

In general, the biggest disadvantage of university graduates is their absence of practical experience and working habits. Therefore from this perspective, fresh graduates can be at a disadvantage compared to more experienced workforce.

The survey showed that the preference of graduates by employers was not too high - 14% of employers. The majority of employers recruit fresh graduates but do not prefer them (74 %). There is slightly high preference for graduates in quaternary sector than in secondary or tertiary one.

Employers would recruit graduate if he or she shows a work commitment and interest in a job. Another important factor is graduate`s willingness to learn and to improve skills. Big importance has also communication skills and finally the education required for a particular position. Required education is mainly emphasized by employers in quaternary sector where employers do not

emphasize practice so much (as well as in tertiary sector) in contrast with secondary sector where practise is essential for work performance.

It may happen that on one hand, fresh graduates without a practise are not influenced by previously created working habits and companies take it as an advantage because they can “shape” them themselves. But on the other hand, fresh graduates without any practise are sometimes at a disadvantage because it takes them longer to adapt. Therefore in some cases, companies rather hire a high school graduate either with practice or even without. Their explanation is following – it is not much difference between switching high school mode and working mode because high school student must attend daily the school and accurately perform given tasks on the other hand university student have different regime – essential part is examination period held twice a year with possibility of three attempts per exam.

Employers see great potential in university graduates in terms of skills and ability development and further qualification upgrading. Among other reasons of hiring university graduate, employers stated computer literacy (especially in quaternary sector), flexibility and language skills.

As biggest barrier to hire a graduate, employers stated unrealistic salary demands, unrealistic idea about working hours or position but it can be understood if graduate has no working experience at all. Employers also complained about low work ethic.

3.9. Ways to improve employment opportunities

How to improve university graduates` employability and boost their employment opportunities? Mr Koucký, the analyst of Centre for Education Policy at Czech Republic, said in newspapers *Právo*²⁷ that students should be active during their studies and do something beyond study requirements. He mentioned that occasional summer job is not enough to be advantaged after the graduation and he suggests that students should try to find a stable job in a field they prefer and where they want build their future career. In brief, having a diploma does not mean having a guaranteed job. There is a big competition between fresh graduates especially from non-technical specializations such as economics, human and social sciences that is also the case of FEM graduates.

Interesting observation in *Právo* article was changing situation in Czech labour market, companies are getting used to the fact that considerable amount of students quit going to university after having gained bachelor diploma. It was not a common thing in Czech Republic earlier.

3.9.1. Job Fairs

To get a job already during studies, there is possibility to visit several job fairs held in Czech Republic where students can personally meet with representatives of various companies. This helps graduates to make useful contacts, ask questions and make a picture about possible future employer. Companies can benefit from lower costs when they recruit a student for an internship. In addition, they can test his or her skills and results and then possible place a full-time job offer.

At FEM, students can visit a Job Fair that is a one-day workshop where representatives of national and multinational companies present vacancies (both full-time and part-time) and trainee programs. Students may submit their CVs and letters of motivation to chosen representatives and therefore increase the chances

²⁷ Budoucím absolventům diplom stačit nebude. *Právo*

of getting a job in that company. This Job Fair is a development project of Ministry of Education, Youth and Sports and European Social Fund.

Another popular job fairs held in Czech Republic are Career Days or Professia Days.

And last but not least, new Career centre at CULS is growing up and co-organizes students` personal development conference called Rise&Shine. This year conference was held in October and had the task of advising students how to master reading scripts in a half time, how to end up with procrastination, how to motivate themselves to study harder, how to make an effective presentation or how to memorize the facts for an exam without cramming. This conference is going was held for the 2nd time and had pretty famous participants (coaches) such as Ivo Toman or David Gruber.²⁸

3.9.2. Exchange programmes

Another possibility of improving university graduate`s employability is international programme Erasmus+. It is European student exchange programme that was established in 1987. It offers students great possibility of studying or working in one of the EU countries, EU candidate countries, EFTA/EEA members (Iceland, Liechtenstein, Norway and Switzerland), FYROM countries and from July 2014 also in Turkey. Since 2007 the Erasmus project is a part of The Lifelong Learning Programme (where belong other programmes such as Comenius, Grundtvig and Leonardo da Vinci). Students interested in gaining experience with foreign culture, meeting new people and learning foreign language can apply at International Relations Office. They have to finish at least 1st year of university studies, they have to pass an interview and when they are chosen as successful candidates they stay abroad for minimum 3 months and maximum 1 year. Students abroad do not pay any university fees and in addition, they receive a scholarship (the amount differs by receiving country) and each exchange student

²⁸ www.riseandshine.cz

has right of the full recognition of courses successfully passed abroad by home university.²⁹

Popularity of Erasmus programme is high within students at FEM in comparison with other CULS faculties. For example in academic year 2010/2011 there was 211 FEM students studying at partner universities.³⁰

If the capacity is filled, there is still possibility to gain useful language skills within CULS. Students have possibility to attend language courses and obtain one of international language certificates – TOEIC (English language certificate), UNICERT (German language certificate) or TFI (French language certificate). Other possibility is to choose study programmes that are fully taught in English. In 2011, 59% of all students studying in English programme were enrolled at FEM.

Another possibility how to gain international experience is to participate in double degree programmes. Students study bachelor or master programme abroad at one of mentioned partnership universities (bachelor programmes at Grenoble École de Management and master programmes at Cranfield University in United Kingdom, Grenoble École de Management, Catholic University of Lyon in France and Wageningen University in Netherlands). *„Each class is worth a certain number of ECTS credits, enabling students to obtain both credits and grades in order to satisfy the requirements of their home institutions. The programme is free of charge to students who are studying under an exchange agreement with their home institutions.”*³¹

The popularity of double degree programmes is quite high, in academic year 2009/2010 there was 23 students studying in this kind of programme and in academic year 2013/2014 the capacity was completely full.

²⁹ *International Exchange Erasmus Student Network*

³⁰ Annual report for 2010. CULS. Česká zemědělská univerzita v Praze

³¹ *PEF CULS double-degree programs*

3.9.3. Preparation of Curriculum vitae

Preparation of CV is only a small part of recruitment process as “*companies hire people and not paper*”.³² But still, if you want to be seriously considered for offered job, you need to submit corresponding resume.

Mayher (2012) says that resume is a marketing material where “*you are the product and your resume is a product brochure*.”³³ Therefore it should present you in the most attractive way to your potential employer. Mayher suggests that the best possible way to do it is by stating your performance-based accomplishments, awards or projects you have been part of or that you have led. This of course may be applicable for experience workforce but for a graduate as well. Graduate may state involvement in civic or charitable organizations, university organizational or leadership roles. Of course, if graduates have any job accomplishments they should be also mentioned. Later, after gaining more experience, those items will be replaced with more recent ones and professionally-oriented references.

When putting together a resume, there are few things to avoid. According to Mayher, it is not necessary to put a photo of the resume as it will not increase the level or your qualification. It can be added only in particular cases such as when you post your candidature for a model or television career. Nevertheless, it is always up to you so when you decide to have a photo on your resume, ensure that it taken by a professional so that it will present you in a professional manner.

Frequently used sentence “Reference upon request” should be also omitted from your CV. Nevertheless, when you are asked for your references during one-to-one meeting, be ready to present them.

Regarding personal information you share on your resume, only necessary information are: name, address, contact telephone number and email address. As personal information such as marital status, age or number of children have no influence on professional qualifications.

³² MAYHER, Michael. *Your career. What's next?*

³³ MAYHER, Michael. *Your career. What's next?*

When we speak about contact email address, it is important not to use work email address (for those who work during their studies) and second advice is to use a reasonable email address – as you are trying to present yourself as a professional, email like marathonrunner@gmail.com or CuteKatie@msn.com do not seem adequate. Instead use your first name and last name such as monika.vrsecka@gmail.com or monika_vrsecka@gmail.com. If none of these combinations are available, you may put after a number after your name. You may create one contact email especially for job applications.

Concerning the length of resume, there is no exact rule but it should include all information that is worthy and important so that the resume has more meat and less filler.

Employment dates should comprise both month and year of beginning and termination of the contract (even during the studies), any discontinuity raises red flags. If there was an employment gap, applicant need to be able to explain it (either with a reference in resume or during the interview).

And the last thing to avoid – spelling errors.

3.9.4. Preparation for job interview

Mayher (2012) suggests that the best way how to get an invitation for interview and get a chance to be employed is to be proactive. He proposes to get a contact directly on manager (your potential boss) and circumvent Human Resource Department. He states that by stepping out of your comfort zone (that means just sending CV and waiting if someone replies) and making such move, it may ensure you an advantage during official interview with Human Resource Department representative because you will already have a reference from the „boss“.³⁴

Another advice that appears in almost every manual about successful interview is to maintain positive attitude. As there is only one chance to make an excellent impression and get the job.

³⁴ MAYHER, Michael. Your career. What's next?

Of course, you may experience interview for job vacancy but interview skills can be useful also during job appraisals or Erasmus programme interview.

Interviews are held to gather information and to appraise character. Probably not every interview will be successful but it is necessary to take it as a learning experience. With every other interview you will be more skilled and relaxed as you will know what to expect and how to react.

