

An Employment Handbook for Recent English for Business Administration Graduates in the Zlín Region

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Bachelor Thesis
2014



Tomas Bata University in Zlín
Faculty of Humanities

Univerzita Tomáše Bati ve Zlíně
Fakulta humanitních studií
Ústav moderních jazyků a literatur
akademický rok: 2013/2014

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Jan Kutálek**
Osobní číslo: **H11801**
Studijní program: **B7310 Filologie**
Studijní obor: **Anglický jazyk pro manažerskou praxi**
Forma studia: **prezenční**

Téma práce: **Průvodce hledáním nového zaměstnání na Zlínsku
pro současné absolventy oboru Anglický jazyk pro
manažerskou praxi**

Zásady pro vypracování:

Studium specializované literatury z oblasti hledání prvního zaměstnání
Shromáždění odpovědí z dotazníků pro studenty, absolventy a zaměstnavatele
Formulace hypotézy
Vyhodnocení výsledků a ověření hypotézy
Učinění závěru ze získaných údajů a doporučení absolventům

Rozsah bakalářské práce:

Rozsah příloh:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Seznam odborné literatury:

Abel, Michelle. 2009. Congratulations! You're Unemployed!: A Complete Guide to Finding Your First Job Out of College. New York: Strategic Book Publishing.

Bailey, Thomas R., ed. 1995. Learning to Work: Employer Involvement in School-to-Work Transition Programs. Washington: Brookings Institution.

Harmon, Daniel E. 2010. First Job Smarts. New York: Rosen Publishing Group.

Katz, Susan M. 2013. Start Your Career: 5 Steps to Finding the Right Job After College. Raleigh: C&M Online Media.

Pollak, Lindsey. 2012. Getting from College to Career: Your Essential Guide to Succeeding in the Real World. Revised Edition. New York: HarperCollins Publishers.

Vedoucí bakalářské práce:

PhDr. Katarína Nemčoková, Ph.D.

Ústav moderních jazyků a literatur

Datum zadání bakalářské práce:

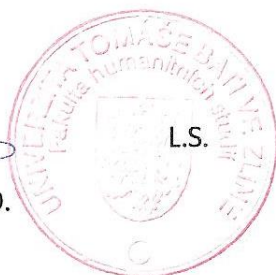
29. listopadu 2013

Termín odevzdání bakalářské práce:

2. května 2014

Ve Zlíně dne 22. ledna 2014


doc. Ing. Anežka Lengálová, Ph.D.
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ABSTRAKT

Bakalářská práce na téma Průvodce hledáním nového zaměstnání na Zlínsku pro současné absolventy oboru Anglický jazyk pro manažerskou praxi se ve čtyřech kapitolách zabývá různými aspekty studia, studentského života a následného pracovního života absolventů. V souvislosti s tímto byl proveden rozsáhlý průzkum, který zahrnoval odpovědi čtyřiceti studentů a pěti absolventů zmíněného oboru. Dále se průzkumu zúčastnilo osmnáct zaměstnavatelů v rámci veletrhu pracovních příležitostí a prostřednictvím soukromých rozhovorů.

Klíčová slova: absolvent, příležitost, rada, pohovor, dotazník, průzkum, práce, nezaměstnanost, konkurence, úspěch

ABSTRACT

The Bachelor Thesis named An Employment Handbook for English for Business Administration Graduates in the Zlín Region covers, in four chapters, different aspects concerning the studies, students' life and the following life as graduates. A survey was conducted in connection with the topic and included responds from forty students and five graduates of the aforementioned study program. Furthermore, eighteen employers participated in the survey within a job fair and via private interviews.

Keywords: graduate, opportunity, advice, interview, questionnaire, survey, labor, unemployment, competition, success

ACKNOWLEDGEMENTS

First and foremost, I would like to acknowledge the support and outstanding guidance provided by PhDr. Katarína Nemčoková, Ph.D. during the process of writing the Bachelor Thesis and also thank for providing me with valuable feedback.

In addition, I would like to thank all the students, graduates and employers for their willingness to participate in the survey and their patience when responding to the questions.

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INTRODUCTION

A successful career is a dream for many graduates. Most of the English for Business Administration (hereinafter EBA) graduates are no exception. In spite of having a large number of competitors when seeking jobs, it is possible to be employed. The Bachelor Thesis deals with employment of the English for Business Administration graduates and shows different perspectives, such as what the employers advice, what graduates suggest and what opinion students of EBA hold. These form the major part of this Bachelor Thesis. A survey was conducted with respect to the employment possibilities for the EBA graduates. The survey included three types of questionnaires. The first one focused on students. Forty students were asked about their future plans. The second type of questionnaires was aimed at the EBA graduates. Questions concerning five graduates asked for information regarding the tips for students, their experience after graduation, present job-related situation. Both the students and graduates were, beside other aspects, asked to evaluate the English for Business Administration study program. The last part of the survey comprised of the questionnaires for employers. Eighteen employers were asked several questions with respect to the chances of EBA graduates to be employed after finishing their studies at Tomas Bata University, providing pieces of advice regarding the job application process and a following interview.

The Bachelor Thesis is divided into four chapters. The first chapter ‘While Studying’ deals with various activities that the EBA students might consider before graduation. The second chapter ‘After Graduation’ provides the graduates with recommendations made by employers and also covers the study program evaluation. ‘Seeking First Job’ is the title of the third chapter that guides the graduates through the process of seeking, applying for and succeeding in getting the job they want. The last chapter ‘Achieving One’s Goals’ covers the importance of setting a goal and being able to achieve it.

