

## First Steps into the Labour Market The move that matters



It's critical for universities, employers and students to begin an open three-way discussion to ensure that the vast pool of talent in Central Europe is being properly cultivated and supported at all levels.



# Introduction

Welcome to the 2013 edition of First Steps into the Labour Market. This is the third year that we have carried out this unique research to take a close look at students' and recent graduates' experience, competencies and attitudes to work across the countries of Central Europe.

Employers know that attracting top talent confers a clear competitive advantage. Yet at the same time they are finding it difficult to determine objective criteria to decide which students should be classified as "top talents".

Complicating this situation are the generational changes related to so-called Millennials or Generation Y. Does the common understanding of this generation really apply to all members, across the region, or are there important differences to be found when one looks closely?

For this study, we deliberately targeted a representative sample of "talents" from 11 countries in Central Europe, defined as attendees and graduates of prestigious universities in large cities who are or were majoring in business faculties. We believe these young people are the future of business in our region.

Our study revealed that Central European talents from this generation are not a homogenous group. We identified differing attitudes to the importance of work, their local system of education, entrepreneurial spirit, mobility, what they are looking for in an employer and other areas.

As you will see from the report, it is crucially important for universities, employers and students to begin an open three-way discussion to ensure that the vast pool of talent in Central Europe is being properly cultivated and supported at all levels.

A handwritten signature in black ink, reading "Gavin Flook".

**Gavin Flook**  
Talent Partner  
Deloitte Central Europe

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# About the report

This third edition of the First Steps into the Labour Market report builds on the first that focused on Poland alone in 2010 and the second that covered five countries in 2011.

We believe that this year's report may be used as a key tool for employers seeking insight into how to attract the region's best and brightest young talents; it also has an important role to play in encouraging closer cooperation between universities, employers and policy-makers as they seek to streamline the transition between education and work, for the benefit of the region's economies.

## Policy in action

The report touches in some detail on major issues that are of significant current interest to policy-makers at both a national and a European level. First, there is clear dissatisfaction among students and recent graduates in countries across the Central European region with the quality of preparation that universities provide for the shift to the workplace and the process of finding a job. Second, it also reveals the great extent to which Central Europe's leading young talents are ready and willing to move for the right employment opportunity – either within their own country or abroad. This is a key issue, which policy makers are seeking to address at a European level with a range of initiatives aimed at improving young people's chances of finding a job through gaining experience in other countries.

## The dangers of stereotyping

This year's edition above all goes a long way towards challenging the myth that the so-called "Generation Y" or "Millennials", comprising people born in the late 1980s and early 1990s, are a largely homogenous group that collectively places work lower down their hierarchy of values than previous generations, with a greater emphasis on the notions of free time and work-life balance.

In fact, the diversity of opinion expressed in the survey, shifting significantly between gender, faculty and nationality, highlights the dangers inherent in oversimplifying and stereotyping this generation as a whole; rather, it suggests how important it is for employers who are keen to attract this generation's leading talent to adopt a flexible approach to employment that enables them to match the individual interests and preferences of those applicants whom they most wish to employ.

That said, the report contains three key caveats about a significant proportion of respondents; first, there may be a collective tendency among them to over-rate the quality and range of their own competencies. Second, and closely related to this attribute, their salary expectations often exceed the amounts that employers are prepared to pay first-time employees. And third, there is a discernible inclination for them to place major expectations on the quality of working environment and opportunities that employers should provide.

# Methodology

 **4,144**  
total participants

 **69%**  
women

 **31%**  
men

 **22**  
average age

 **11**  
countries

 **80%**  
students

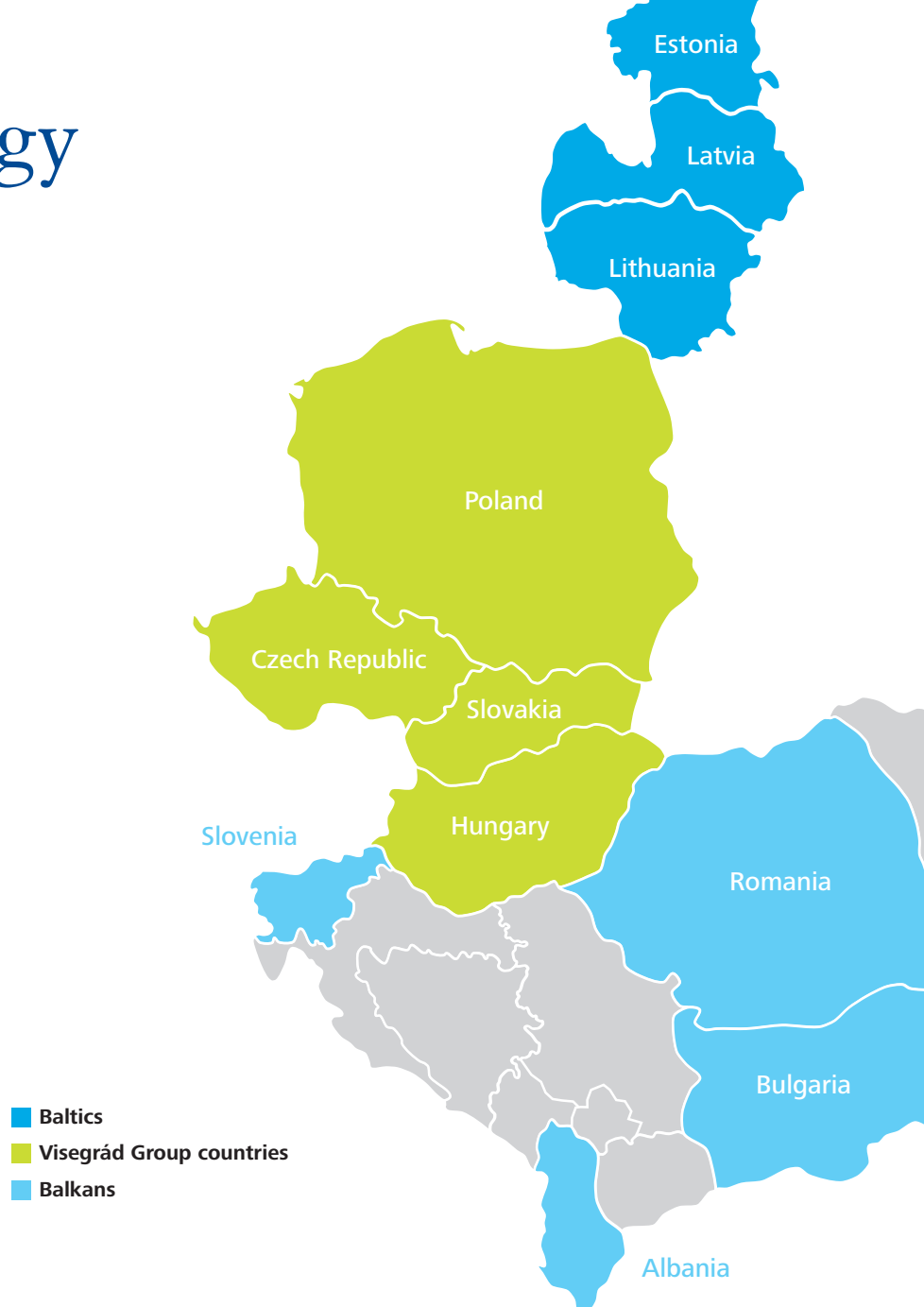
 **20%**  
graduates

 **94%**  
full time students

 **56%**  
studied at business  
related faculties

 **91%**  
studied at public universities

 **9%**  
studied at private institutions



The survey was conducted by way of an internet questionnaire between 10 October and 31 December 2012.

The aim of the survey was to define the main characteristics of students from the Central Europe region as the whole and also to identify the most significant differences between the Visegrád Group, Baltic and Balkan sub-regions. Due to the fact that students from Slovenia independently expressed their interest, they were included as part of the Balkans although they geographically don't belong to this sub-region.

Although populations of particular states surveyed differ, the demographic structure is similar. Hence the results obtained were weighted so that the responses for groups from different countries would be proportionate to the population analysed in each state.

# Key findings

## An oasis of optimism

When it comes to attitudes about the education system, economy and employment market, students from the Baltic states are the most optimistic from among the countries surveyed, while students from the Balkans had nearly the opposite opinions.

## Development is the top priority (but money matters too)

Students' top priorities when choosing and keeping a job are largely opportunities for lasting development and learning, interesting and stimulating projects, and work that is related to their chosen field of study. Gaining experience, as opposed to remuneration, is of key importance for students when selecting internship offers. When looking for a job, however, young people place money much higher up their list of criteria.

## Education

Students are critical about the way their universities prepare them for future jobs and the job-seeking process. Employers, universities and institutions should collaborate closely in order to adjust the educational offer to the needs of their contemporary labour market and to improve how they monitor the careers of their graduates.

## Entrepreneurial spirit

While resourcefulness is much in demand, its level of development differs across the region. Students from the Baltics stand out for the quality of their attitude to entrepreneurship (launching their own business). This is important to the labour market because promoting an entrepreneurial spirit among students may reduce unemployment and stimulate economic growth.