Thus when you have been invited to in-person interview your CV has fulfilled its purpose already. Now, you will have to sell your skills, knowledge and personality to recruiter. You should be prepared to present yourself in 20-30 seconds when recruiter asks you. You may also demonstrate how your abilities or experience might help the company. It is recommended to rehearse those kinds of answers so that you will not stumble for words, you will appear calm and confident and present yourself in the best possible way.

You may be asked few of following questions just for beginning:

- How did you hear about this position?
- Discuss your resume and your educational background.
- What are your strengths and weaknesses?
- Why are you interested in working for us?
- Where do you see yourself in 5 years? 10 years?
- Why was there a gap in your employment between [date] and [date]?
- What can you offer us that someone else can not?
- Are you willing to relocate?
- What is your dream job?
- What are your salary requirements?
- Are you a leader or a follower?

Or you can get some of these questions that are called behaviour-based:

- Tell me about an accomplishment you are most proud of.
- Tell me about a time you made a mistake.
- Tell me how you handled a difficult situation.
- Give a time when you went above and beyond the requirements for a project.

And certainly, you should be prepared for questions about the company:

- Who are our competitors?
- What is the name of our CEO?

Some question may cope with your motivation and hobbies:

- What gets you up in the morning?
- What was the last book you've read for fun?

And the last and favourite one:

- What questions do you have for me?

So have in mind few questions related to position or company.

3.10. Employment situation in Czech Republic

Analysis of trends in employment and unemployment in Czech Republic is done every year by Ministry of Labour and Social Affairs. We will see situation between 2010 and 2013.³⁵³⁶³⁷³⁸

3.10.1. Year 2010

Total employment in 2010 declined to 4,885,200 people (1% year on year change). Most people were employed in tertiary sector (58.9%), followed by secondary sector (38%) and primary sector (3.1%).

Total amount of entrepreneurs increased to 865,900 therefore their share in total employment represented 17.7%.

The decline in employment showed up especially within time employment for an indefinite period (decline by 58,300 employees to 4,527,700) and full-time employees (decline by 64,400 to 4,596,500). Together with this employment trend went another one - the number of people working part-time (less than 8 hours a day) increased by 15,500 to 288,600 (year on year change 5.7%). Time employment for a definite period (including temporary work, occasional work, seasonal work and other types of time-limited contracts) increased by 9,600 to 356,800 employees (i.e. 2.8% year on year change).

With comparison with 2009, employment declined in almost every region except Carlsbad region, Central Bohemia, South Moravia and Liberec region (with the highest recorded increase).

Overall employment rate of population aged between 15 and 64 declined by 0.4 percentage point to 65%. Employment rate of woman was 56.3% and employment rate of man was 73.5%. General unemployment rate grew by 0.6 percentage point to 7.4%.

³⁵ Analýza vývoje zaměstnanosti a nezaměstnanosti v roce 2010. *Ministerstvo práce a sociálních věcí ČR*

³⁶ Analýza vývoje zaměstnanosti a nezaměstnanosti v roce 2011. *Ministerstvo práce a sociálních věcí ČR*

³⁷ Analýza vývoje zaměstnanosti a nezaměstnanosti v roce 2012. *Ministerstvo práce a sociálních věcí ČR*

³⁸ Analýza vývoje zaměstnanosti a nezaměstnanosti v roce 2013. *Asociace samostatných odborů ČR*

The amount of vacancies stabilized during 2010 with 30,800 registered vacancies in December 2010. The average number of applicants for one vacancy rose to 16 in comparison with 9.6 in 2009. While in December there were even 18.2 applicants per one vacancy.

In December 2010, there was registered 94,900 unemployed younger than 25 (2,800 less than in 2009) – it represented 16.9% of total unemployment. From that number of graduates declined to 35,400 and represented 6.3% from total job applicants. The biggest increase of job applicants was registered in Prague and Central Bohemia region. The biggest rate of unemployment was in the district of Jeseník and the lowest one in the Capital City of Prague.

The influence of global financial and economic crises was still visible in the first months of 2010, followed by slight recovery during spring with significant unemployment decline due to the influence of seasonal factors. During second half of 2010, unemployment slightly raised due to fresh graduates entering the labour market, staying stable during autumn months and ended by a significant increase in December.

The number of underemployed people (who may be described according ILO as people who work part-time or less than 40 hours a week in their main employment and they are able and willing to work more hours) was 60,400.

In the category of entrepreneurs (including helping family members), the number rose to 865,900 persons where the majority were men (25,200). It represented 17.7% from total employment and growth by 1 percentage point in comparison with previous year. The biggest share of entrepreneurs was not surprisingly in the Capital City of Prague with 23%. Whereas the biggest share of employed on total employment was in Moravian-Silesian region (86.3%).

There was also increase in number of people working in two employments by 14,600 with total amount of 106,300.

All sectors except tertiary one experienced the decline in employment.

Concerning the educational structure of employment, in 2010 the employment raised only in the case of people having university degree (+54,600) it means that the share of university graduates is raising (in 2002 this share was only 13.1% whereas in 2010 it represented 18.4% - 899,800 undergraduates) but still fall behind other EU countries. Because when we compare this proportion of undergraduates with other EU countries, Czech Republic ranks among the lowest. According EUROSTAT data, the biggest share of university graduates was in Belgium (39.2%), Estonia (38.7%) and Luxembourg (38.1%). EU average at that time was 28.1%.

The share of graduates from all education levels on the total amount of job applicants decreased to 6.3%. There were 7.5 graduates for one suitable vacancy which is less than in 2009 (8.9).

Concerning educational structure in individual regions, the highest percentage of employed people having university degree was in the Capital City of Prague (35.6%), followed by South Moravia region (22.1%) and South Moravia region (17.7%). The average for Czech Republic was 18.4%. (Table 1)

3.10.2. Year 2011

Total employment detected by Czech Statistical Office reached 4,904,000 which is the increase of 18,800 persons and it represents 0.4% growth. This growth was mostly represented by women in workforce (+22,700), men employment decreased by 3,900.

Concerning individual sectors, employment decreased in primary sector where total amount of employed was 145,800. Year to year growth was detected in secondary sector where total increase represented 27,100 employees with 1,882,800 employed in secondary sector (building industry was declining, other industries were growing). After a long time growth in tertiary sector, Czech Statistical Office detected a decline by 2,800 therefore total amount people working in this sector was 2,875,500.

To summarize, primary sector represented 3%, secondary sector 8.8% and tertiary sector 58.6% of total employment. The rest belonged to quaternary sector which was not solved in CSO analysis.

Total amount of employed people (not entrepreneurs) increased by 1,300 to 4,020,500 but their share in total employment slightly declined (by 0.3 p.p.) to 82%.

The growth of entrepreneurs including helping family members grew by 17,700 to total number of 883,600 and their share in total employment was 18%.

In contrast with previous years, both contracts for an indefinite period (+ 32,300) and full-time (+ 40,200) increased. This went hand in hand with the decrease of part-time contracts (- 21,200 i.e. 7.4%) and contracts for a definite period of time (decrease by 13,900 i.e. 3.9%).

Another contrast with previous year represented increase of employment in almost every region except from the Capital City of Prague (the biggest decrease was in professional education, health and social care and building industry) and Vysočina region.

Overall employment rate of population aged 20 - 64 grew by 0.5 percentage point to 70.9% (to comment - the national target in terms of Europe 2020 strategy is to have 75% of population within age group 20-64 employed). Employment rate of woman increased to 61.7% and employment rate of man increased to 79.9%. General unemployment rate declined to 6.7% (0.1 percentage point change).

The improvement of economic situation translated into fluent growth of vacancies till September with slight decrease during 4th quarter. The amount of registered vacancies in December 2011 was 35,800 that represented increase by 5,000. With growing number of vacancies and decreasing number of job applicants (- 53,100) the discrepancy between supply (growth of labour market and increasing number of vacancies) and demand on labour market (unemployment) diminished. It was a result of economic recovery especially during first half of 2011. The average number of applicants per one vacancy declined in December to 14.2 in comparison with 18.2 in December 2010.

In December 2011, there was registered 91,900 unemployed younger than 25 (3,000 less than in 2010) – it represented 18.1% of total unemployment. From that number of graduates declined to 33,500 and represented 6.6% from total job applicants. The biggest decrease of job applicants was registered in Moravian-Silesian, South Moravia and Central Bohemia whereas the lowest decrease detected in the Capital City of Prague.

The biggest rate of unemployment (higher than Czech Republic average – 8.6%) was in Ústí nad Labem region, followed by Moravian-Silesian, Olomouc region, Carlsbad region and South Moravia.

The number of underemployed people was 50,300 i.e. 10,100 less than in 2010.

The employment rose in the category of entrepreneurs (including helping family members) to the amount of 883,600 i.e. growth by 17,700. Mainly woman entrepreneurs influenced this increase. Regions with the biggest increase of entrepreneurs were Ústí nad Labem and Pilsen region. The biggest share of entrepreneurs was still in the Capital City of Prague with 23.8% whereas the biggest share of employed on total employment stayed in Moravian-Silesian region (86.7%).