The students/graduates of English for Business Administration posses various skills and deep knowledge of the business field in connection with English. Understanding of business is highly valued by employers as well as the knowledge of English language. Therefore, based on the survey conducted, the EBA students are able to find proper jobs after graduation and succeed in their future careers.

1 WHILE STUDYING

The life of students is without a doubt less stressful compared to the life of most full-time employed people, which might not, however, be always seen as an advantage. Many employers who employ students/graduates require that they have some practical experience. Therefore, to participate in working activities while studying is of the utmost importance. Although having a corresponding job after graduation is very important, working in a café or a call center can be beneficial as well. Some skills are transferable and therefore can be used later on in some specific and qualified employment.

For the purpose of getting a job, the applicants need to meet specific requirements (Harmon 2010, 7). These include, for instance, 2 years of professional experience, ability to handle difficult situations, or being able to divide tasks to a larger team of specialists. Therefore, if a person does not gain practical skills while being a student, they do not have any advantage compared to the crowds of inexperienced graduates waiting for any job.

According to Gustafson (2002, 11), graduating students often face masses of graduates graduating every year. The English for Business Administration graduates will face other peers from all universities in the Czech Republic, namely those ones that are involved in business and English study programs. Most of them are going to apply for skilled job positions and that is where the EBA graduates have the advantage of being able to utilize both English and business knowledge.

As it was found out in the survey conducted among forty students, many of them have some experience either with a temporary job, internship, or other activity that can be used to their advantage when such moment occurs. Some of them, however, do not find the aspect of preparation for their future career important whatsoever. This suggests that it is rather an individual matter. It may be assumed that students of the aforementioned field of study usually have excellent background knowledge of linguistics, literature, cultural studies and economics. The conducted survey implies that EBA graduates are likely to get the job they want. The answers to the survey were provided by five EBA graduates.

The students of Thomas Bata University are lucky enough that the university provides students with the Job Center that can help them in finding their desired job. The Job Center leads them through the process of applying for a job position. Some universities often fail to motivate students to work (or even to study) hard so that they can have better future. Also, in most cases they do not provide any help with finding a suitable job, and do not

lead the students throughout the process of becoming a proper employee (how to behave, what to expect, what to avoid, etc.) for a potential employer (Bailey 1995, 3-4).

1.1 Getting First Job Experience

During their study, the EBA students are advised to try to get the initial work experience. The evidence suggests that having a temporary job is essential. The EBA students who work while studying are often likely to get their dream job more easily. Some students, however, choose not to work and then in most cases they have problems getting any job after they graduate from a university. The best way to start working seems to be searching for any job one is willing and able to provide one with.

Another way of gaining experience is to participate in transition from school to work programs before graduation. Internships in companies represent the main part of such programs, and are therefore a key to acquiring valuable skills, abilities and practical knowledge from the area of real-life employment. Companies are aware of the problems, which graduates face today, and that is why many of them launched special programs designed specifically for graduates (Pancszaková 2011).

For this purpose and owing to English and business knowledge, the EBA students have many opportunities to start engaging in working activities while studying. The Czech Ministry of the Interior and Social Affairs runs an Internet portal called EURES, which provides users with a description of work-related activities in the Czech Republic as well as actual job offers. These are not limited only to the Czech Republic, in fact, they cover a number of potential job opportunities within the European Union region. Students may consult their desired activities with a EURES representative and can find a suitable internship or part-time job. It is also possible to go through the list of jobs offered and contact a chosen employer directly. After clicking on a chosen job offer, applicants can see the job description, requirements, and also the salary provided. (EURES)

As far as the Zlín region is concerned, a few companies questioned provide students with internships as well. For instance, in the Deloitte Advisory Company students can use their business knowledge as the company deals in financial services. Specifically, they offer students to join them in their early studies and have a job projection after they graduate. In the meantime, students get used to working in a real job environment, with real teams of employees. Another example is the Fatra Company that cooperates with high schools and universities and offers hands-on experience for students and graduates (FATRA). They

prepare students as their potential employees and also help them with the creation of bachelor theses. Also other companies were asked to provide information that shall be discussed further in the thesis.

Nowadays, having an employment of any kind is almost a synonym for being a student in the Czech Republic. It is not only an essential part of students' lives as for gaining experience, but for many of them this represents a way of making ends meet (Ondrová 2008).

1.2 Advice from Employers

The employers mentioned in this Bachelor Thesis were questioned at the last year's Job Fair hosted at TBU. These were e.g. Continental Barum, Fatra, a.s., IBM, Deloitte Advisory, etc., together with a non-profit state organization EURES. Total of eighteen such entities were asked the same questions. This chapter summarizes what they advise students to do before graduating.

The most important advice is to start working while being a university student and try getting as much work experience as possible. The employers suggest participating in various activities, planning university events, joining a non-profit organization, doing voluntary work, etc. As for this point, some respondents to the questionnaire argue that having to work without any salary/wage is useless, and to a certain extent they are correct. If they want to pay rent and buy goods/services, they usually decide for the job with the highest possible salary/wage, which is understandable. Even though working with the idea of making money is pleasant, participating in activities within the non-profit sector is very rewarding as well according to Andruszka (2013).

Non-profit organizations such as AIESEC can be beneficial for those students who want to try different tasks and various job positions. If students cannot get any job, this is one of the opportunities they might want to try. The basic principle is to try as many work related activities as one can and thus gained experience is then highly valued by employers.

Having or acquiring contacts, either personal or work, is also very important according to some employers as the research showed. The students who apply for various jobs send their CVs or personally visit employers get in contact with many people (and potential employers or at least advisors) and subsequently might find these contacts useful. They might as well use their family contacts (Granovetter 1995, 44), as many people currently do.