## Mobility

Most students say that they would be willing to move to a different town or city for professional purposes. Respondents from the Balkans seem considerably more eager to move abroad than to relocate locally. Such a tendency may imply that finding a good job in their countries seems much more difficult than abroad. While this readiness to relocate might help international corporations to fill the talent gap it may also create the risk of a drain on talent in local employment markets.

## New communication channels

The Internet is students' key source of information on employers and job offers. Organisations that wish to be perceived as an employer of choice for talented students and graduates should consider becoming part of their virtual lives by increasing their presence on social media.

## The diversity of Generation Y

The survey results do not support the popular belief that students and young employees are part of a homogenous group (the Millennials) which shares a common attitude to work and to work-life balance. Students from Poland and Hungary, for example, differ considerably in their attitude to work, expectations, career plans and ambitions. It's necessary for employers and universities to look closer at each country's population of students and young graduates to better understand their needs and expectations.

## Practice over theory

Students are fully aware that experience is very important in the job-seeking process. Most of them therefore participate in internships, find jobs or look for other opportunities to gain some valuable professional experience. Work and internships related to their field of study in national and international firms and additional employer programmes are considered to be the most valuable tools in helping students find work.

The greatest imbalance between current reality and what students are most looking for is in the area of foreign internships related to their field of study. Universities and employers might consider collaborating in this area and seeking support from EU programmes.

## Work comes high in students' hierarchy of values

Despite the general belief that for students work is less important in life than self-development or free time, the survey indicates that today's students find work as important as do members of older generations. However, students differ in how they define work and what aspects they value most (e.g. development, career, money, or helping other people), which also affects the place of work in their hierarchy of values.





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# What is education really worth?

## A critical evaluation of the system

Universities as well as employers are highlighting a growing need to adapt courses to meet labour market demands. The European Union also agrees; its “New Skills for New Jobs” initiative (part of the Europe 2020 strategy) aims to help bridge the gap between education and work through the better identification of future skills requirements and a closer match between what is available and what is actually needed.<sup>1</sup>

A number of countries have held discussions on the need to adjust education standards to meet labour market needs. Participants support the idea of closer cooperation between employers and universities to ensure that students are better prepared for working life.

For example in Poland in 2011, following amendment to the Law on Higher Education, a number of important initiatives were implemented to adapt the educational system to meet the country’s economic needs (such as promoting those subjects that are most important economically and enabling employers to participate in the curriculum and learning programmes).<sup>2</sup>

As a result, professionals from economic, state and social organisations are expected to become involved in creating programmes of study, educational delivery and evaluating its effects.<sup>3</sup>

Consequently, it is particularly interesting to gauge students’ opinions on such changes. Results from our previous survey revealed that students are not satisfied with the ways in which universities prepare them to enter the labour market.

## Results

When asked about how their own universities prepare them for work, students rated them more highly than the higher education system as a whole.

The surveyed, however, still do not feel well prepared for the job-seeking process. Although they once again rated their universities better than the system as a whole, the students were considerably more critical than when evaluating how well they were prepared for work.

The proportion of positive opinions varied depending on the region. In the Visegrád Group and Balkan states, preparation for work rarely got high scores, 12.5% and 16% respectively. Still, one third of those surveyed in the Baltic states were satisfied with the national education system, and close to 37% of them evaluated it as “fairly good” and “good”.

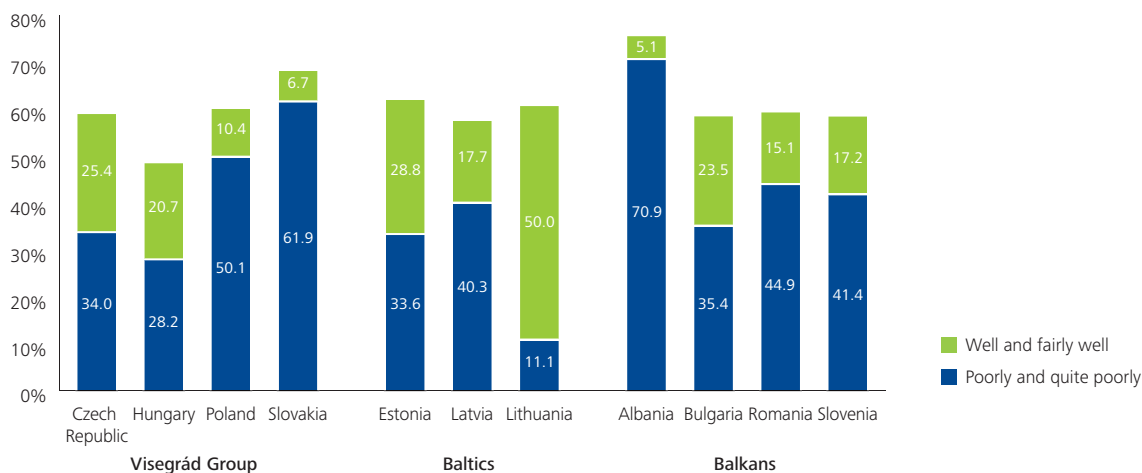
The question concerning preparation for the job-seeking process received similar answers. Again, negative opinions prevailed, although students from the Baltic states were the most optimistic about their state of readiness to enter the labour market.

*Figure 1: How satisfied are students with their preparation by universities?*

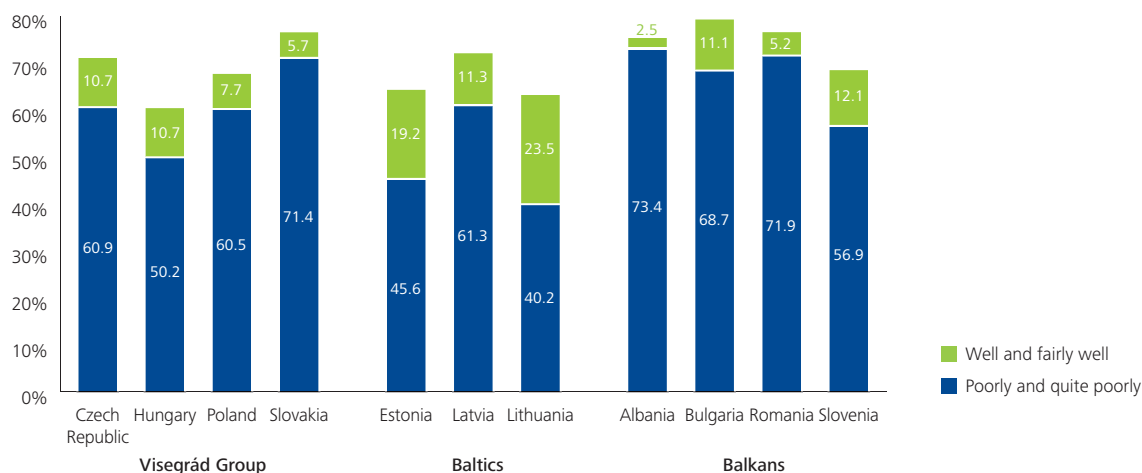
	Preparation for future professional duties		Preparation for the process of looking for a job	
	Educational system	One’s own university	Educational system	One’s own university
<i>Positive answers</i>	15.9%	34.6%	8.6%	22.7%
<i>Negative answers</i>	44.1%	27.2%	62.2%	41.3%



**Figure 2: How, in your opinion, do higher education institutions in your country prepare their graduates for future professional duties?**



**Figure 3: How, in your opinion, do higher education institutions in your country prepare their graduates for the process of looking for a job?**



Despite the general discontent with national educational systems and their institutions, most respondents think that graduates of their own faculty are sought after on the labour market (62%). What's more, they also believe that their own qualifications are valuable for employers (63%).

This suggests that students haven't lost faith in education and universities and still believe that studying is worthwhile. While students still find education valuable, universities can improve satisfaction levels by focusing on their preparation for work.

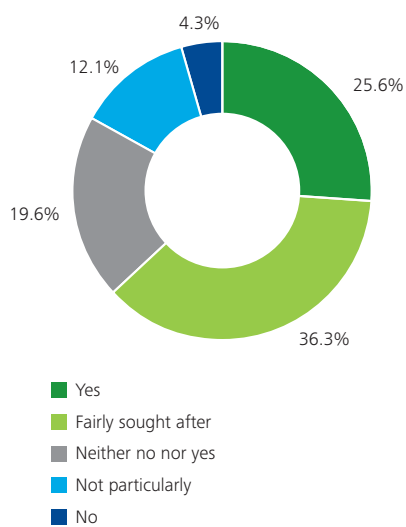


Students from countries with the highest rate of dissatisfaction were much less likely to treat university career offices as a means of finding interesting job offers.