The frequency of people working in two employments decreased by 2,500 to total amount of 103,800 and in the structure of this second employment dominated entrepreneurs over employees.

Concerning individual sectors, decrease of employment was detected in primary and tertiary sector (biggest decrease in the section of health and social care and also in public administration and defence). On the other hand, secondary sector experienced the increase in employment.

Concerning the educational structure of employment, in 2011 the employment raised only in the case of people having university degree (+71,700) as in 2010. The share of university graduates is constantly rising up to 20.1% in 2011. Nevertheless, according EUROSTAT data there are still visibly lower results in comparison with other EU countries where highest percentage of employees having university degree was in Ireland (41.9%), Belgium (40.5%) and Lithuania (39.9%), Finland (38.9%) and Estonia (38.7%). EU average was 29%.

Lower percentage than Czech Republic had Italy (17.5%), Portugal (16.9%) and Romania (16%).

The share of graduates from all education levels on the total amount of job applicants increased to 6.6%. There were 6.6 graduates for one suitable vacancy which is less than in 2010 (8.9). And specifically 10.5 undergraduates for a vacancy suitable for undergraduates (level of education required by employer) which is second most favourable ratio between number of job applicants and number of vacancies. Most favourable ratio was in the case of job applicants without education on the other hand the ratio for secondary school graduation without leaving exam – for one vacancy there were 26.5 applicants.

The average number of all graduates registered at Labour office decreased by 1,300 to 31,400.

Concerning educational structure in individual regions, the highest percentage of employed people having university degree was in the Capital City of Prague (38.4%), followed by South Moravia region (23.5%) and Olomouc region (18.6%). The average for Czech Republic was 19.8%. (Table 2)

3.10.3. Year 2012

Total employment detected by Czech Statistical Office reached 4,890,100 which is absolute increase of 17,600 persons and relatively it represents 0.4% growth. This growth was mostly represented by women in workforce (+16,400) with total employed women of 2,111,500. Men employment increased by 1,200 with total employed men of 2,778,600. Therefore the proportion has changed to 56.8% of employed men and 43.2% of employed women.

Concerning individual sectors, after longer decline in primary sector employment conversely increased by 3,500 to total amount of 149,200 but primary sector still represents the lowest % of all sectors (3.1%). Year to year decline was detected in secondary sector with drop by 9,000 persons (especially in building industry) with totally 1,864,200 employed in secondary sector which represented the 38.1% share of secondary sector. Increase in total employment was also due

to growth in tertiary sector with total amount of 2,876,600 people working in this sector which represented 58.8% (main sections of growth were education, finance and insurance, scientific and technical activities).

Total amount of employed people (not entrepreneurs) decreased by 3,400 to 3,989,500 and their share in total employment slightly declined by 0.4% to 81.6%.

The growth of entrepreneurs including helping family members henceforward grew to total number of 900,500 and their share in total employment was 18.4%.

The growth was visible within all types of contracts - for an indefinite period (including entrepreneurs), for a definite period, full-time, even part-time and seasonal ones.

The biggest increase of employment was detected in Central Bohemia and in the Capital City of Prague.

Overall employment rate of population aged 20 - 64 grew by 0.6 percentage point to 71.5%. Employment rate of woman in mentioned category increased to 62.5% and employment rate of man aged 20 - 64 increased to 80.2%.

General unemployment rate reached 7.0%.

The amount of registered vacancies in December 2012 was 34,900 that represented decrease by 900 vacancies. With decreasing number of vacancies and growing number of job applicants, the discrepancy between supply and demand on labour market grew. The average number of applicants per one vacancy increased in December 2012 to 15.6 in comparison with 14.2 in December 2011.

In December 2011, there was registered increase by 6,800 more people younger than 25 - 91,900 unemployed – it represented same percentage as in 2011 (18.1%) of total unemployed people. Number of graduates from all types of education increased to 36,100 and represented 6.6% from total job applicants.

The number of job applicants decreased in all regions in Czech Republic.

The biggest rate of unemployment was in Ústí nad Labem region (12.9%).

The number of underemployed people was 59,100 which presented increase in comparison with previous year.

The employment raised in the category of entrepreneurs (including helping family members) to the amount of 900,500. Mainly woman entrepreneurs influenced this increase. The biggest share of entrepreneurs was still in the Capital City of Prague with 26.3% whereas the biggest share of employed on total employment stayed in Moravian-Silesian region (85.9%).

The frequency of people working in two employments increased by 1,800 with total amount of 105,300 and in the structure of this second employment dominated entrepreneurs over employees.

Concerning the educational structure of employment in 2012, the number of employed having university degree rose by 59,000. The share of university graduates is constantly raising, it demonstrates 20.7% of undergraduates in 2012. When compared with other EU countries, the results still fall behind. The highest percentage of employees having university degree in 2012 was in Ireland (43.1%), Lithuania (40.5%), Luxembourg (40.5%) and Belgium (40.2%). EU average is also constantly rising up to 29.9% in 2012. The countries with lower percentage than Czech Republic are slowly increase - Austria (19.7%), Portugal (19.1%), Italy (17.8%) and Romania (17.6%).

The share of graduates from all education levels on the total amount of job applicants stayed the same (6.6%) as in previous year. There were 8.5 graduates for one suitable vacancy which is more than in 2011 (6.6). Concerning undergraduates, they had the lowest specific rate of unemployment (2.9%) on the other hand people with primary education had the highest specific rate of unemployment (42.3% that is approximately 4.5 times higher than average rate of unemployment). But the number of applicants from undergraduates per one vacancy grew up with 12 undergraduates for 1 suitable vacancy.

The average number of all graduates registered at Labour office decreased to 29,100.

Concerning educational structure in individual regions, the highest percentage of employed people having university degree was in the Capital City of Prague (39.1%), followed by South Moravia region (24.8%) and Central Bohemia region (19.8%). The average for Czech Republic was 20.9%. (Table 3)

3.10.4. Year 2013

Last available data about employment in 2013 come from Ministry of Labour and Social Affairs, the analysis was compiled in April 2014. The analysis examined the main trends in employment and unemployment development.³⁹

Total employment detected by Czech Statistical Office reached 4,937,100 which is absolute increase of 47,000 persons and relatively it represents 1.0% growth. This growth was mostly from 2/3 represented by women in workforce (+31,500) with total employed women of 2,143,000. Men employment increased by 15,500 with total employed men of 2,794,000. Therefore the proportion slightly changed to 56.6% of employed men and 43.4% of employed women.

Concerning individual sectors, employment in primary sector increased slightly by 500 to total amount of 149,600 and still represents the lowest % of all sectors (3.0%). Year to year decline was detected in secondary sector with drop by 12,300 persons (especially in industry) with totally 1,851,900 employed in secondary sector which represented the 37.5% share of secondary sector. Increase in total employment was also due to growth in tertiary sector with increase of 58,900 to the total amount of 2,935,600 people working within this sector which represented 59.5% (main sections of growth were education, finance and insurance, scientific and technical activities).

Total amount of employed people (not entrepreneurs) significantly increased by 65,700 to 4,055,200 and their share in total employment increased by 0.5% to 82.1%.

The growth of entrepreneurs including helping family members decreased by 18,600 to total number of 881,900 and their share in total employment was 17.9%.

³⁹ Analýza vývoje zaměstnanosti a nezaměstnanosti v roce 2013. Ministerstvo práce a sociálních věcí ČR

The growth was visible within all types of contracts – for an indefinite period, for a definite period, full-time, even part-time and seasonal ones with considerably higher growth within part-time contracts and contracts for a definite period.

The biggest year to year increase of employment was detected in South Moravia, Ústí nad Labem region and Zlín region.

Overall employment rate of population aged 20 - 64 grew by 1 percentage point to 72.5%. Employment rate of woman in mentioned category increased to 63.8%.

General unemployment rate stayed unchanged in year to year comparison (7.0%).

The amount of registered vacancies in December 2013 was 35,200 that slight increase. The discrepancy between supply and demand on labour market grew. The average number of applicants per one vacancy increased in December 2013 to 17 in comparison with 15.6 in December 2012.

In December 2013, there were registered 100,000 people younger than 25 who searched for a job - it represented 16.8% of total unemployed people. Number of graduates from all types of education increased to 39,500 and represented 6.6% from total job applicants (no year to year change).

The biggest increase of job applicants was registered in Moravian-Silesian, the Capital City of Prague and Central Bohemia.

The biggest rate of unemployment (higher than Czech Republic average – 8.8%) was in region Ústí nad Labem (11.5%), followed by Moravian-Silesian (10.5%), Olomouc region (9.8%) and Carlsbad region (9.3%).

The number of underemployed people was 70,800 which presented increase by 11,700 in comparison with previous year.

The employment decreased in the category of entrepreneurs (including helping family members) to the amount of 881,900.

The frequency of people working in two employments increased to the total amount of 110,600 (5,300 growth). In the structure of this second employment dominated entrepreneurs (59.2%) over employees (40.7%).