The results of the survey conducted among employers show that having experience from working abroad is advantageous. The employers also stressed the importance of going abroad and participating in working or studying activities. Today, students have the choice to go on a Work & Travel or Study & Travel programs, Erasmus, etc. to improve their language and practical skills. As well, the study programs provide insight to other culture and one can have different perception of life.

Graduates are also advised not to put their eggs into one basket. Knowing only English is apparently not enough these days. Fortunately, students of EBA do not solely focus on English but they also acquire knowledge of business, administration, marketing, management, basics of law as well as other languages, German or French being the most common, which they might find very beneficial in the long run.

1.3 Knowing One's Interests

As for knowing what they want to do in the future, the conducted survey shows that only four out of forty third year students of EBA know exactly what they want to do, two of them do not have any idea, three students thought about this matter, but are not really sure, and the rest of the questioned students only guess.

The result indicates that only few students know exactly what they want, which might help them in pursuing their dreams. However, the vast majority of them only assume what they might be into. This is why knowing one's interests is very important in order to get a fulfilling job.

To get to know what one is fond of, the employers advise to try as many jobs or work activities as possible. Only then might students know what they enjoy or dislike. The easiest way of doing this 'for free' is to join a non-profit organization where students can try out multiple job positions and hopefully find what they like. It is, of course, possible to do this in a real paid employment, but changing jobs quickly might alarm the next possible employer. More ways of finding what one enjoys exist. Another way is going on one's interest-related internships in companies, which is often very beneficial. It is possible to see how the company works and what the working process looks like. Students can acquire experience that is highly valued by employers. (Katz 2013, 18)

1.4 Future Plans

Setting up a plan often brings many benefits. “If you want to get your dream job ... determine what you are good at and what you love to do” (Leibman 2012, 43). Having a clear vision of what one wants to achieve is really important and that is why it is advisable to think about the future as early as being a student. Such plan then helps students, and later graduates, to get organized and to follow the predetermined course aiming towards the desired destination.

By the time the EBA students get to graduation, the employers questioned recommended to know what they want, love, like, dislike or hate, what are their preferences and goals, and how and when they want to reach them. Staying focused is crucial (Bake 2013). Students need to keep a clear vision and the chosen goals still in mind. After that there is only one thing left to do, and that is to find an appropriate job and maintain the work-life balance. People should not forget to think ahead and not to have vision only limited to being at work and making money.

1.5 Graduates & Students’ Evaluation of the Study Program

The questionnaires containing ten to fifteen different questions were sent out to five graduates and forty current EBA students. The results show that both these groups are generally satisfied with the EBA study program. To provide more accurate information, a detailed analysis of all the answers is conducted below.

As far as the graduates are concerned, they mostly agree that the study program provides students with relatively deep knowledge of the English language as well as a wide range of information from linguistics and the field of business. Also, graduates appreciate the presentation skills taught, the possibility to go abroad, e.g. on Erasmus, and the fact that part of the subjects are taught in English. On the other hand, the graduates questioned would incorporate more practical skills learning and more speaking skills improving opportunities. There were also other valuable comments such as the possibility of being allowed to focus more on either English or the business area, to add teaching of another foreign language in depth, and, of course, to provide the opportunity to continue with studying MA program at Tomas Bata University. The survey among the graduates also showed that four out of five graduates are satisfied with the selection of the study program. As regards the students’ answers, these are rather positive as well. Only six out of forty answered that they are not satisfied with their selection of the study program, which does

not necessarily mean they are not satisfied with the EBA program itself. Others are either fully or mostly pleased with the selection. Only three students suppose that they will not be able to get a job after graduation. Considering the positive evaluation of the study program, the students concerned are very fond of the combination of the English language and business. They also replied that teachers and the practicality of the program are of a great advantage to the program. The last remark regarded praising the fact that subjects are taught both in Czech and in English. What is surprising, however, is the fact that 24 of the students are not in contact with companies in order to gain practical skills.

Therefore, some encouragement for students to do so seems to be helpful. Out of twenty-four students, who either have some kind of temporary job, participate on an internship or any such activities, nine answered that they needed to leave out some classes in order to be able to go to work. Fourteen students are not trying to gain any practical skills while studying and only focus on their study obligations. Two of them do not find this important at all. These are quite interesting facts that might actually help the university in encouraging students to gain practical skills and start thinking ahead.

The following graph illustrates the proportion of responses to the question “Would your company find a person with excellent knowledge of English in combination with understanding of business useful and interesting?”. The responses of eighteen employers are divided into three groups. Each group has a different color.

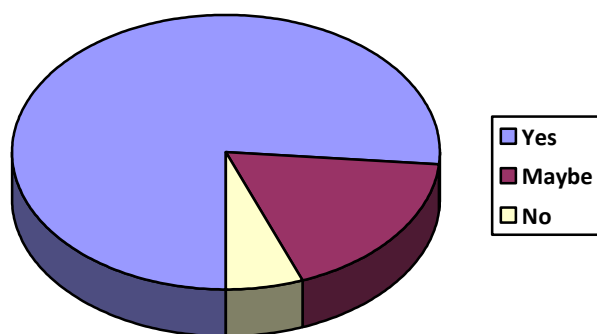


Fig. 1. Companies interested in graduates with combined knowledge of English and business

The graph above clearly shows the interest of the companies questioned. It is necessary to point out that thirteen companies responded “Yes” and two companies “Maybe”. However, only one ‘organization’ (the Municipal Authority of Zlín) replied “No”. At the Job Fair, the representative of Skoda Company refused to provide any information at all.