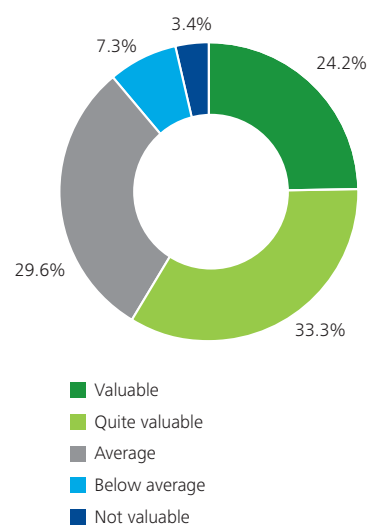
Some differences were also visible in this area from nation to nation. Again, students from the Baltic states were most optimistic about their chances

of finding a job after graduating from their faculty (73.5% gave positive answers); those from the Balkans gave the lowest proportion of positive answers (just over 50%). Similar tendencies were seen in students' assessments of the value to employers of qualifications from a given institution. In the Baltic states, over 70% of respondents gave positive answers, while in the Balkans less than 48% did so.

**Figure 4: Do you think that graduates of your faculty/specialisation are sought after by employers?**



**Figure 5: How valuable do you think qualifications from your specific university are to employers?**



## Conclusions

While universities received better evaluations than the higher education system as a whole, opinions were still mostly critical.

Among the mostly negative opinions regarding chances in the labour market, those originating from Baltic countries, Lithuania in particular, stand out as the most positive. Perhaps taking a closer look at the solutions used in these countries could allow others to benefit from their experience. When thinking about possible reasons why students from Lithuania seem to be more confident about their future employment, the following might be interesting to consider.

Lithuania implemented a number of measures to promote youth employment and a better integration of young people in the labour market. Measures to promote youth employment approved by the Government in March 2012 focus on reaching a balance between the supply by the education system and demand from the labour market, in areas such as developing the working skills of young people in the education system and supporting young people in starting a business etc. Lithuania also runs EU-funded projects to help young people gain necessary skills in the workplace, to provide assistance for the first job and to subsidise employment.<sup>4</sup>

Across the sample as a whole, students' opinions appear to comply with those voiced in the public debate concerning the need to adjust what universities and curricula offer to meet labour market needs. The survey results suggest that there are substantial opportunities for change in preparing future professionals; these could be used to attract students to particular universities or faculties, so improving their post-university employment prospects.

The importance of ensuring that the fit between the education curriculum and the needs of business is as precise as possible is widely recognised. This is why it is regarded in many countries as important to monitor the progress of graduates as they start their careers; indeed, in some countries, such as Poland, it is a legal requirement to do so. By strengthening communication between academia and the workplace, such efforts aim to avoid the production of new generations of highly educated unemployed.

Such initiatives are carried out in several western countries too, including Germany, with the Hochschul Information System GmGH (HIS) and France, with its Centre d'études et de recherche sur les qualifications (CEREQ). In the UK, the Higher Education Statistics Agency (HESA) produces the Destinations of Leavers from Higher Education (DLHE), which establishes the employment and income of UK graduates six months after leaving university.

At a pan-European level, the EU and the Centre for Research on Lifelong Learning (CRELL) benchmark the employability of young adults. Their Education and Training Monitor 2012 indicates that graduates have better employment prospects than school-leavers, but it warns: "... the employment rate of young graduates has fallen since 2008 and strong efforts and additional measures are needed to reach the employability target set for 2020."<sup>5</sup>

# The state of the nation

In Europe, recent years have been characterised by substantial uncertainty relating to the economic slowdown and the eurozone crisis, accompanied with often dramatic increases in unemployment among young people in countries such as Spain or Portugal.

According to the Eurostat Press Office there are few European countries with economic indicators above the regional average: "...among Member States for which data are available for the fourth quarter of 2012, Latvia (+1.3%), Estonia (+0.9%) and Lithuania (+0.7%) recorded the highest growth compared with the previous quarter, and Portugal (-1.8%), Cyprus and Slovenia (both -1.0%) the largest decreases."<sup>6</sup>

The current situation is therefore likely to be reflected in the opinions and assessments of young people entering the labour market.

Unemployment in the EU among the young at nearly 23% was more than twice the adult rate (just over 9%) in the third quarter of 2012. What's more, under 30% of the young unemployed in 2010 went on to find a job during 2011.

In addition, young people tend to have relatively unstable work – 42% of young workers in 2012 had temporary contracts, and another 32% were working part time, four times and nearly twice the respective rates for adults.

Despite such statistics and the continuing labour crisis, employers across the EU are currently seeking to fill more than 2 million vacancies.<sup>7</sup>

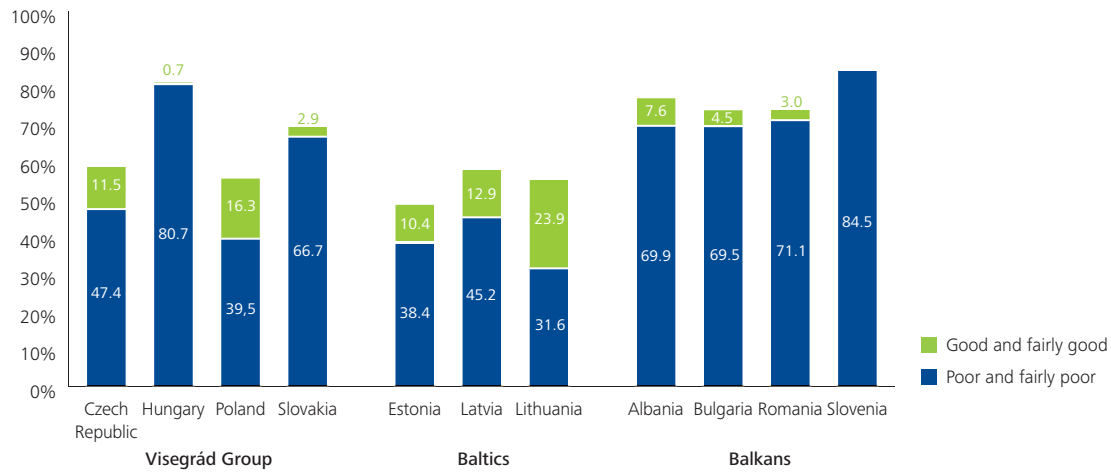
## Results

Only about 10% of students see the economic situation of their countries in a positive light. Over one third evaluated it as average, while the majority of students (54%) provided negative answers. Lithuanian students were particularly optimistic, while Hungarian and Slovene students provided practically no positive answers.

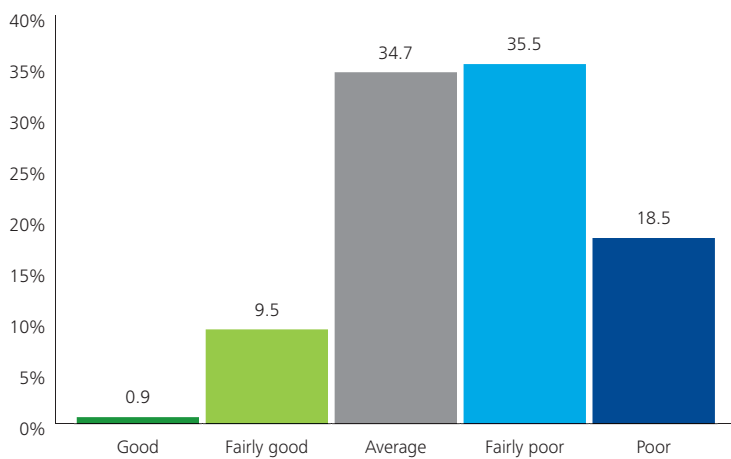
The respondents were even less optimistic about the situation in the employment market, although scores varied considerably between countries. Yet again, students from the Baltic states were most optimistic, with respondents from Lithuania and Latvia giving the highest scores.



**Figure 6: How do you assess the current economic situation in your country?**



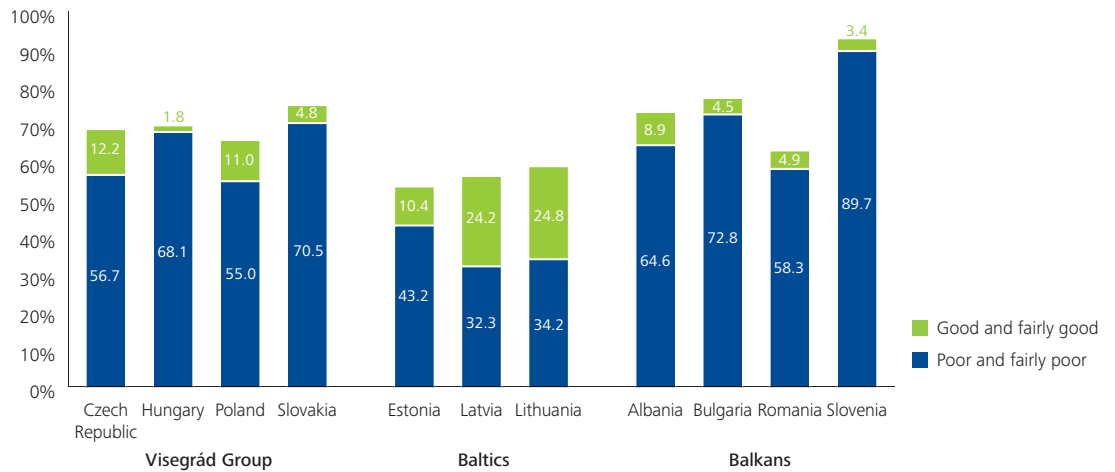
**Figure 7: How do you assess the current economic situation in your country?**