Concerning the educational structure of employment in 2013, number of employed having university degree raised by 74,700 (7.5% change). The share of university graduates is constantly raising, it demonstrates 22.1% of undergraduates in 2013. When compared with other EU countries, this proportion of undergraduates still remains within lower rungs. The highest percentage of employees having university degree in 2013 was in Ireland (45.5%), Luxembourg (43.7%), Cyprus (42.4%) and Belgium (41.2%). EU average is also constantly rising up to 31.9% in 2013. The countries with lower percentage than Czech Republic were - Portugal (21.5%), Austria (21.2%), Italy (19.5%) and Romania (18.6%).

When we have a closer look at educational structure of employed people, there is visible that the biggest proportion of university graduates can be found within age groups 25 - 29 years (33.3%) and 30 – 34 years (27.4%).

The share of graduates from all education levels on the total amount of job applicants stayed the same (6.6%) as in previous year. There were 4.1 graduates for one suitable vacancy which represents significant decrease in comparison with year 2012 (8.5). But the number of applicants from undergraduates per one vacancy grew up as there were 19.5 undergraduates for 1 suitable vacancy.

Concerning educational structure in individual regions, the highest percentage of employed people having university degree was in the Capital City of Prague (40.1%), followed by South Moravia region (27.9%) and Central Bohemia region (20.8%). The average for Czech Republic was 22.3%. (Table 4)

Concerning employment of FEM graduates since 2010 see figure 21.

4. Practical part

4.1. Formulation of hypothesis

Hypothesis 1: Majority of master graduates get their first full-time employment within 3 months after graduation.

Hypothesis 2: Up to 35% of bachelor graduates continue with master studies.

Hypothesis 3: Majority of bachelor graduates get their first full-time employment within 6 months after graduation and therefore it requires longer time than within master graduates.

Hypothesis 4: More than 75% of FEM graduates worked during their studies.

Hypothesis 5: More than 50% of graduates who worked during their studies start their first full-time employment in the same company.

Hypothesis 6: More than 60% of FEM graduates work in the same field as their field of study.

4.2. Methodology

As a selection procedure I used non-probabilistic selection process, more specifically a purpose-built selection. This selection consists in choosing respondents based on the research focus.⁴⁰

For the purpose of the study, there was a need to choose a sample of graduates based on specified control features. Therefore it was necessary that all respondents fulfil following requirements: be successful bachelor or master graduates in a full-time study at FEM at CULS and year of graduation between 2010 and 2014. Those graduates were set up as a target population of the research.

⁴⁰ ŘEZANKOVÁ, Hana, Luboš MAREK a Michal VRABEC. IASTAT. Interaktivní učebnice statistiky

4.3. Interviewing technique

I chose direct electronic questioning as interviewing technique. The survey was pulled online on website vyplnto.cz and all respondents filled out submitted questionnaire personally (without interviewer as a mediator). Electronic questioning, so called CAWI (Computer Assisted Web Interview), is the youngest interviewing method. Data collection is realized via Internet where respondent completes a questionnaire on the website or receives a questionnaire or a link to the questionnaire (URL link) via e-mail. The last option was used for the survey. The respondent can subsequently choose the time when he or she will complete the questionnaire.

Big advantages of electronic questioning are minimal financial and time costs. The distribution of e-mails is also very fast. The processing of answers is simpler and faster due to the fact that all the data are already in electronic form and there is no need of additional processing of paper questionnaires. Big advantage is possibility of adjusting questions according previous answer of respondent - for example if the respondent ticks option that he or she did not spend a time abroad, the questionnaire will not continue with asking about specifics about instead it will go to the next relevant question.

4.4. Preparation of interview

Every questionnaire should fulfil three basic purposes - the most important one is getting accurate information from respondents. Second purpose is the structure of interview it means that all interviewees should be asked the same questions. Third purpose is having a standardized form which will also facilitate the processing of gathered information and analysis.

Kozel (2006) determined rules that should be respected when preparing a questionnaire. Few of them are outlined below.⁴¹

- 1) Such questions should be asked that every respondent is able to answer. It means that used vocabulary or technical terms are tailored to respondents.
- 2) Questions should be comprehensible, accurate and specific. They should not arouse constraints in answering them.
- 3) Questions should be as short as possible because excessively long questions may be incomprehensible.
- 4) For questions focusing on sensitive topics (such as the amount of expected starting salary), there is a danger that the respondent will not want to provide feedback. For this reason, it is recommended to use a closed type questions where we offer already the response options making the answers more "anonymous" for the respondent.
- 5) Questions should not feel uncomfortable for the respondent, cannot provoke or enforce his answer. On the contrary they should encourage the respondent to give the most accurate answers.

To facilitate the analysis of gathered data, I used mainly closed and semi-closed questions. As mentioned previously, closed questions provide several possible variants of answers from which the respondent selects the most appropriate. Kozel (2006) believes that answering close type questions is quick, relatively easy and it can navigate the respondent to what interests us the most in the research. To avoid random choosing of the answer in situation when respondent feels the urgency to answer but cannot choose the right one, Zbořil (1998)⁴² suggests using of semi-closed questions. Semi-closed questions represent a compromise between open and closed questions. Respondents can choose from provided answers and additional escape option called "Other ..." where respondent can express opinion in own words. This escape option may appear also in the case of

⁴¹ KOZEL, Roman. *Moderní marketingový výzkum: nové trendy, kvantitativní a kvalitativní metody a techniky, průběh a organizace, aplikace v praxi, přínosy a možnosti*

⁴² ZBOŘIL, Kamil. *Marketingový výzkum: Metodologie a aplikace*

close type question in a form of “I do not know” answer (together with YES and NO answer).

Important condition of offered variants is their equivalence, non-duplication and inclusion of whole spectrum.

4.5. Data collection

I have distributed an online-based questionnaire between bachelor and master graduates of FEM faculty who studied full-time and graduated since 2010. Survey was carried out between 8th October and 24th October 2014. It was bilingual (English and Czech) in order to obtain data from students who participated in courses taught in Czech as well as in English. It was composed of 22 questions.

4.6. Interpretation of data

For easier interpretation of data gathering is recommended to go back to initial phase of the survey where were set up the aims and hypothesis of the research.

Verbal description might be tedious in some cases then it is appropriate to supplement verbal description with tables or graphs depicting the resulting values. Tables are rather used in situations where it is expected on going work with the resulting data. Therefore it is more appropriate to use graphs for presenting results as it is clear and understandable for the reader.

The choice of the right type of the graph depends on interpreted data. Nevertheless, Řezanková (2007)⁴³ suggests that following graphical views are most commonly used:

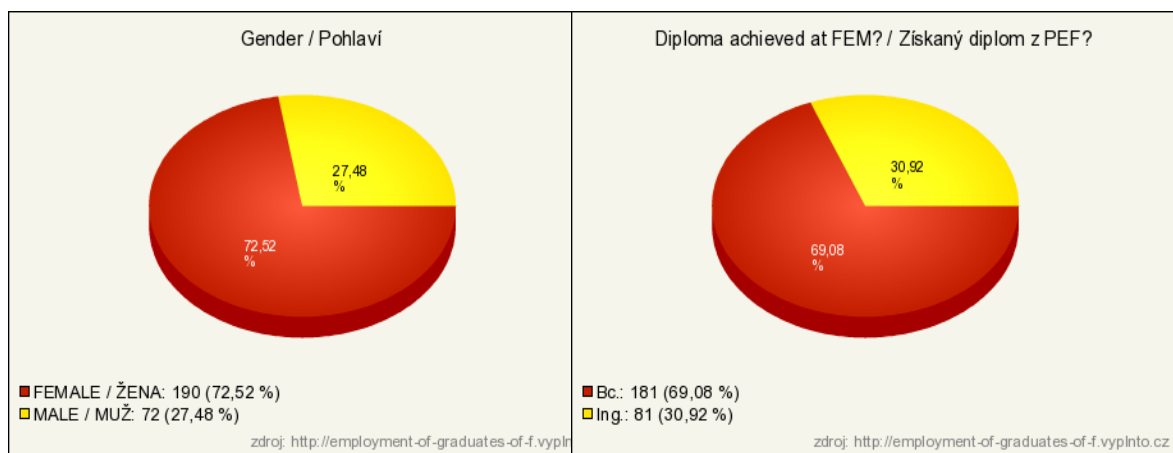
- A column chart – generally used to show frequency of a variable (answers such as I agree, I rather agree, I do not know, I rather disagree, I disagree)
- A pie chart – generally used to show the structure of surveyed answers. Slices of pie chart represent a ratio of frequencies of variables.

⁴³ ŘEZANKOVÁ, Hana. *Analýza dat z dotazníkových šetření*

5. Results

The total of received filled out questionnaires was 262. The average time to complete was 5.29 minutes. The majority of respondents were female graduates out of which 134 had bachelor degree and 56 Ing. diploma. For male respondents, 47 stated as highest achieved education at FEM Bc. and 25 Ing.