2 AFTER GRADUATION

Days of being obliged to do homework, attending a university and having quite a great deal of free time are over. After graduation, the roughness of the real world affects graduates. There are supposedly two types of graduates as was suggested above – the ones with practical skills and the ones without (or with minimum) practical skills. However, very often this applies to almost every university and faculty in the Czech Republic. The first type includes the ones with knowledge and practical skills acquired during the studies, and the second type comprise of the ones with no (or minimum) practical skills. The first type shall be discussed first following the description of the second type individuals.

The students who gained practical skills while studying are usually better prepared to face the competition of graduates all of whom want to get a job (Stasny 2001, 35). This is the moment when their previous effort is found to be priceless. However, some graduates who found themselves jobless after finishing a university and have no or minimum practical skills believe that the university degree was not worth their hard work. However, Snyder (2013, 39) points out that universities “don’t promise jobs; they promise ... education.” It is not unusual that some people tend to blame others for their own failure. The same also applies to some students.

Graduates increase the total unemployment rate. As it was reported, the unemployment rate in the Zlín region reached 7,6 % at the end of September 2013. During September 2013 there were 3,779 newly registered job seekers in employment offices within the Zlín region, which is 50 % more than it was in August of the same year. Such rapid increase in unemployment was caused by new graduates entering the labor market. The employment offices in the Zlín region record 2,831 graduates, which is 9,1 % of all job seekers (Zlin.cz).

Organization is very important. According to Morem (2010, 166), keeping oneself organized makes one’s life easier. As soon as one has a clear scheme or plan what, when, and how to do certain daily tasks, one might find the system useful in the long run as well. This fact is closely related to planning graduates’ future. Many possibilities of what graduates might be up to after having finished the university exist. The principal options are to be discussed in the following chapter, which deals with the decision-making process that new graduates encounter. However, these are only general pieces of information that should provide the EBA graduates with a few ideas of what they might want to choose from.

2.1 First Steps – Making a Decision

Although graduation is the point in one's life where one gets to choose which direction to go, the whole process of making a decision is best started a few months in advance. Many opportunities lie in store for the EBA students, which is why it might be sometimes difficult to decide. There is a few options mentioned below that the students will most likely choose from based on the questionnaires.

2.1.1 Follow-up study

Some students may decide for further studying in a follow-up study program. The option covers full-time study. There are many Master's degree study programs that the EBA graduates might select from, e.g. Literature and Cultural studies – as a follow-up of the linguistic area of the study program – or MBA, MSc and other programs – as a follow-up of the business area of the program. That may possibly be seen as an advantage because the students have more areas to choose from (namely two, philology and business) compared to some business graduates of other universities in the Czech Republic. The positive outcome of this possibility is that one may fully focus on studying and get as much knowledge as possible. Half of the students (20) questioned decided for this option.

2.1.2 Follow-up study & work

Another possibility is to engage oneself in further studying together with having a job. Some graduates might not want to decide for the first option mentioned above and that is why they can choose to enroll in the aforementioned follow-up study programs except that these are not full-time programs but include rather combined or distance learning. This is when one attends a university on weekends or other specifically stated days. The advantage of the option is that one is studying but in the meantime one is also getting job experience so demanded these days. Fifteen out of forty questioned students answered that they wanted to study either a combined study program or engage in distance learning.

2.1.3 Traveling

This section includes but is not limited to going abroad for e.g. a year in order to work or study. Graduates may participate in study programs such as Erasmus or other programs or can go abroad via an agency or travel by themselves. As every culture is different, the EBA graduates can gain valuable knowledge of the given culture, skills when working in a foreign company. Most importantly, after they return they can compare different cultures

and learn from what they do differently and perhaps in a better or even worse way. Afterwards, they can apply this when working in a company in the Czech Republic or elsewhere. The rest of the students questioned answered that they are not interested in further studying at all and that is why they might want to try this option, because as the survey shows companies value the job applicants who had travelled.

2.1.4 Transition & trainee programs

With regard to the aforementioned, specific companies offer school-to-work transition (for students) and also trainee (for graduates) programs, e.g. Continental Barum, Deloitte Advisory, Fatra and others. In a personal communication with a graduate of EBA it was suggested that graduates have the opportunity to make use of their expert knowledge of English and business in quite a large scale. As far as the graduate is concerned, she said that she uses English in 70 % of her daily routine and also derives benefits from business matters understanding. This specific trainee program focuses on new employees selected from graduates and developing their skills (CONTINENTAL). It takes about a year to go through the program and it also provides graduates with an opportunity to show what they are capable of.

Several companies offer the school-to-work transition programs. For instance, Deloitte Advisory Company provides students with the opportunity to cooperate with them. Mainly the EBA students and graduates interested in the area of business and finance may find this opportunity interesting. The company offers specific job positions for students and graduates – one can start as an assistant as early as a student and then possibly be promoted to a higher position. (Deloitte Advisory)

Another company that runs a graduate program called “2014 Global Graduate Development Programme” is the Edwards Company (Edwards A). They offer job positions such as Team Leader etc., but before graduates are able to reach this position, they need to go through the development program. The program’s description shows that the graduates participating in the program work full-time in the United Kingdom, however, the work location is flexible (Edwards B). This fact represents a great opportunity for the ones that are interested in improving their English skills and also getting to know the corporate environment and culture in the UK. There are of course many programs and many companies that offer similar options. Here are included offers from some of the employers that participated in the Job Fair held at the TBU’s U5 building in October 2013.

The following graph was designed to illustrate the information mentioned above. The graph mainly focuses on the responds from forty students. The replies concern the decision-making process after graduation. The forty responds were formed into three groups.