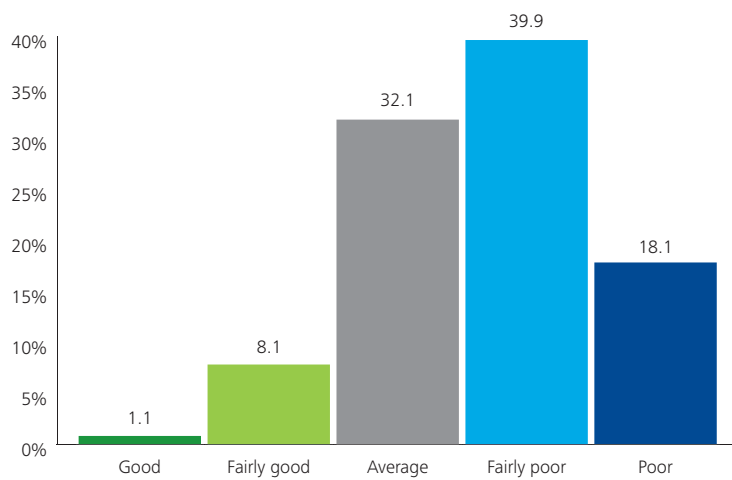
Students seeking an internship or a job were also asked about their chances of finding an interesting job within 12 months. Based on the survey, 21% assess their chances as high and 27% as fairly high. Considering the pessimistic approach to the labour market, these results appear surprisingly positive.

Students from Lithuania and Slovakia were particularly optimistic (with 68% and 64% positive answers respectively), while those from Albania did not see their future in such bright terms (22% positive).

**Figure 8: How do you assess the current situation on the job market in your country?**



**Figure 9: How do you assess the current situation on the job market in your country?**



## Conclusions

Again, students from the Baltics are more optimistic about the labour market situation and their chances of finding a job; students from the Balkans, Albania especially, are not so positive about their future. As mentioned in the previous chapter, a possible explanation may be that the Lithuanian (and also the Estonian) governments have put in place programmes to support young people.

The Employment Contracts Act adopted in 2009 in Estonia creates more flexible regulations regarding employers' rights to hire and dismiss employees. The positive side of it should be that, as employers take less risk when hiring newcomers, it may become easier for young persons to enter the labour market. At the same time, it might mean they experience higher volatility in their careers.<sup>8</sup>

Although it will still take some time to fully recover from the economic crisis, leaders hope their liberalised economies will foster the innovation they need to return to their former status as fast-growing "Tiger" economies. GDP growth predictions for the Baltic states in 2013 stand at 4%.<sup>9</sup>

On the other hand, the situation in Albania is very different. Albania has a high unemployment rate especially among young people. Because of this, and the fact that the existing Millennium Development Goals are not particularly focused on youth employment, Albania made sure to include this issue in the current discussions on the post-2015 development agenda.<sup>10</sup>

Across the sample as a whole, students remain optimistic when asked to assess their own competencies, and they show a similarly positive approach to the job-seeking process. This may be a result of the fact that 12 months appear to be enough time to find employment. It should also be noted that most respondents are students of the leading faculties in prestigious universities located in large cities, which may have a positive impact on their self-assessment regarding future employment opportunities.



# A question of experience

The immense value of work experience among young people making the transition between education and being in fulltime employment is commonly recognised.

Charlie Mayfield, Chairman of the UK Commission for Employment and Skills, wrote that when employers don't find young people well prepared for work, their complaints are not usually about literacy, numeracy or attitude. Their biggest concern is generally lack of experience.<sup>11</sup>

This suggests strongly that employers seek people with some experience of work, which some students can find difficult to gain.

Most students are fully aware of the importance of professional experience, especially for employers, so they often actively seek opportunities to supplement their knowledge with practical experience.

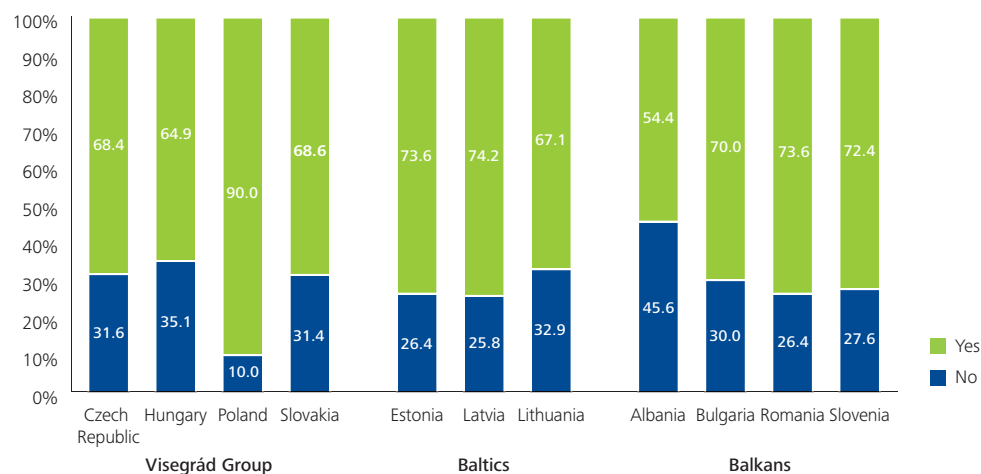
## Results

Nearly 40% of respondents worked or participated in internships during the actual survey period, and the great majority (72%) did so at some point during their studies. The most active in gaining experience through work and internships are Poles, of whom 90% did so. Students from Albania, on the other hand, were much less active in this respect (only 54.4%).

Excluding these two extremes, there were not very significant differences between students from Balkans, Baltics and Visegrád Group.

While most students (almost 60%) have gained one or two stints of professional experience, those with more than four jobs or internships constituted only 9% of the group as a whole.

**Figure 10: Did you gain professional experience in the form of internship/job/self-employment during your studies?**



**Figure 11: How many jobs / internships did you have during your studies?**

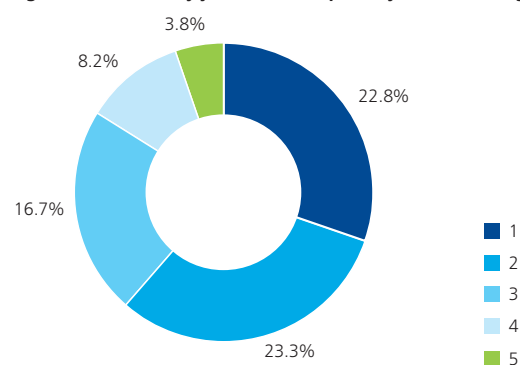




Figure 12: How many jobs / internships did you have during your studies?

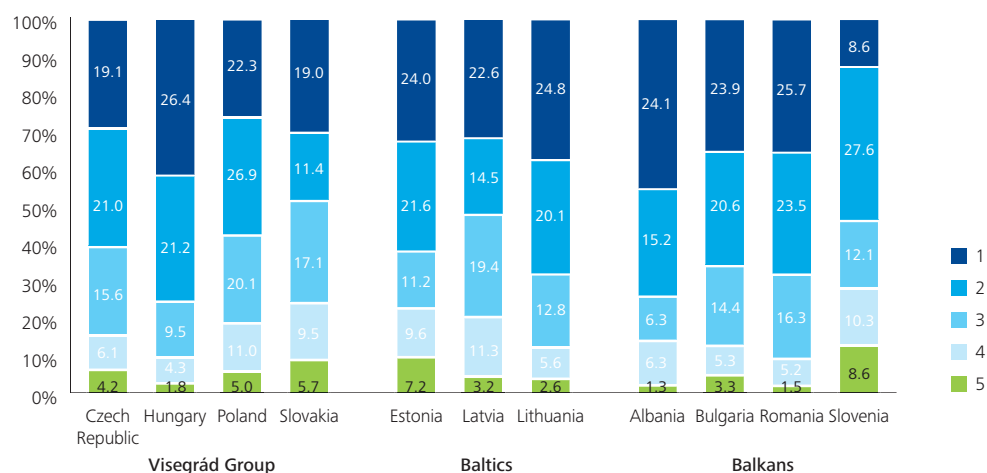
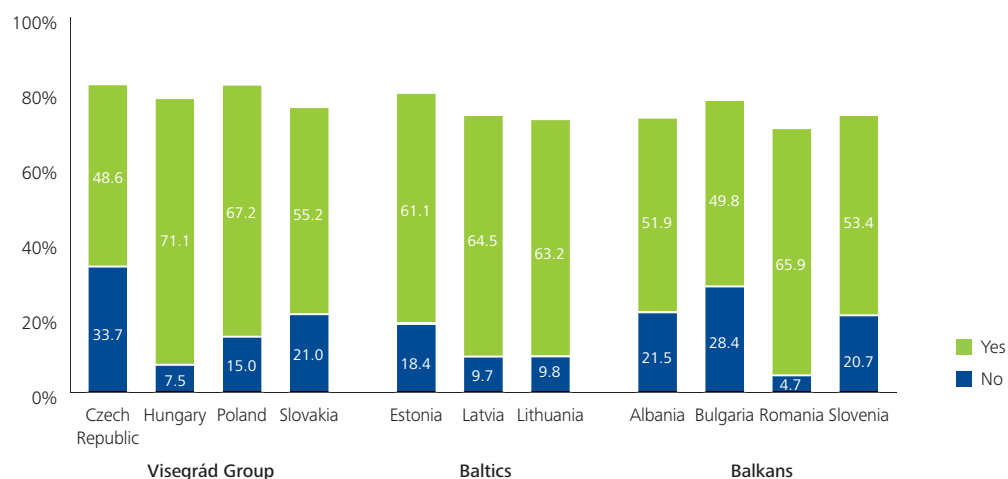


Figure 13: Have your internships/jobs given you the opportunity to develop professionally?