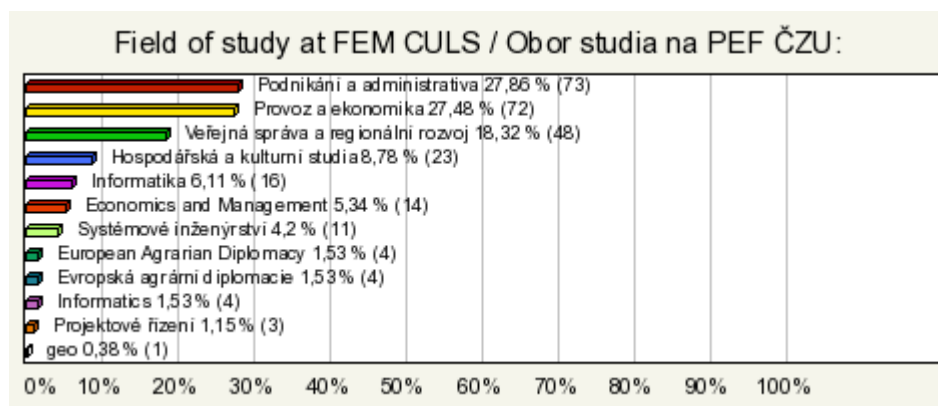
Figure 5: Gender of respondents + Diploma achieved at FEM



Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

Respondents represented different Bc. and Ing. study programmes. Highest number of respondents graduated at specialization Podnikání a administrativa (Business and administration, course taught in Czech) - almost 28%, followed by Provoz a ekonomika (Operation and Economy, also taught in Czech) with almost identical percentage and on a third place ended Veřejná správa a regionální rozvoj (Public administration and regional development, also taught in Czech). Other specializations went in order – Hospodářská a kulturní studia (Economic and Cultural Studies), Informatika (Informatics, taught in Czech), Economics and Management (taught in English), Systémové inženýrství (System Engineering, taught in Czech), European Agrarian Diplomacy (taught in English), Evropská agrární diplomacie (European Agrarian Diplomacy, taught in Czech), Informatics (taught in English) and Projektové řízení (Project Management, taught in Czech).

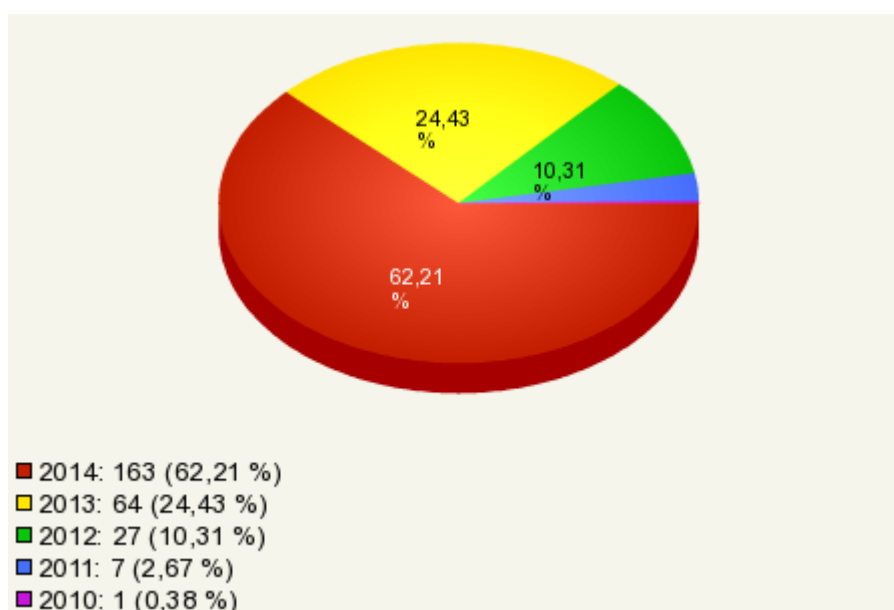
Figure 6: Field of study at FEM



Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

The return from 2014 graduates was the highest of all polled years. Totally, 90 bachelor and 73 master graduates from 2014 filled out the survey. The return for year 2013 and 2012 was also satisfactory. Low return from 2011 and 2010 graduates may be explained as follows – URL link to the questionnaire was sent by Department of Information and Communication Technologies at CULS to all bachelor and master graduates since 2010 to their student inbox but obviously they stopped using it or did not have it redirected to their personal email box.

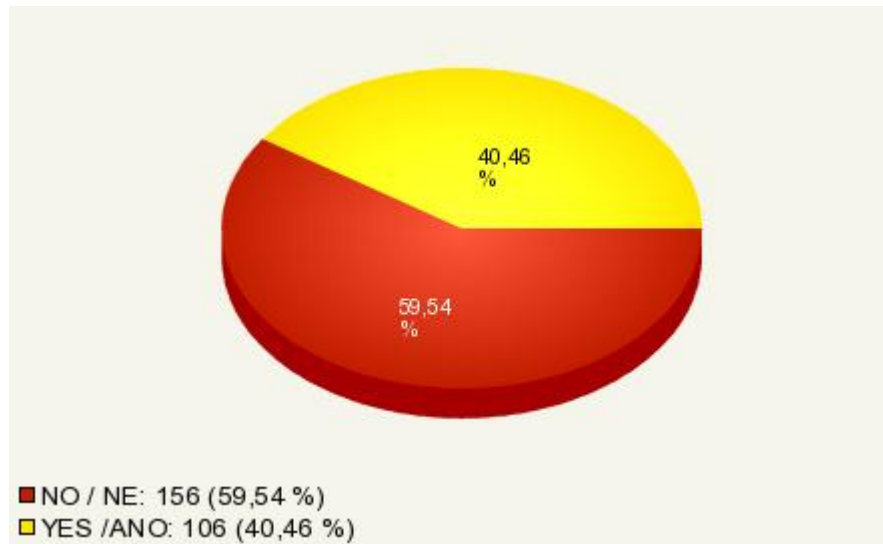
Figure 7: Year of graduation at FEM



Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

To question “Did University prepare you for a working environment?” almost 60% of respondents replied that it did not. 40% replied positively.

Figure 8: Preparation of FEM graduates for working environment

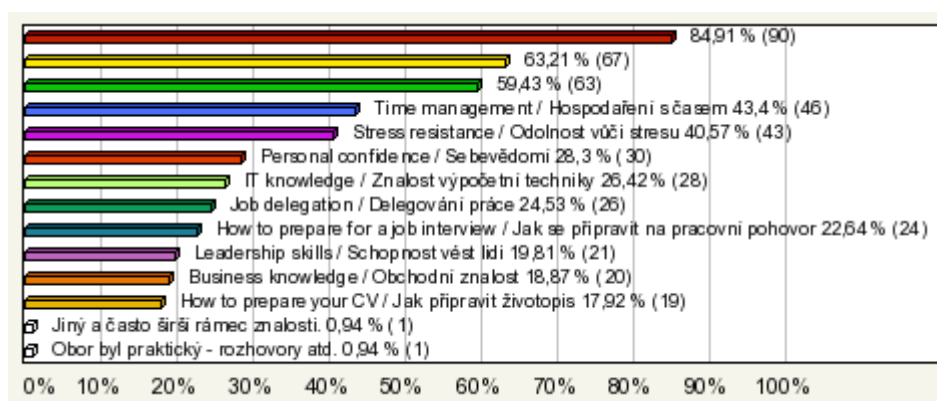


Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

Those respondents who answered negatively were asked a complementary question “Which improvement would you recommend?” Answers differed but most of them mentioned more practice in partnership with companies, possibility of internships secured by this partnership thanks to which the students could become familiar with working environment, offered positions, job content and experience of having a responsibility for certain task. Graduates would also retroactively appreciate more excursions, more discussion about current topics and less quibbling over seminar works. Graduates also mentioned greater focus on specialization of study and having fewer subjects about unrelated topics. Respondents also recommended working with computer programmes that are commonly used in firms and assignment of school projects by a company or University itself that would be consequently put in practice. Another mentioned topic was extended education of languages and bigger support of Department of Languages because due to lack of staff it happens that courses mix together students with completely different level of language knowledge and then the result is negligible.

The rest of respondents who answered that University prepared them for working environment appreciated especially their gained ability of working in a team, presentation practice, communication skills, time management, stress resistance, personal confidence, IT knowledge, job delegation, preparation for a job interview, leadership skills, business knowledge and the preparation of CV.

Figure 9: How university prepared graduates for working environment

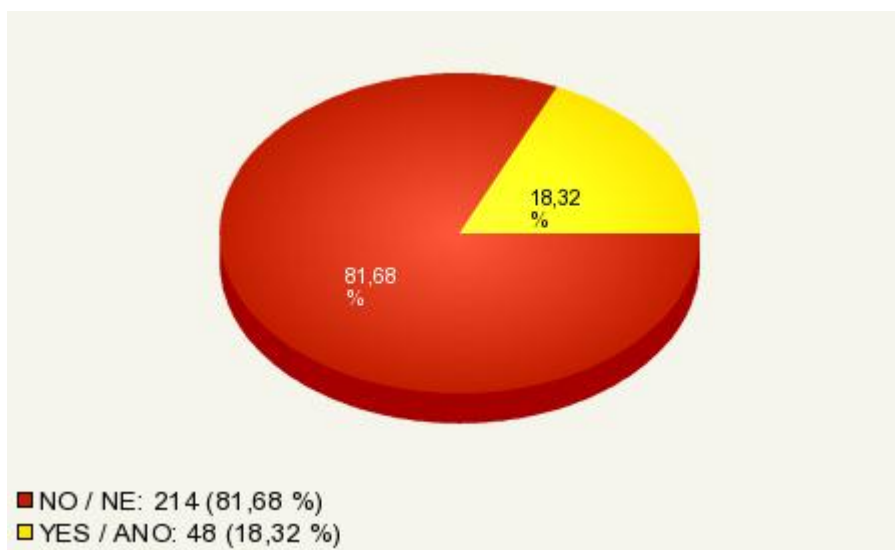


Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

Less than one fifth of graduates have an experience with stay abroad (see figure 10). The majority of them took the advantage of participation in Erasmus programme, followed by summer job experience and family visit. Few of them also stayed abroad due to internships, university studies (Erasmus programme excluded) and summer language schools (see figure 11).