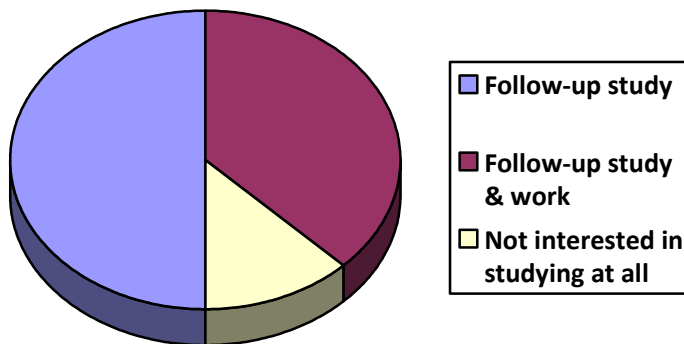


Fig. 2. The supposed decision-making of current EBA students after graduation

The largest proportion of EBA students (twenty) answered in the survey conducted that they would like to engage in further studying after graduation at Tomas Bata University. This option is suitable for the ones who enjoy the study environment and are interested in deepening their knowledge. A bit smaller proportion of replies (fifteen) covers the option of follow-up study & work. These students are also interested in further studying but at the same time they want to participate in working activities. The last and the smallest group of students (five) responded that they were not interested in further studying at all.

2.2 What (not) to Expect

Some students, who are about to graduate from a university, look forward to finishing their studies and finally having their own freedom, their dream jobs. In other words, they sometimes think that their lives are going to be better. It might work for some, but definitely not for all of them. Furman (1998, 2) argues that new graduates often expect the feeling of relief after having finished all the exams and having two or three months of free time ahead of them. But then the real life strikes.

What are the real expectations of graduates and what do they include? Apart from their personal lives, graduates' expectations in connection with jobs often include the idea of salary or wage, which should correspond to their skills and knowledge. Pavel P. Novotný

(2013) argues that graduates are lowering their demands concerning the salary/wage. He also claims that there are two key factors – region and practical skills. According to Novotný, young job seekers in the past years expected up to 30,000 CZK for their first job. He also states that the current graduates' expectations are more modest (around 20,000 CZK). Therefore, some graduates are aware of the difficult situation they face today.

In their first job application, graduates might be asked to change the location of their stay in order to obtain the job position they applied for. This option does not necessarily have to mean to change the location of one's living, but might include the option of commuting to work. Thus, if a job seeker narrows the search of the job only to the job positions offered in one's area of living, they might lose the job they dream about. (MF DNES 2008)

Some companies provide graduates with the opportunity to work for them. These companies range from the smallest ones to huge corporations. Graduates may consider what are the various benefits and also disadvantages of working for a small or large company. MF DNES compares the two types of companies and states their advantages. While working for a corporation, one can master their skills in certain tasks and can also improve one's knowledge via training sessions and often have various employee benefits. In comparison, small companies offer varied job descriptions and engaging tasks. Even though there is a limitation of the career growth, the advantage of small companies lies in more personal approach and the possibility to participate in the management of a specific company. However, training sessions are not always a matter of course. Therefore, it is up to each graduate, which direction they want to go.

2.3 Suggestions from Graduates and Employers

Both the employers and graduates questioned were asked to provide the graduating students with some tips or pieces of advice. The tips shall be discussed in this chapter. As well, there will be general information about whether the employers consider EBA to be a perspective field of study or not.

As far as the graduates are concerned, they provided several suggestions that are listed below:

- One of their pieces of advice is to go abroad after finishing the studies at Tomas Bata University and use English as much as possible because education is no substitute for this valuable experience. It is very important to have experience with other cultures, to know their habits, routines and other aspects of a foreign culture.

- According to the graduates, it is crucial to gain experience in the field one is interested in and wants to be part of in the future. That is why the graduating students of EBA are advised to know what they are interested in, so that they can fully focus on gaining experience in their area of interest.
- Another advice is to try to set oneself apart from everybody else and try to look more interesting for an employer. Nowadays, with all the graduating students it is essential to stand out of the crowd.
- The last piece of advice is to learn another language apart from English, because as one of the questioned employers said, to know English is rather a necessity nowadays.

Among the job positions that would be suitable for EBA graduates, the employers stated positions such as Product Manager, Office Administrator, Foreign Relations Assistant, Manager, Customer Service Representative, Auditor Assistant, Tax Advisor and more. Some employers stated that they offer certain job positions where practical skills are not required and that there is a possibility for employees to pursue their career and to get into higher positions. Others recommend participating in the aforementioned trainee programs, internships, etc.

A company's representative said that at least one year spent abroad is essential. The representative of Student Agency said that it was necessary not to have high expectations and also that having some experience with seemingly trivial work in the Work & Study Travel Program is extremely valuable. In conclusion, it is necessary to be patient, hard working and responsible in order to succeed in getting one's dream job.

3 SEEKING FIRST JOB

The previous chapter dealt mostly with the options that the new EBA graduates have and also what they can expect outside of Tomas Bata University. This chapter focuses more on the actual process of finding a desired job position, applying for it and succeeding. Some tips provided by employers are included as well, e.g. in respect to job application and the following job interview.

The first step, when searching for one's first full-time job after graduation, is to know where to begin. Tomas Bata University provides students/graduates with the opportunity to visit the Job Fair at TBU's U5 building with many leading employers from the Zlín region. The employers that come to the Job Fair expect to find talented students whom they might want to employ in the future. In 2013, the Job Fair included twenty companies among which there were companies such as Continental Barum, Deloitte Advisory, Edwards, Fatra and more (UTB). The Job Fair presents a great opportunity to meet the companies' representatives in person and try to make a good impression on them.