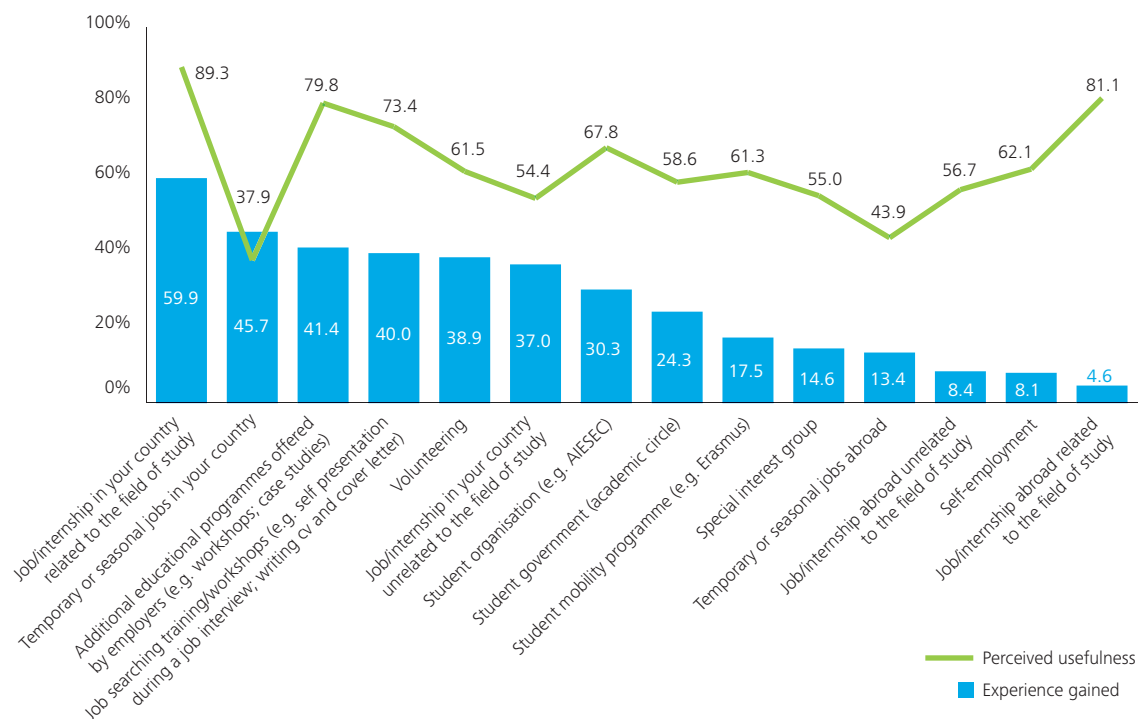
When asked whether work experience helps students to develop professionally, over one third answered affirmatively and only 5% disagreed. There were significant differences between countries: the Czechs were least satisfied with their development opportunities, while Hungarians and Romanians valued such opportunities considerably more highly.

### Types of experience

There is a large gap between the proportion of students gaining particular sorts of experience and how highly they value these opportunities.

The most significant difference is seen among foreign internships (experienced by few but valued highly) and self-employment.

**Figure 14: Experience gained vs perceived usefulness**



## Conclusions

Respondents actively seek opportunities to gain professional experience, even though most of them are full-time students.

The days when students first focused on gaining knowledge, postponing their first professional experiences until graduation, appear to be a thing of the past. Most students actively seek professional experience which will increase their chances of employment.

Students do not see temporary or seasonal jobs as providing particularly valuable experience, but these are the second most common types of work experience they have had.

The data clearly indicate that students value most highly domestic and foreign internships that are related to their main areas of study. Although more than half of the respondents have had a domestic internship, under 5% were lucky enough to gain such experience abroad.

This shortage of foreign experience might provide universities and businesses with an opportunity to extend their offers through internship; these might be supported by EU initiatives such as Youth on the move (incl. Leonardo da Vinci, which enables students, graduates, apprentices, and young professionals to gain valuable professional experience.

# What are you really worth?

As well as professional experience, employers require particular competencies. Based on the CBI / EDI annual Education & Skills Survey 2011, 70% of employers say that university students need to do more to prepare themselves to be effective in the workplace.<sup>12</sup> Polish employers, meanwhile, are dissatisfied with problems with self-organisation, taking the initiative and insufficient interpersonal and communication skills.<sup>13</sup>

A number of EU initiatives are focused on unifying and preparing a common platform to compare different qualifications as a useful tool for employers, job seekers and education/training institutions.<sup>14</sup> They include programmes such as the European Qualifications Framework, which “acts as a translation device to make national qualifications more readable across Europe”.<sup>15</sup>

Another programme is European Skills/Competences, qualifications and Occupations (ESCO), that identifies and categorises skills, competencies, qualifications and occupations in a standard way, using standard terminology in all EU languages.

## Results

In general, students assess their competencies highly. The competencies with the highest scores were the ability to learn new things effectively, communication skills, teamwork, self-organisation, the ability to analyse information and to think logically. Students were more critical of those competencies related to entrepreneurship and initiative, delegating tasks and resistance to stress.

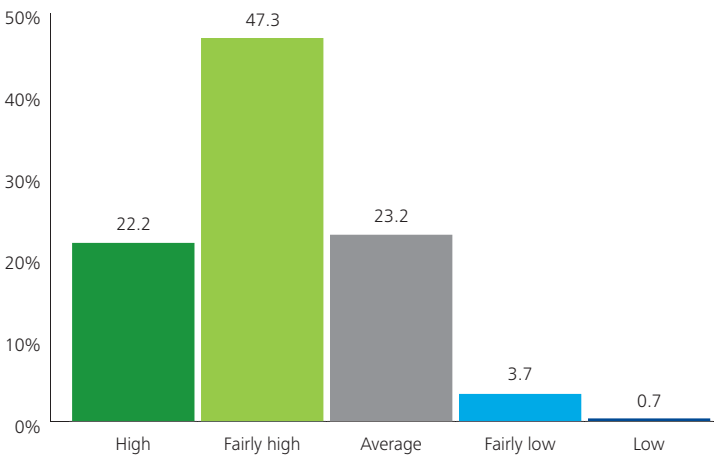
**Figure 15: How competent do you believe you are in the following areas?**  
(scale 1-5; 1 being worst and 5 being the best)



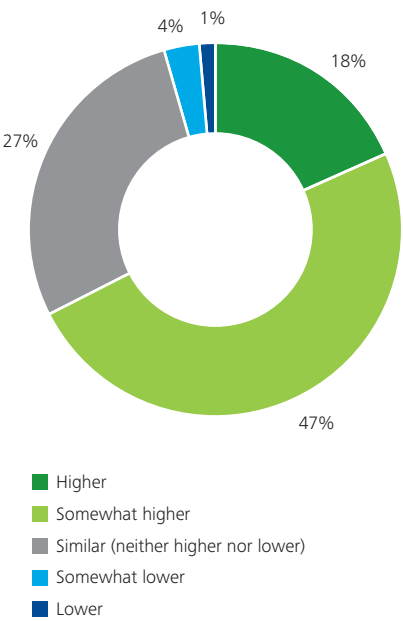
Interestingly, when asked to evaluate their competencies in comparison with those of other candidates, most students assessed themselves as better or somewhat better. Only 4% of respondents see themselves as less competent than other job-seekers.

Students assess their value as future employees equally highly. The percentage of respondents who thought that their value to employers was below average did not exceed 11-12% in any of the states we surveyed (with an average below 5%), while positive responses made up between 50% and 80% of all answers (with an average of 70%).

**Figure 16: Do you think your value to employers as a current or potential employee is:**



**Figure 17: How do you rate your competency levels with those of your job-seeking competitors?**



## Conclusions

The results show that students see themselves as highly competent. They not only evaluate all of their personal competencies as above average, they also claim to be more competent than others. Their tendency to assess themselves so highly can be to some extent justified in their eyes because they study at the most sought after faculties in their countries' best universities.