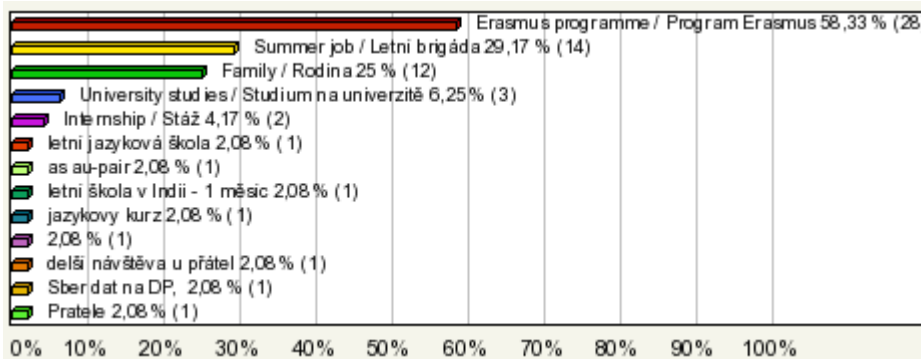
The majority of respondents considered this abroad experience as useful because it allowed them to become more independent and self-confident, to improve their language skills, to get in touch with different cultures, to make new social contacts and to become more tolerant.

Figure 10: Number of graduates with abroad experience



Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

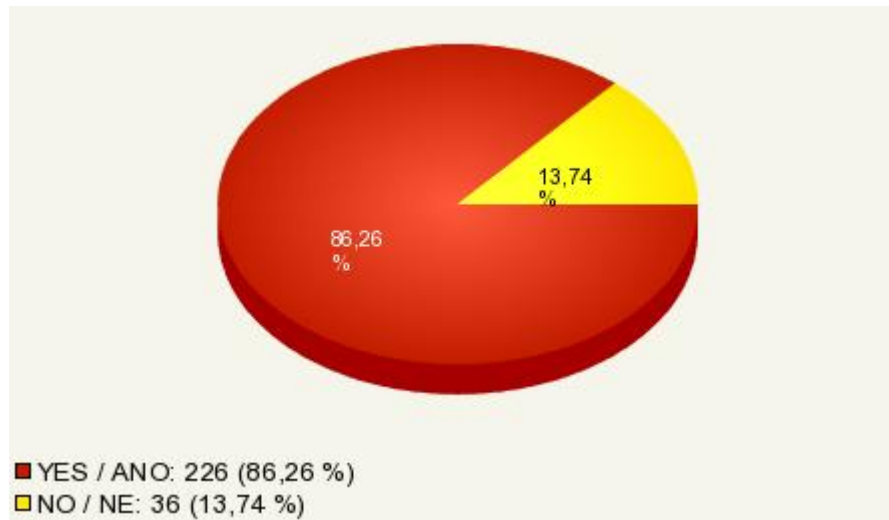
Figure 11: Abroad experience of graduates



Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

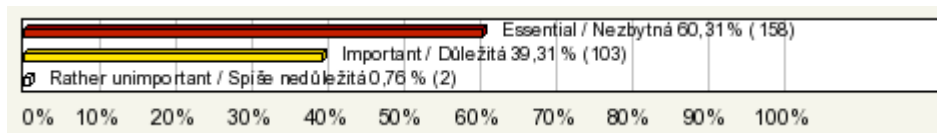
In contrast with abroad experience, most of the respondents already worked while they studied at FEM and the majority of them considered practice as essential or at least important for getting a job after graduation (see figure 12 and 13).

Figure 12: Working experience during university studies



Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

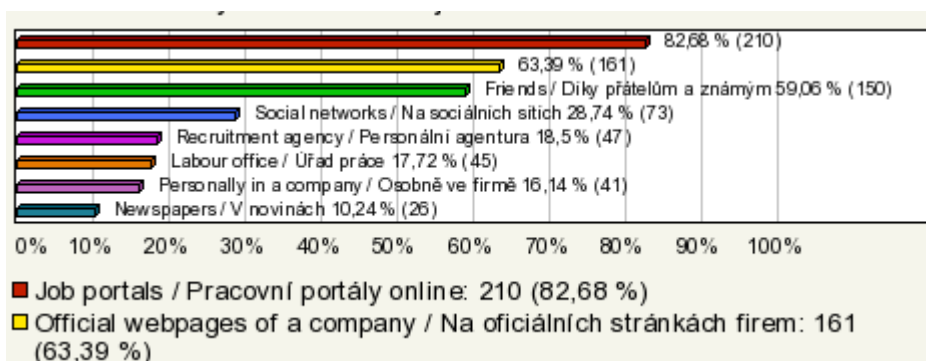
Figure 13: Importance of practice



Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

While looking for a job, most of the respondents stated that they search on job portals, official webpage of a company and lot of respondents ask their friends for recommendation. Other mentioned sources were social networks, services of recruitment agencies, labour office, personal visit in a company and newspapers as the least mentioned source while searching for a job (see figure 14).

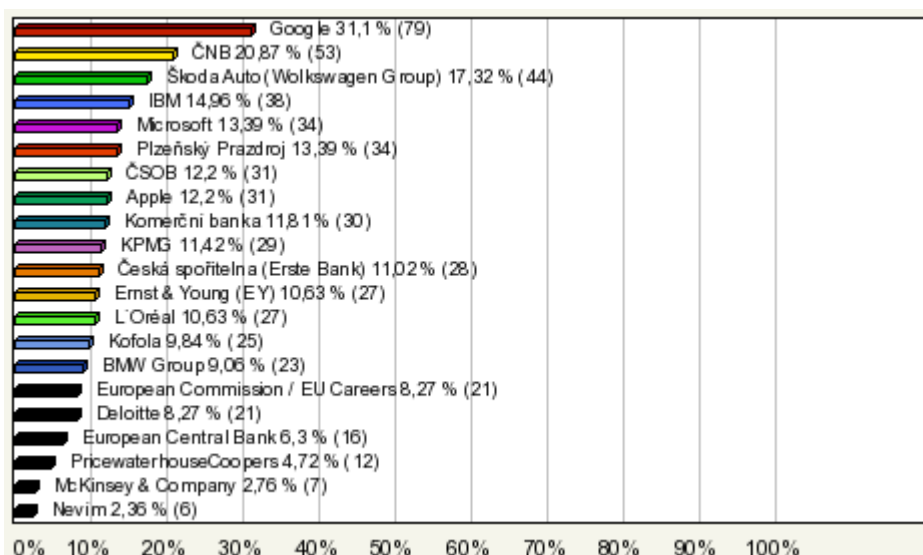
Figure 14: Source of job search



Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

Top dream employers of graduates were: Google on the first place, ČNB second and Škoda Auto (Volkswagen Group) on third place. Most of dream employers were taken from Trendence Graduate Barometer 2014.⁴⁴ Respondents only ticked their favourite employer, in some cases graduates chose an employer which was not in the list such as Ministry for Regional Development, Ministry of Finance, Academy of Sciences, Siemens, Agrofert, Airport Václav Havel, Czech Television, Aero Vodochody, Nestlé and various bank institutions.

Figure 15: Dream employer



Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

⁴⁴ Trendence Graduate Barometer 2014

The majority of graduates found a job immediately after their graduation specifically 58 master graduates and 94 bachelor graduates who did not continue with master study (as approximately 30% of bachelor graduates continue with the study in master programmes and therefore they do not search for a full-time job). In one case graduates got the job immediately thanks to the fact that they have been already working during their studies and they stayed for full-time employment in the same company (24 master graduates and 51 bachelor graduates). Another group got the job immediately within different employer or they become self-employed. Totally 152 graduates got the job within 3 months after graduation, 13 within 6 months after graduation.