3.1 Employers' Recommendations

Job fairs are, however, not the only option available in connection with seeking jobs. In accordance with the survey conducted among the eighteen employers at the Job Fair, the representatives provided several pieces of advice for graduates. The tips can be found below:

- Visiting a personnel agency – A representative of EURES (an Internet portal with descriptions of traveling and working opportunities, etc.) said in a conversation at the previously mentioned Job Fair that personnel agencies can be also beneficial because graduates can possibly find jobs there.
- Direct contact with employers – She also suggested that graduates might want to contact employers directly. The best way to do so, she said, was to meet them in person and provide them with one's own CV.
- Contacting more companies – An advice from Fatra's representative is to contact more companies at once and see what the outcome will be. Even a negative response might be beneficial for graduates as they can get to know what they should improve.

- Using the Internet – Most companies that were questioned at the 2013 Job Fair answered in the questionnaires that using the Internet is the current trend and also that countless job opportunities might be found there.
- Participating in programs for graduates – An EBA graduate and at the same time a representative of Continental Barum advised graduates to participate in special programs designed for them. She herself engages in a year-round program that focuses on improving graduates skills and knowledge of the workplace.
- Starting half a year before graduation – Another company that agreed to participate in conducting the survey was Deloitte Advisory Company. Its representatives said that it was important to start searching for jobs half a year in advance so that there is enough time to find the appropriate job.
- Being active – Next advice from the same company is to be active as much as possible. Graduates are advised to seek jobs actively, to participate in various activities within/outside Tomas Bata University, to visit job fairs, etc.
- Using personal contacts – As well, a representative of the Blue Style Travel Agency, among other travel agencies questioned, was interviewed outside the Job Fair and her response to the question of “Where should the EBA graduates look for jobs?” was that graduates ought to know what they are interested in. They are also advised to show their enthusiasm for a specific job position.
- Willingness to commute or to relocate – She also spoke about graduates’ willingness to commute to work or even to relocate if necessary. Because if they are not willing to do so, their chances to get their dream job are lower.

3.2 Prior to Job Selection

When one is able to recognize own skills and abilities, it can lead to more work opportunities. By doing so, one can also discover own weaknesses. Once discovered, it is possible to work on their addressing via undertaking some training. (Careersnz)

Finding out one’s skills and abilities prior to seeking a job is of the utmost importance. According to a website article, three types of skills required for almost every job exist.

These are

- technical,
- transferable, and
- personal

skills, which are to be considered by each individual before seeking any job. (Career Centre)

This chapter describes the various options for seeking jobs that the EBA graduates have. Employers' recommendations are stated as well. Since this chapter covered the possibilities for seeking jobs, the following subchapters deal with what is needed in the process of job application leading to an invitation to an interview. The subchapters also describe some tips that were provided by the employers when conducting the aforementioned survey among eighteen companies.

3.3 Factual CV

Preparing an excellent CV in all respects may improve one's chances to be chosen out of all the candidates. With a well-prepared CV, one can also feel more confident, which might be useful in the following interview. Of course, the way of presenting oneself consists of many parts and CV is only one of them. It is, however, an important part to begin with. (Corfield 2010, 3-6)

In the survey conducted among several companies at the 2013 Job Fair, it was found out that there is, among many other aspects, one general fact that the EBA graduates should take into consideration. Their CVs need to be factual. All the data provided are considered to be true, and almost always can be checked by an employer. For instance, if a person states that he or she speaks English on the C1 level, it is very easy to recognize the truth (Harris, 2013).

As the questionnaires show, another rather humorous piece of advice that was provided concerns attaching a picture to one's CV. The representative of Mubea Company said that they received many CVs with photos in the previous years. These included also a person holding a cat, a person holding a glass full of beer and the like. Therefore, it was recommended that if one does not have a good quality and appropriate photo, it is often better not to incorporate any into the CV.

3.4 An Interview (Tips from Employers)

A job interview is undoubtedly very stressful occasion and therefore it is important to make a positive impression on an employer. Härtung (2011) points out several aspects that can spoil an interview, which looked promising at first. These are described as follows:

- Prolonging an interview with many questions at the beginning of an interview. According to Härtung, this is a common mistake of job applicants and says that the interviewer often provides time for questions at the end of the session.
- The second point covers the need for knowing how much time one has in order to avoid prolonging an interview. It is important for the interviewee to stick to a schedule.
- Another mistake that should be avoided, Härtung says, is the lack of preparation. It is necessary for job applicants to know the details about a company in order to ask appropriate questions, etc.
- Job applicants need to convince the interviewer that they are really interested in working for their company. They also need to show their skills and best qualities, but be also prepared to speak about own weaknesses.
- The next point concerns the body language. Härtung claims that it is important to control own body language - gestures, mimics, (appropriate) handshake, etc. Rather than listening to what the candidate says, the interviewer often focuses more on the body language in general.
- The last point that Härtung makes about the interview is to shake hands with the interviewer and use their name. It leaves a good impression on the interviewer and therefore increases one's chance to get the job. (Härtung 2011)

Eighteen employers were, as a part of the abovementioned survey, asked "How to make the best impression during a job interview?". Many of them answered in a similar way. The top three answers (pieces of advice) are described below:

- 1) Most companies' representatives answered that the preparation for an interview is crucial. The candidates need to be aware of the company's background, what they deal with, etc. According to them, it is also important to know about the job position one is applying for.
- 2) Another important fact is connected with but not limited to a candidate's CV. The companies want the job applicants to be truthful not only in their own CVs, but also to tell the true information during an interview. Only then the interviewer can know what the candidate is really like.
- 3) According to Abel (2009, 31), university graduates often do not know their value. It is closely linked with the third most frequent advice – not to underestimate nor overestimate oneself. It is advisable to know own skills and other qualities and to

match them with the appropriate requirements. To have healthy self-esteem is one of the best qualities.