On the other hand, employers do not share this optimism concerning the skills and abilities of young employees, with most of them evaluating those competencies that students rate highly as low or requiring improvement. According to study called Human Capital in Poland,<sup>16</sup> co-funded by the EU and conducted between 2010 and 2012, around 75% of Polish employers reported difficulties with finding suitable candidates. One of the reasons reported was the lack or low level of competencies among candidates. Furthermore, some 40% of Polish employers also think that their employees' current competencies are unsatisfactory and need to be improved.<sup>17</sup>

The same is true in the Czech Republic. According to research conducted by Manpower, a leading employment services firm, the main reason why it is difficult to fill vacancies in the Czech Republic is a lack of talent. Globally, the main reason is a lack of experience and competencies.<sup>18</sup>

And on a wider scale, the EU's "New Skills for New Jobs" initiative, which is a part of the Europe 2020 strategy,<sup>19</sup> also aims to support the development of appropriate skills and competencies while reducing the mismatch between available skills and competencies and those that are needed.

One reason for the gap between students' and employers' perceptions may be that students and employers have different expectations regarding certain competencies, such as communication skills. Students' understanding of such abilities may not correspond with what the labour market requires. For example, the fast, informal exchange of information through social media which most young people prefer may do not suit the communication standards required by senior corporate managers.

# Live to work or work to live?

The importance of work as a life value and the most valued aspects of work are important factors that influence attitudes and expectations toward work. This issue has been investigated in a longitudinal study that has been carried out in Europe since 1981. Results of the 2008 edition, in which 47 countries participated, showed that work has consistently remained an important value in most participating countries. A slight decrease has, however, been apparent since 1990 in countries like Poland, the Czech Republic, Slovakia, Romania and Lithuania.<sup>20</sup>

Discussions of the so-called Millennial Generation have included the role in their value hierarchy of employment and various aspects of it, such as growth opportunities, promotion, career and independence.

The results of another report on generational differences in work values from 2010 seem to support the view that work is not as important for young people as it was for their older colleagues when they were their age.<sup>21</sup> On the other hand, Millennials cannot be considered to be a homogenous group sharing a common set of values, especially in the light of surveys suggesting that young employees are not much different from Generation X or Baby Boomers when they were young. It might be deduced that the often emphasised differences between generations depend less on generational changes than on an individual's age and professional career stage.<sup>22</sup> Irrespective of any controversy that the issue raises, one thing is certain: the expectations of young talented employees and their approach to work are among the main interests of employers all over the world.

**Figure 18: Percentage of people saying that work is very or fairly important in their lives**

	1990	1999	2008
Albania		95	96
Bulgaria	91	89	90
Czech Republic	97	94	83
Estonia	84	89	87
Hungary	91	89	91
Latvia	86	94	88
Lithuania	90	88	86
Poland	97	96	91
Romania	96	95	91
Slovakia	96	93	91
Slovenia	98	96	94

(Source: European Value Study, <http://www.atlasofeuropeanvalues.eu>).

## Results

Work is most important for Albanians, of whom 90% call it an important value in their lives. By way of contrast, under 50% of Latvians, Hungarians and Slovenes selected this answer.

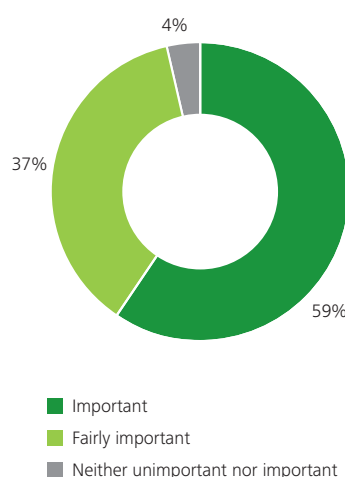
When asked about the importance of work in their lives, most students answered that it was important (59%) or fairly important (37%).

One's professional career is particularly valued by Romanians and Albanians (82% and 77% respectively, as compared to 53% of the total group surveyed). Similarly, money and prosperity were most often chosen as important in life by Albanian and Romanian respondents (65% and 55%, respectively, against 46% of the sample as a whole).

Turning to other values, Estonian respondents particularly value free time (57% versus 36% in the group as a whole).

Students have different opinions on how to rank values. Work as the key to personal development is least valued by Lithuanians, while Czechs and Poles are the least willing to sacrifice their free time for more work. Respondents from Lithuania and Estonia would choose not to work at all if they did not have to do so for financial reasons.

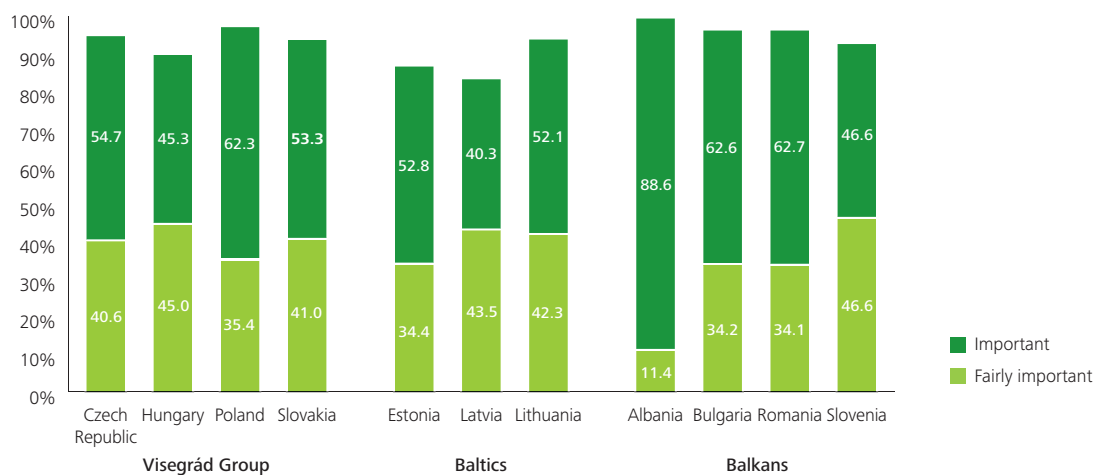
**Figure 19: How are the following values important in your life - Work**



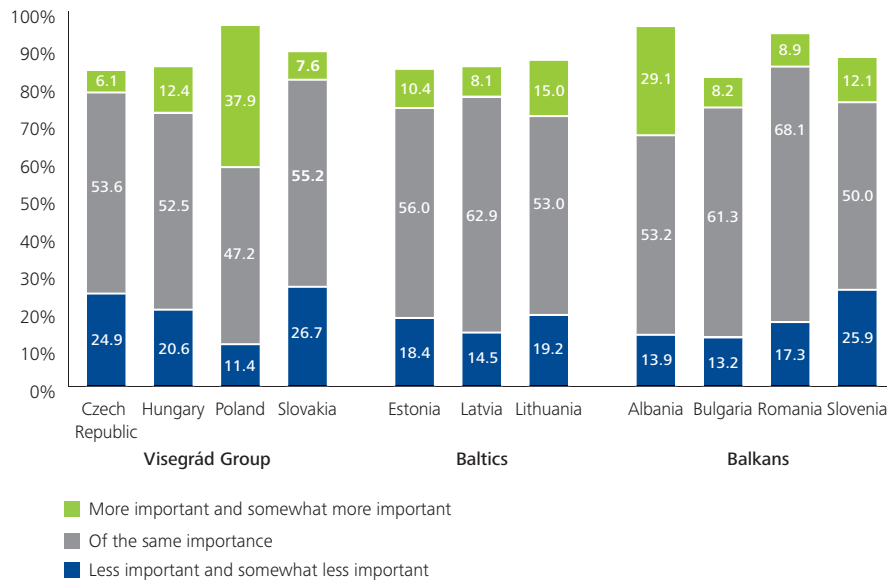
When students' were asked to compare their attitudes to the significance of work with those of Generation X (who are now aged 30-35), between 47% and 68% of students appear have similar attitudes.

Students in Albania and Poland, however, tend to believe that career matters are more important to them than to older colleagues who have already been active in the labour market for some years.

**Figure 20: How are the following values important in your life - Work**



**Figure 21: Do you think that your work, in comparison to 30-35 years old employees, is:**



## Conclusions

Students' attitudes to work and its place in their hierarchy of values vary considerably, depending on the country. For instance, young Poles do not perceive work as a duty to society or a crucial element of life for which it is worth sacrificing free time. Rather, they tend to see it as a personal development tool and an opportunity to make the most of their talents. Estonians, meanwhile, do not place work as high in the hierarchy of values as other nationalities.

Albanians, who think that work is one of the key values in life, would be more willing to leave work if provided with sufficient financial support.

These results suggest that it is not practical to apply one common categorisation, like "Millennials", to such a strongly diversified group of students, with their differing plans, ambitions and levels of work experience.



# What really matters when it comes to making choices

The choices young people face in relation to their search for a job or internship do not always allow them to pursue their interests. Clearly, the majority of students and graduates would be keenest on jobs that offer a good salary, significant development opportunities and interesting assignments, all while meeting several other conditions included in their wish list. In reality, students must choose and rank those factors which are most important for them, possibly by comparing the relative importance of higher remuneration against better development prospects or international opportunities. We may safely assume that the best students and employees, often referred to as “talents”, enjoy greater freedom in this respect than most of their peers.