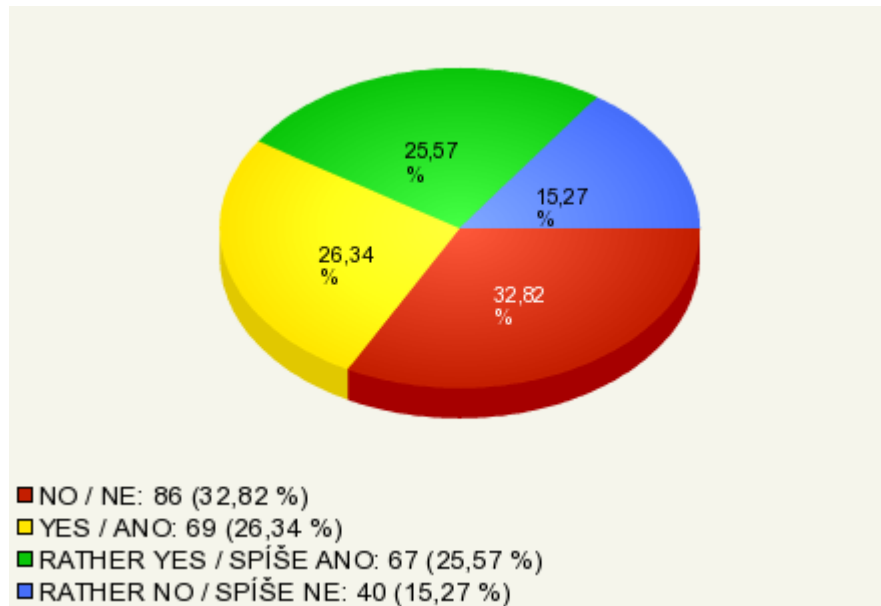
In the case of 2014 master graduates - 20 out of 73 got the job immediately within the same employer as during studies, 10 of them immediately within different employer than during studies, 6 of them found the job within 1 month, 6 are self-employed since graduation, 11 of them found the job within 1-3 months, 4 of them searched for 3-6 months, one person found a job between 6 and 12 months after graduation, 12 are still unemployed (from that one person is on maternity leave, one got only seasonal work and now is unemployed) and three continue with the study on PhD.

The majority of graduates stated that they wanted to work in the field of specialization. 51.91% of them really do (see figure 16).

Almost 65% started working in private sector, 13% in public administration and 5% as self-employed. Rest of respondents (mainly bachelor graduates) continue with the study at CULS.

The majority of graduates started working in Prague. Other cities such as Kladno, Mladá Boleslav and Benešov were mentioned several times.

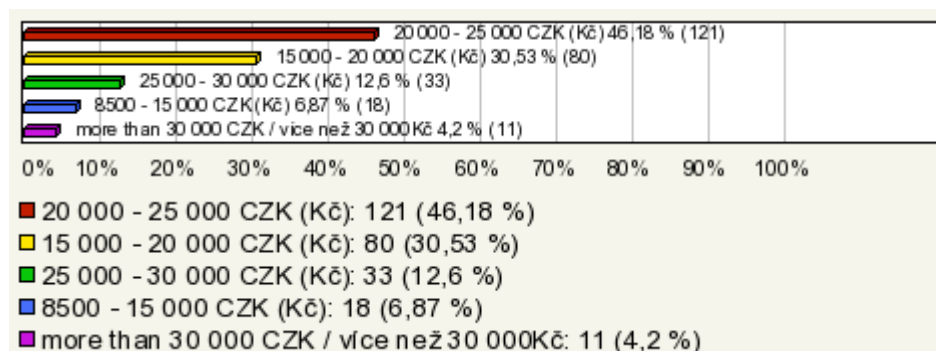
Figure 16: Employment matching with study specialization



Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

Concerning graduates` salary demands, most of graduates (46.18%) expected starting salary in the range of 20,000 - 25,000CZK, followed by range 15,000 - 20,000CZK (30.53% of respondents) and 25,000 - 30,000CZK in third place (12.6%). Both marginal answers in other words the lowest and the highest salary ended in the last positions.

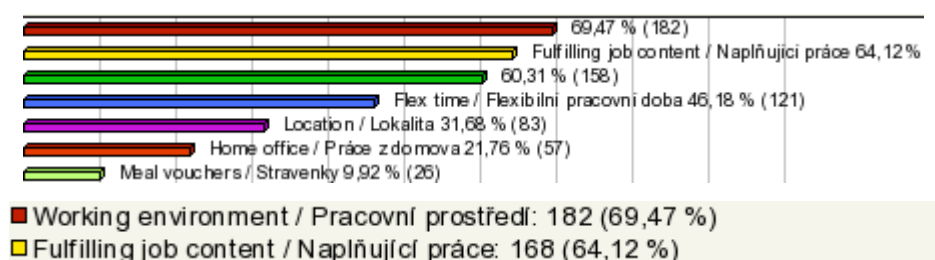
Figure 17: Expected salary after graduation



Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

Regarding factors of motivation at work, respondents most frequently selected answers working environment, fulfilling job content and interesting salary. Considerable number of respondents' ticked options flextime, location and home office. Meal vouchers were the least chosen option (see figure 18). Among other answers respondents appreciated possibility of language courses, acquiring practice and career progression.

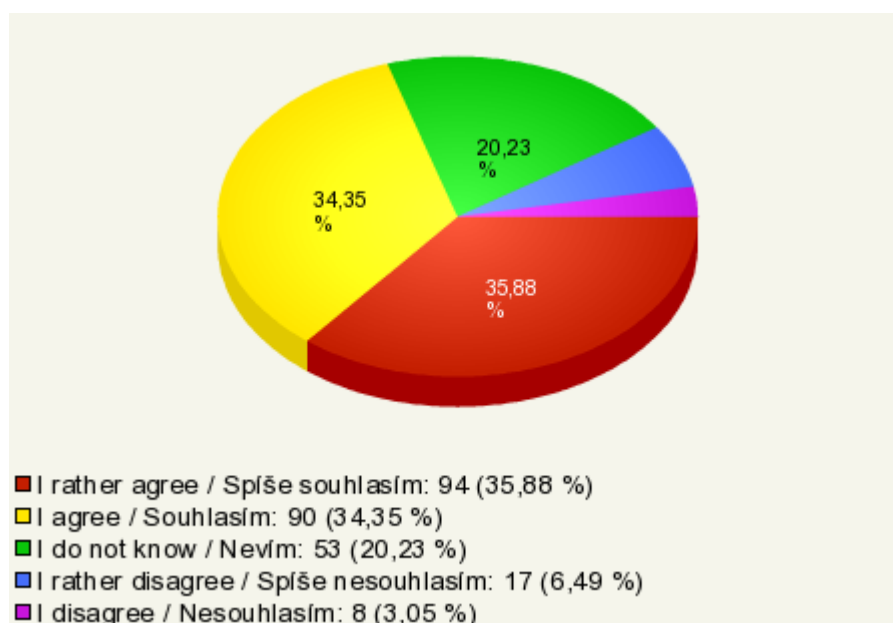
Figure 18: Factors of motivation



Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

Concerning the loyalty to employer, 70.23% of respondents would switch the employer if they got more of motivating factors elsewhere (see figure 19).

Figure 19: Loyalty to employer



Source: own survey (<http://www.vyplnto.cz/realizovane-pruzkumy/employment-of-graduates-of-f/>)

5.1. Confirmation or disproof of hypothesis

Hypothesis 1 was confirmed as the majority of master graduates (58 out of 81) got the job within 3 months after graduation.

Hypothesis 2 was confirmed, up to 35% of bachelor graduates (concretely 31.5%) continue with master studies.

Hypothesis 3 was disapproved as majority of bachelor graduates who did not continue with master study (94) got the job within 3 months after graduation that means that it did not require longer time than within master graduates.

Hypothesis 4 was confirmed. More than 75% of FEM graduates worked during their studies concretely 86.3% (226 out of total 262 respondents).

Hypothesis 5 was disapproved as only 34.3% of master graduates and 46.8% of bachelor graduates started their first full-time employment in the same company where they had been working during study.

Hypothesis 6 was confirmed. More than 60% of FEM graduates work in the same field as their field of study concretely 62.8% of master graduates and 72.6% of bachelor graduates (who did not continue with studies).

6. Discussion

According to Annual report on the activities of FEM faculty for 2010⁴⁵, graduates of this faculty belong to a group of graduates that find easily their employability in labour market according outputs gained from surveys gathered at FEM faculty and also according to the interest of companies to participate on Job Fair that takes place at the faculty. In addition, *Hospodářské noviny* stated that diploma obtained in economic science at FEM faculty at CULS belongs to the most wanted by employers (between top 5 most wanted in the field of economics).

Thanks to the survey taken by FEM faculty was found out that 65.9% stay in the field of specialization, 24.1% work in related field where benefit from knowledge gained during studies, 13% work in top management, 37% in middle and lower management, 37% as independent specialist and 12.5% as regular worker. To compare it with own survey, there was only one female bachelor who graduated in 2010 who continued with master study and stayed working in the same company as during bachelor studies.

83.4% of respondents evaluate study at FEM faculty as demanding, 8.8% as very demanding and 7.8% as easy. 64.8% graduates find study useful, 33.7% exceptionally significant and only 1.5% characterized it as a lost time. In addition, 75% of graduates stated that graduation helped them in achieving significantly higher income than average one.

In 2011, the questionnaire survey submitted to FEM graduates showed that 66% of graduates have been working during last year of study. After graduation, 26% of respondents had job immediately in the field that matched or was related with their field of study. 29% of respondents gained job immediately after the graduation within different field of study and 42.5% did not have the job immediately after graduation that represented slight decrease in comparison with previous year (49%).