The rest of the answers covered pieces of advice such as to show interest, be honest, dress appropriately, smile, be punctual, act naturally, to have questions and to firmly shake hands. To have questions was said to be also very important because by doing so the candidates show that they are interested in the company. Therefore, a good preparation is the key to succeeding in an interview.

However, even the in-depth preparation cannot predict everything. Some difficult moments in an interview might occur regardless the long process of obtaining information about a company and/or job position. Even though one cannot plan the whole interview, good preparation helps to avoid the basic mistakes. (Corfield 2010, 10)

3.5 Being Different

Every year a lot of graduates register at employment offices in the Zlín region. 700 out of 1777 school-leavers, who newly registered in August 2013, are university graduates. A large increase can be seen in comparison with the statistical information mentioned in the chapter 'After Graduation' above. Thousands of students graduate from Tomas Bata University every year. The most frequent reason for unemployment of these people is insufficient practical skills. (Kašparová 2013)

The EBA students, however, have a mandatory Practical Training course (120 hours of work), where they can gain valuable practical skills in their respective field. Therefore, they are in advantage compared to other graduates. Often, they participate in Erasmus and other programs, which provide them with the experience of various cultures, which is, based on the survey, highly appreciated by employers.

The Czech government provides companies with financial support. If a company employs a graduate for a period of 6 to 12 months, the company can gain up to 24,000 CZK per month. That is the main principle of a project that focuses on supporting young unemployed people. Young people, who are registered with an employment office for the period of four months, are no more than 30 years old and have two years of experience or less, can participate in this project. (Česká televize 2013)

Students at universities are often taught to fit in the crowd of other students and to be a part of a larger group of individuals. In other words, they often want the students to be team players. Although it is important to be able to work in a team when employed, the same

does not apply to the selection process. Here, it is crucial to stand out of the crowd of other applicants and to be in any way memorable for the employer. This is closely connected to determining one's special skills and abilities. It is also important to realize that one is being compared to the crowd of other candidates for the same job position. (Greener, Bourner, and Rospigliosi 2011, 82)

The same idea was suggested in a personal conversation with a company's representative. Therefore, it is extremely important to understand one's own qualities as was suggested above. It is important to recognize the best quality one considers to be different from what all the other applicants can offer.

The idea is also stressed at www.infoabsolvent.cz. The website focuses on providing students, graduates, schools, etc. with pieces of information about different aspects of their lives. In particular, the website offers tips and pieces of advice on how to find a job, how to gain practical skills, etc. However, it mainly provides a 'time plan' for searching for a job. One of the points in the plan is the very idea discussed above – the importance of knowing one's qualities, skills and abilities. (Infoabsolvent)

The next chapter focuses on achieving goals and being successful in finding a proper job. It also describes the possible success of the EBA graduates in the labor market in the Zlín region. As well, the chapter stresses the importance of setting one's goals in order to be able to focus on achieving them.

4 ACHIEVING ONE'S GOALS

As Abraham Lincoln once said: “That some achieve great success, is proof to all that others can achieve it as well” (Goodreads 2014). The same applies to graduates striving for getting jobs. In order to achieve anything, one needs to state what this specifically means. Setting and achieving one's goals is the topic of this chapter.

Before setting a goal it is, however, necessary to define what a goal is. According to Halonen and Santrock (2012, 68), a goal reflects one's values. Therefore, if one is interested in finding a job that is the goal. As Halonen and Santrock point out, it is possible to apply SMART analysis to every goal in order to avoid stating vague goals. Further description of the SMART analysis can be found in their book.

4.1 Setting a Goal

Exploring one's dreams and desires is very important in order to be able to plan the future. Setting goals is closely related to what was mentioned in the chapter ‘Knowing One's Interests’ above. However, only to set own goals is not enough. One really needs to believe that achieving such goals is actually possible (Pollak 2012). One also needs to be aware of what he or she likes to do but also the opposite. Bachel (2001, 12) stresses the importance of making own decisions and not focusing on something that the others want.

Some universities provide students with career consulting services, which the students might find of use. Individual career consulting is offered by the Job Center at Tomas Bata University as well. The Job Center helps the students not only with seeking jobs but focuses also on helping them to prepare for an interview, prepare a CV, to write a covering letter, etc.

During an interview a representative of the Job Center was asked several questions and the answers can be found in this paragraph. First, it was found out that 3 to 6 people come in person weekly asking for a job, many people write e-mails to the Job Center and 15 to 18 people register on the website each month. The Job Center cooperates with 140 companies across the Czech Republic, mostly in Moravia but also in Bohemia – mainly Prague. The most job offers concern graduates of Faculty of Applied Informatics and other technical fields and a few of them relate to the EBA students and graduates, which is the result of the growing need for technical fields. Last year, the Job Center helped to find a job to 108 graduates/students. Since the beginning of 2014 until the end of March, they have helped

42 people with finding a job so far. The Job Center provides the students or graduates with an opportunity to find their dream job and succeed.

4.2 Success

The degree in Business Administration is highly demanded nowadays as the students usually have the skills and knowledge that can be made use of in quite a large scale of job positions. As Clements (2012) argues, the bachelor degree in Business Administration was the best one in 2012. The students who participate in this study program can specialize in various areas such as Finance, Management in general, accounting or even can set up their own businesses. Although the students of EBA can focus on different fields of business and English in use, the principal skills and knowledge taught are basically the same. Some of them choose to continue studying MBA or different study programs. By doing so, they can improve their salary/wage level and also be more of interest for employers.