## Results

When selecting internships, the most important selection criterion was the opportunity to develop (ranked first by over 29% of our respondents). This was also the criterion that students most often chose as the second most important (17%), followed by the opportunity to gain professional experience (14%). The factors most often placed third were opportunities to gain experience, to develop professionally and to perform interesting and inspiring projects.

In case of choosing a job, the factor most often ranked first was the opportunity to develop (close to 22%), followed by attractive salary (over 18%). High remuneration was often selected as the third most important criterion.

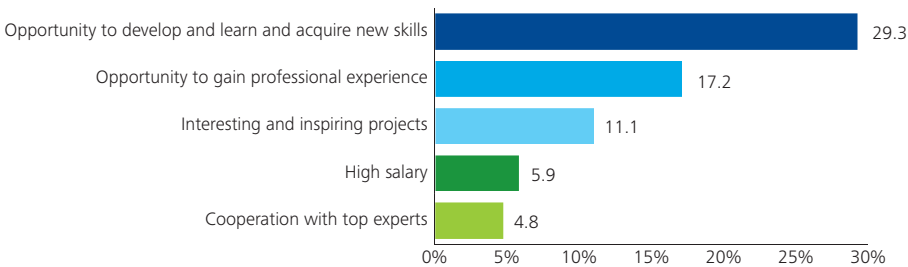
**Figure 22: The relative importance of various factors when choosing an internship vs a job**

Ranging of importance	Choosing an internship			Choosing a job		
	1st factor	2nd factor	3rd factor	1st factor	2nd factor	3rd factor
Independence	1.8%	1.6%	2.9%	2.8%	2.1%	2.6%
Attractive benefits	2.0%	2.8%	2.6%	2.5%	3.5%	3.3%
Interesting and inspiring projects	11.1%	10.0%	9.3%	11.4%	7.6%	6.8%
Fast promotion prospects	2.8%	3.9%	4.2%	4.0%	7.0%	6.9%
Opportunity to develop and learn and acquire new skills	29.3%	16.9%	9.5%	21.8%	11.6%	8.5%
Attractive training possibilities	2.7%	6.6%	7.6%	1.8%	4.3%	5.0%
Friendly work atmosphere	4.3%	6.5%	9.0%	6.4%	9.0%	9.7%
Meeting people working in the industry	1.4%	3.3%	5.8%	0.6%	1.6%	2.2%
Employer's prestige	2.9%	4.1%	5.7%	2.9%	3.8%	4.5%
High salary	5.9%	7.2%	7.2%	14.9%	18.4%	15.7%
International work environment	3.3%	5.2%	5.8%	2.9%	4.0%	4.7%
Opportunity to gain professional experience	17.2%	14.0%	10.0%	8.1%	6.9%	6.1%
Flexible working hours	2.6%	3.7%	4.1%	2.1%	3.2%	4.0%
Working with people you like	1.7%	2.4%	2.8%	2.5%	2.9%	3.1%
Work-life balance	3.0%	2.9%	3.9%	6.7%	5.6%	7.9%
Working with leading experts	4.8%	7.0%	7.4%	3.3%	4.0%	4.2%
Sense of security	2.2%	1.2%	1.5%	4.1%	3.6%	3.9%

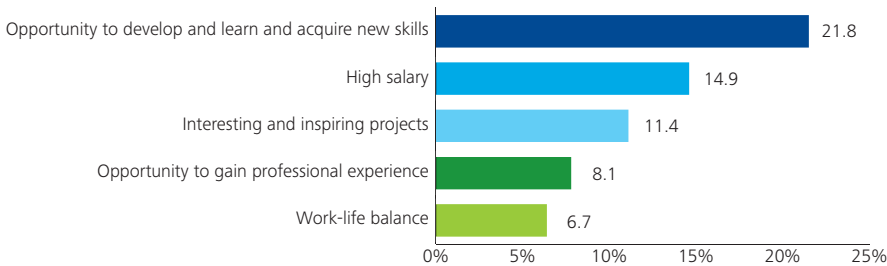
The opportunity to develop, learn and acquire new skills was considered to be the most important factor in the selection of an internship and a job; the highest share of respondents selected this factor as their key selection criterion. The next most often selected first choices when choosing an internship were opportunities to gain professional experience and to work on interesting and inspiring projects.

There were also interesting regional differences between the choices made when choosing a job. Interesting and inspiring projects were of the greatest importance to Latvian respondents (chosen by 29%, versus just over 11% of the entire group surveyed). Hungarian respondents would select the best-paid job (22% versus 15% of the whole group), while the most important factor for Albanians was the opportunity to gain professional experience (23% versus 8%).

**Figure 23: First choice - the most important factor when choosing an internship**



**Figure 24: First choice - the most important factor when choosing a job**



### Conclusions

Opportunities to develop, learn new skills, participate in interesting projects and gain professional experience are important for young people when choosing an internship or a job. Remuneration is more important when it comes to choosing a job.

Selection criteria for jobs and internships alike are directly related to development opportunities.

This factor is not so important in countries where students have a choice of opportunities to gain experience while studying. The approach to selecting a job is different in those countries such as Albania where it is more difficult to gain professional experience while studying; in such cases, the opportunity to gain experience alone can prompt young people to take a job.

# The things that matter most

Employers who want to attract the best people need to provide them with appropriate development opportunities. They also need to combine tasks and duties that match the competencies and ambitions of their young talent, which allow self-realisation and the full use of their potential.

A mismatch between corporate reality and the expectations of the most in-demand talents may result in demotivation, lower efficiency and in the longer term even resignation.

Based on another study by Deloitte called Talent 2020, employees who believe their employers make effective use of their talent and abilities appear to be overwhelmingly committed to staying put, while respondents who feel their skills are not being put to good use will consider leaving.<sup>23</sup>

## Results

The most attractive type of work is that which enables people to excel in what they enjoy doing. The second most attractive aspect is the opportunity to learn permanently, while an international environment and the opportunity to use foreign languages are placed third.

When asked about the most desirable methods of developing staff, students most often selected mentoring and coaching with regular feedback.

Other preferred development opportunities included working across a number of specialisations, and international work environment and working in different teams.

Figure 25: What type of work do you consider most attractive?

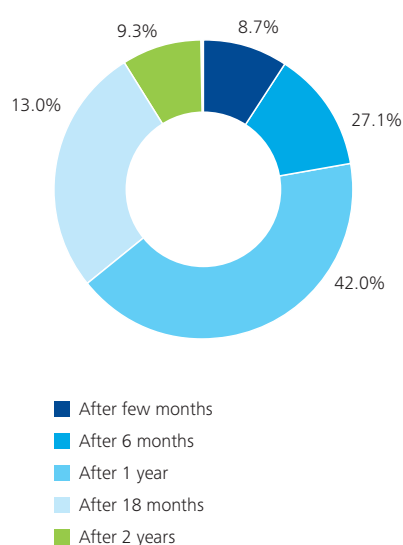
	1st	2nd	3rd
Work which enables me to excel in what I enjoy doing	48.9%	15.1%	8.4%
Repetitive work that enables me to utilise the knowledge I gain	5.0%	11.2%	8.7%
Where I face new tasks and am required to learn permanently	19.9%	24.3%	14.3%
Where I am able to define my tasks from the beginning	4.4%	7.9%	10.4%
Where I can use foreign languages	4.5%	12.3%	16.1%
Where I am able to use modern technologies	3.6%	7.6%	12.1%
Where I am exposed to an international environment	5.8%	9.9%	16.5%
Work that is flexible and enables me to plan my own time	6.6%	10.7%	12.6%

Figure 26: Which career and professional development opportunities would you prefer during your internship/work?

	1st	2nd	3rd
Working in different specialisations	17.4%	11.6%	14.2%
Working with colleagues with different seniority levels (age and specialisation)	9.6%	15.3%	14.4%
Working in different teams (with different colleagues)	6.4%	11.3%	16.2%
International experience	17.8%	15.9%	15.0%
Mentoring and coaching with regular feedback	28.4%	18.2%	12.3%
Job shadowing a senior colleague	11.8%	15.7%	12.8%
Using modern technologies	6.8%	10.9%	13.8%

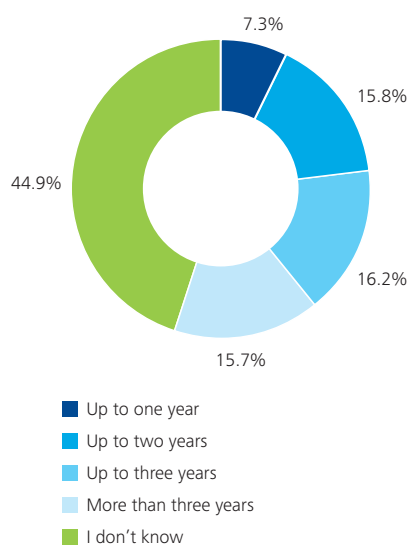
If their performance was good, most students would expect to be promoted after a year of employment; 27% of those surveyed expect promotion after just six months. Only 10% of respondents would be happy with promotion after two years with one employer.

**Figure 27: In your first job, if your performance is good, when would you expect to be promoted?**



When it comes to promotion, the Albanians are the least prepared to wait - nearly 50% would like to change their position after six months of employment. The Slovenes are more willing to compromise and are prepared to wait from 18 months to two years.