⁴⁵ Annual report for 2010. CULS. Česká zemědělská univerzita v Praze

To compare with results of own survey, 3 out of 7 graduates from 2011 got the job immediately within the same employer as during studies, 2 within 3 – 6 months and 2 bachelor graduates got the job after more than 1 year after graduation.⁴⁶

Approximately two thirds of respondents stated that study at FEM prepared them well for working environment and future job careers. Concerning prestige and practical focus on future employment, there were 4times more positive answers than negative ones. In my survey, only 2 out of 7 graduates stated that university prepared them for working environment. Those respondents evaluated positively acquired ability to work in a team, presentation practice, communication skills, stress resistance, personal confidence and IT knowledge. 5 graduates who responded negatively would appreciate more practical approach such as internships in companies secured by university or more focus on administration associated with entrepreneurship.

There were 989 full-time study bachelor graduates, 491 bachelor graduates in combined and distance study. Concerning master study graduates in full-time study there were 1005 graduates and 689 in combined and distance study. Number of graduates grew by 9% in comparison with previous year.

55% of graduates' evaluated study at FEM faculty as demanding and only 1% evaluated it as not demanding at all.

In 2012, FEM accredited new bachelor study programme taught in English – Business Administration and related programme Economic Policy and Administration. Therefore there were 3 study bachelor programmes taught in English (Economics and Management, Business Administration and Informatics) and 5 master study programmes taught in English (Economics and Management, Agricultural Economics and Management, Informatics and European Agrarian Diplomacy) with 446 students in total. Another accredited study programme was Projektové řízení (Project Management) taught in Czech.⁴⁷

Concerning double degree programmes, FEM had 7 students at Wageningen university with 8 graduates at the programme, 7 students at Cranfield university

⁴⁶ Annual report for 2011. CULS. Česká zemědělská univerzita v Praze

⁴⁷ Annual report for 2012. CULS. Česká zemědělská univerzita v Praze

and 4 graduates, 8 students at Grenoble Business School and 4 graduates, 10 students at Université Catholique de Lyon and 5 graduates.

There is growing number of graduates (increase by 2% in comparison with 2011).

The questionnaire survey submitted to FEM graduates in 2012 showed that more than two thirds of graduates have been working during last year of study. In own survey, 25 out of 27 respondents were working during their study. 52% considered study at FEM as demanding, 0.7% responded that study was not demanding at all.

52% considered their study programme as focused on future career, 15% did not find the study focused on future career and the rest were not sure. In comparison with my survey where respondents had only two options (yes and no), results were following: 20 respondents out of 27 responded that university did not prepare them for working environment, 7 replied positively. Respondents would appreciate more practical exercises, more excursions, cooperation with experts during the lessons. On the other hand, they appreciate acquired leadership skills, ability to work in a team, presentation practice, communication skills, time management, job delegation, stress management, personal confidence, business and IT knowledge therefore graduates are satisfied with more spheres in comparison with previous year.

In 2012, there were 985 bachelor graduates in full-time study programmes and 1102 master graduates.

Thanks to mobility programmes, most students studied in Spain, Germany and France.

According CULS Annual report for 2013, the division of students at CULS is following: 60-65% in bachelor study programmes, 30-35% in master study programmes and approximately 5% of PhD students.

FEM accredited new master study programme taught in English – Business administration.

The number of active students declined in 2013. Absolute number of graduates is raising but the index of annual increase is not as dynamic as in previous years.

According survey among FEM graduates in 2013, 68% of respondents worked during last year of their study. Growing number of respondents (60%) stated that the study at FEM was demanding in comparison with approximately 50% in previous years. In my survey 56 out of 64 2013 graduates worked during the study.

55% of respondents stated that study at FEM prepared them well for working environment and future job careers, 14% replied negatively and the rest were not sure. To compare with own survey, 25 respondents out of 64 replied positively. They were mainly satisfied with their acquired ability to work in a team, presentation practice, communication skills and time management. 39 of 2013 graduates who replied negatively would appreciate more IT subjects and foreign languages, bigger interconnection with companies in terms of internships and more meaningful project assignments and involvement of professionals in teaching.

In connection with those proposals, FEM has recently introduced new Council for Cooperation with Practice that represents a link with future employers. There is also a long-term cooperation between employers and FEM students and future graduates in term of annual Job Fair, consultancy centres and elaboration of projects.

Moreover Management club of FEM students started organization of lectures lead by external professionals (potential future employers) so I assume that student should choose mandatorily 1 - 3 lectures every semester.

Companies also contact FEM and offer diploma thesis themes. This represents a possibility for graduates to start their career within those companies. So I would recommend further intensified cooperation for mutual benefit.

Concerning future recommendations for covering this topic, there might be organized in person interviews with FEM graduates with extended set of questions to identify matters that could be improved to achieve even higher employability of FEM graduates.

7. Conclusion

The situation in Czech labour market has significantly changed since financial crises in 2008. Having the degree is not nowadays an admission ticket for an employment. Only 14% of employers prefer university graduates while hiring a new employee. The percentage of people having bachelor and master degree is increasing, there are more job applicants per one vacancy and companies` demands on applicants (especially with university education) are growing as they have multiple candidates to choose from. Consequently, it is getting harder for graduates to succeed in the labour market right after their graduation. Companies prefer graduates with work experience so if university graduate can combine studies and work successfully it is taken as significant advantage.

Nevertheless, university graduates should stay active and optimistic while searching for a job, they have a lot to offer - as members of Generation Y they benefit from an abroad experience, language and IT skills. During university education at FEM they acquired practical experience with presentations, keeping deadlines and thanks to successful graduation they can prove their persistence, flexibility, strong will and ability of getting things done.

Although it is harder to succeed in a labour market, employment situation of FEM graduates is relatively good as the majority of both bachelor and master graduates find full-time employment within three months after graduation based on my survey.

The rate of unemployed FEM graduates has been slightly increasing in recent years (4.1% in 2013). To reach the best possible results in terms of graduates` employment, FEM is trying to intensify cooperation with external partners through organized lectures and Job Fair. That is certainly a good way to go as it boosts students` awareness of real working environment and labour market opportunities.

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9. Used abbreviations

Bc. – Bachelor

CAWI - Computer Assisted Web Interview

CULS – Czech University of Life Sciences

CV – Curriculum vitae

ECTS - European Credit Transfer system

FEM – Faculty of Economics and Management

FYROM - The Former Yugoslav Republic of Macedonia

Ing. – Engineer

Mgr. – Master

CSO – Czech Statistical Office

10. Annexes

Table 1: Employed population having university degree in Czech Republic in 2010

Region	%
The Capital City of Prague	35.6
South Moravia	22.1
Moravian-Silesian	17.7
Pilsen region	16.1
Central Bohemia	16.0
Hradec Králové	16.0
Zlín	15.6
Pardubice	15.0
Olomouc	14.9
South Bohemia	14.7
Liberec	13.0
Vysočina	12.9
Ústí nad Labem	10.4
Carlsbad	9.9
Czech Republic Total	18.4

Source: own table based on Czech Statistical Office data

Table 2: Employed population having university degree in Czech Republic in 2011

Region	%
The Capital City of Prague	38.4
South Moravia region	23.5
Olomouc region	18.6
Central Bohemia region	17.9
Pilsen region	17.3
Moravian-Silesian region	17.3
Pardubice region	16.7
Hradec Králové region	16.2
South Bohemia region	15.9
Zlín region	15.6
Liberec region	15.7
Vysočina region	14.2
Ústí nad Labem region	12.1
Carlsbad region	9.6
Czech Republic Total	19.8

Source: own table based on Czech Statistical Office data

Table 3: Employed population having university degree in Czech Republic in 2012

Region	%
The Capital City of Prague	39.1
South Moravia	24.8
Central Bohemia	19.8
Pilsen	19.1
Moravian-Silesian	18.1
Olomouc	17.7
South Bohemia	17.6
Hradec Králové	17.4
Zlín	16.6
Liberec	16.4
Vysočina	15.8
Pardubice	15.0
Ústí nad Labem	13.8
Carlsbad	13.2
Czech Republic total	20.9

Source: own table based on Czech Statistical Office data

Table 4: Employed population having university degree in Czech Republic in 2013

Region	%
The Capital City of Prague	40.1
South Moravia	27.9
Central Bohemia	20.8
Moravian-Silesian	20.5
Hradec Králové	19.4
Liberec	19.0
South Bohemia	19.1
Pilsen	18.6
Olomouc	18.1
Zlín	17.8
Pardubice	17.3
Vysočina	15.1
Ústí nad Labem	15.0
Carlsbad	12.8
Czech Republic total	22.3

Source: own table based on Czech Statistical Office data

Table 5: Employment of FEM graduates

Year of application	Nr of applicants	Accepted	% of unemployed
2013	4220	2674	4,1%
2012	4127	2701	1,7%
2011	4081	2782	2,0%
2010	3693	2464	1,9%

Source: <http://www.vysokeskoly.com/vysoke-skoly-1/provozne-ekonomicka-fakulta#sance>