The EBA students are taught the key points from the areas of business and English. The business part of study comprise, for instance, of Management, Economics, Accounting, Marketing, Business Economics, Personal Management, Finance, etc. On the other hand, the English part of their study covers Lexicology, Morphology, Syntax, Phonetics & Phonology, Practical English, Business English, but also British and American Studies and Literature, and more. Therefore, the students are prepared to be able to provide an employer with the knowledge of the aforementioned areas, which can be beneficial for the company. As the graduates passed all these classes, their knowledge quite varies and can contribute with their ideas and skills to a company. As was mentioned above, the graduates can cope with various job positions, which makes them better employable. (TBU)

The survey conducted among forty EBA students shows that 24 of them have some practical experience (at the time of conducting the survey). Therefore, by the time their graduation comes, they have the required knowledge and practical skills to make a positive impression on an employer. However, as some of the employers suggested, the EBA graduates should demonstrate not only their skills and knowledge but also show their enthusiasm to work in a specific company.

The research was also done among five EBA graduates. The results show that five out of five graduates of English for Business Administration got their jobs easily. Another important and also interesting fact is that four out of these five graduates have a job that suits their needs and expectations and they are satisfied with their scope of work.

CONCLUSION

The aim of the Bachelor Thesis was to find out whether the EBA students can find jobs after graduation at Tomas Bata University. The survey conducted among forty students, eighteen employers and five graduates showed that the EBA graduates are employable nowadays. Most of the employers consider the study program to be attractive and offer various job positions for the graduates. The employers questioned included companies such as Continental Barum, Deloitte Advisory, Fatra, a.s. As well, some travel agencies such as Student Agency, Alexandria, Fischer and Blue Style were asked the same questions. To avoid focusing only on the private sector, a representative of the Municipal Authority of Zlín was included as well. However, here the EBA graduates' chances for employment are very low. On the other hand, the employers in the private sector are in favor of employing new EBA graduates as the survey showed.

The Bachelor Thesis tried to highlight the main points, which students and graduates might consider to be useful. In the first chapter, several tips were suggested for students to be carried out while participating in the study program. The suggestions included pieces of advice with regard to gaining practical experience as early as possible. After leaving the university, the EBA graduates have many options to choose from as was described in the 'After Graduation' chapter. The third chapter describes the process of seeking first job and also provides the EBA graduates with several recommendations made by the employers included in the survey. Setting and achieving one's goals is dealt with in the final chapter.

The questions in the survey carried out focused primarily on finding out the position of English for Business Administration graduates in the labor market. The principal goal of the survey was to verify whether the graduates have a reasonable chance to get the job they dream about. With respect to the aforementioned, the respondents' answers were rather positive.

Therefore, if students/graduates take the employers and graduates' recommendations into consideration, their chances of getting a desired job are very high. Being a determined, patient, hardworking and goal-oriented person is essential to achieve what one wants. The situation in the labor market is changing and companies are aware of the issues, that graduates face nowadays. When this is supplemented by the graduates' profound knowledge of English and business, they will find their dream job regardless the current economic situation. Therefore, their future career shall be successful.

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APPENDICES

P I Questions for the EBA students.

P II Questions for the EBA graduates.

P III Questions for employers.

APPENDIX P I: QUESTIONS FOR THE EBA STUDENTS

- 1) Are you satisfied with the selection of the study program?
- 2) Do you think that you will be able to find job after graduation?
- 3) Do you participate in any activities in order to gain practical skills?
- 4) If you have any part-time job, was it difficult to be accepted?
- 5) Do you find it difficult to combine the studies with the part-time job?
- 6) Have you encountered any requirements that seemed unnecessarily high?
- 7) Are you in contact with companies in connection with practical training, internship, etc.?
- 8) Have you ever worked abroad?
- 9) Would you like to continue studying after graduation?
- 10) If yes, in what form?
- 11) What do you like about the English for Business Administration study program?
- 12) Do you study any foreign language apart from English? If yes, which one?
- 13) Are you interested more in English or in business?
- 14) Have you ever thought of what you would like to do in the future?

APPENDIX PII: QUESTIONS FOR THE EBA GRADUATES

- 1) Do you currently have a job which you are satisfied with?
- 2) If you have a job, was it difficult to find it?
- 3) Have you gained any practical skills while studying English for Business Administration?
- 4) If you were to give an advice to the EBA students, what would it be?
- 5) If you have a job, do you mainly use English and/or business knowledge?
- 6) What were you doing (or are still doing) after graduation?
- 7) What did you like the most about the EBA study program?
- 8) What would you change concerning the study program?
- 9) When looking back, are you satisfied with your selection of English for Business Administration?
- 10) Have you ever made any mistake when searching for a job that you would like to share with the EBA students?

APPENDIX PIII: QUESTIONS FOR EMPLOYERS

- 1) Would your company find a person with excellent knowledge of English in combination with understanding of business useful and interesting?
- 2) Does your company communicate with foreign companies? Do you often encounter people/texts that are written in a foreign language? Which one?
- 3) Does your company employ anyone on a similar job position? How would you name such a job position?
- 4) In your opinion, is the English for Business Administration study program attractive nowadays?
- 5) What would you recommend to graduates in order to gain practical skills?
- 6) In your opinion, should the EBA students start gaining practical skills while being students? How to gain such practical skills?
- 7) Where should the EBA graduates look for jobs? What would you recommend?
- 8) How would you assess the employability of a person with a high level of English knowledge and understanding of business?
- 9) Many students do not know what to do later in their lives. What would you recommend them to do as a person with experience?
- 10) How to make the best impression during a job interview?