**Figure 28: For how long do you plan to stay with your first or current employer?**



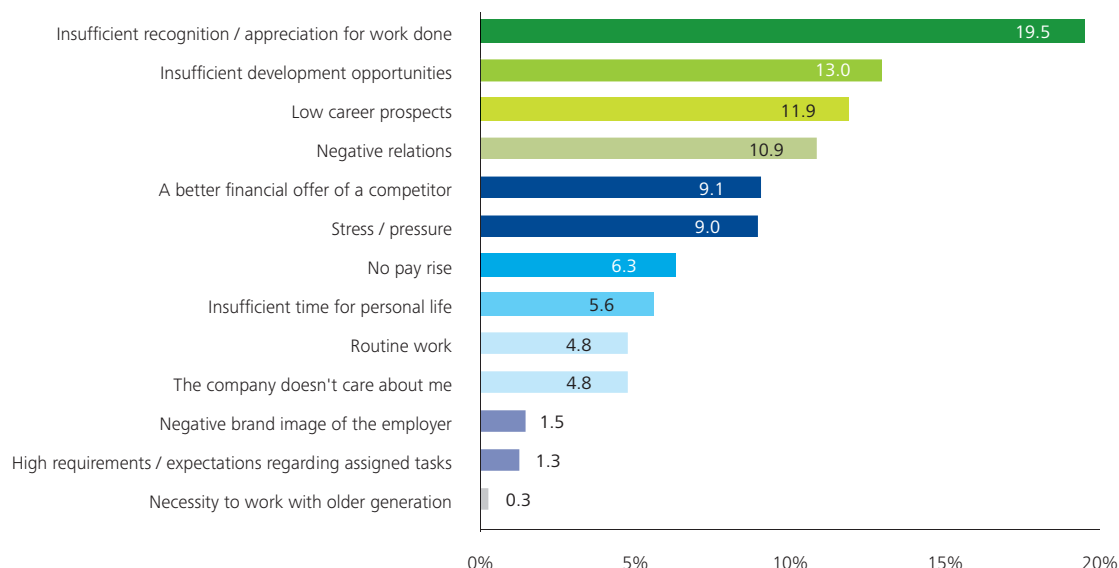
Young people appear to find it difficult to plan how long to stay with an employer. Generally, respondents selected from one to three years, with only an insignificant number planning to move on in

under a year. Insufficient recognition was the possible reason for changing a job most often mentioned by respondents.

**Figure 29: What reasons might you have for leaving your first or current job within a year of joining?**

	1st	2nd	3rd
No pay rise	6.3%	5.6%	5.5%
Insufficient recognition / appreciation for work done	19.5%	12.6%	10.0%
Stress / pressure	9.0%	9.9%	7.5%
High requirements / expectations regarding assigned tasks	1.3%	3.0%	3.1%
Negative relations	10.9%	13.9%	13.2%
"The company doesn't care about me"	4.8%	6.2%	8.6%
Routine work	4.8%	5.9%	6.9%
Necessity to work with older generation	0.3%	0.5%	0.8%
Low career prospects	11.9%	13.2%	12.4%
Insufficient development opportunities	13.0%	13.0%	10.4%
Insufficient time for personal life	5.6%	6.5%	9.2%
A better financial offer from a competitor	9.1%	7.2%	9.4%
Negative brand image of the employer	1.5%	1.9%	2.3%

**Figure 30: What reasons would you possibly have for leaving your first or current job within a year of employment?**



## Conclusions

The key importance of working in an environment that allows the full development of personal potential and enjoyment is unsurprising in the light of the values and expectations indicated by students, as discussed in previous chapters.

Working environments that allow continuous learning and development are common in today's knowledge-based economy, driven by the uncertainties and need for frequent change faced by enterprises. An increasing number of students should therefore have access to such practices. On the other hand, the need to challenge employees on a continuous basis and ensure their professional growth may be difficult for some employers, particularly if they wish to retain the most talented people.

It is interesting to consider that not all methods of retaining the best talent mean incurring significant costs, such as ensuring that employees feel sufficiently recognised for their performance. The findings suggest that even the most basic non-financial incentives can be the most effective. Close to half of the respondents plan to spend up to three years with one employer; while this seems to be a relatively long time for young, highly mobile people, it still does not necessarily guarantee that employers will receive a full return on their investment.

# Counting up the money

Despite non-financial factors such as opportunities for personal development, continuous learning and participation in interesting projects being selected as key for students and graduates looking for a job, attractive remuneration is also of significant importance. For some young people, having too high or even unrealistic financial expectations may pose a problem for the employers competing for the most in-demand talents.

## Results

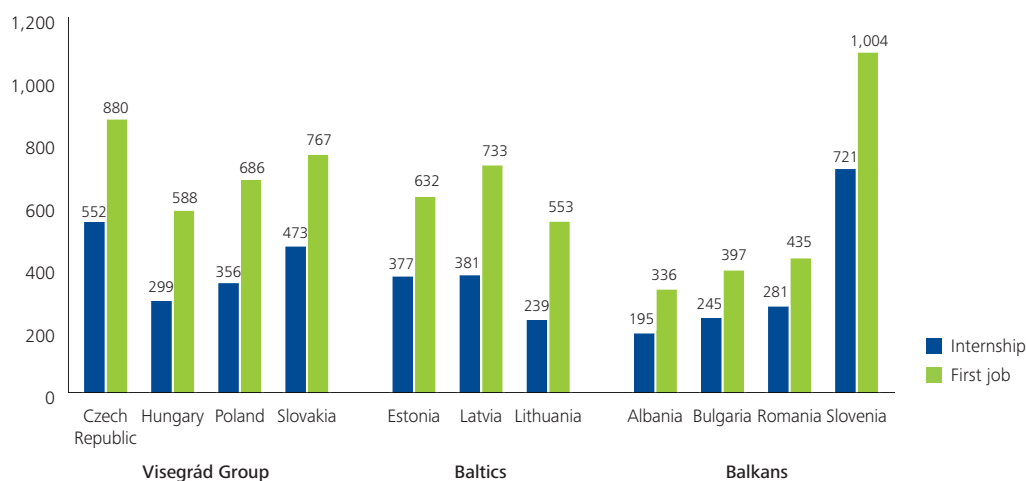
The results show clear differences between students' expectations regarding remuneration for internships and employment. The biggest gaps, up to 130%, were observed in Lithuania, while the smallest were in Slovenia, where the pay levels expected for regular employment were much higher than elsewhere.

When considering an internship, depending upon their country, different percentages of students (from 0% to 8%) said they would work for free, since gaining professional experience is more important to them than getting paid. Respondents from those countries showing a high percentage of such responses (Lithuania, for example) also expected lower than average pay during internships.

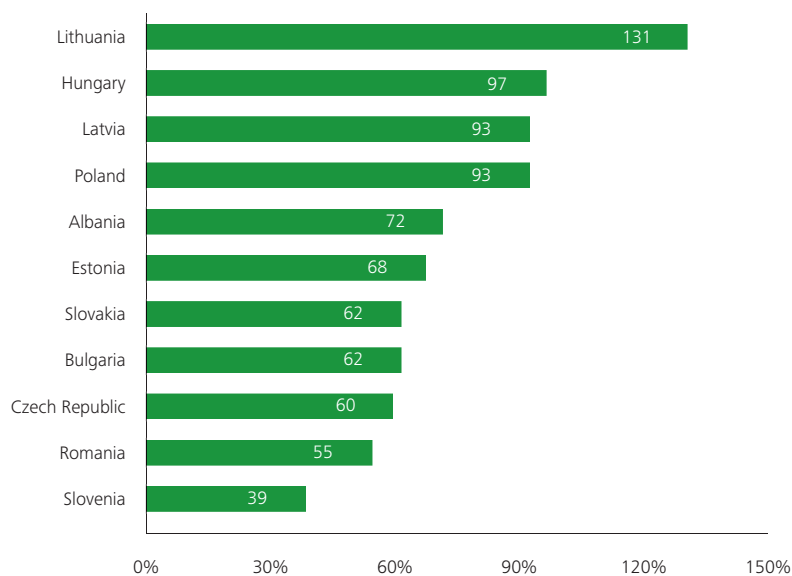
The salary expected for their first jobs by students in most countries exceeded the average salaries in their countries. Only in Albania and Estonia were expectations lower than average salaries.

In the local chapters of this report, we look closely at the difference between national average salaries and our respondents' expectations.

Figure 31: What is your expected monthly net salary (EUR) for your internship / job (40h/week)?



**Figure 32: Difference in salary expectations between internship and first job**



### Conclusions

For most students, financial expectations are to some degree related to their age, level of experience or self-evaluation as a potential employee. For some, expectations seem to be too high if not unrealistic. The question remains whether respondents will be forced to revise their financial expectations.

Although we do not have data on the impact of foreign employment on the financial expectations of students, it is possible that employers looking for the most in-demand talents interested in working abroad might find good candidates in EU member states like Bulgaria and Romania, where pay expectations are relatively low.

# Mapping out the future

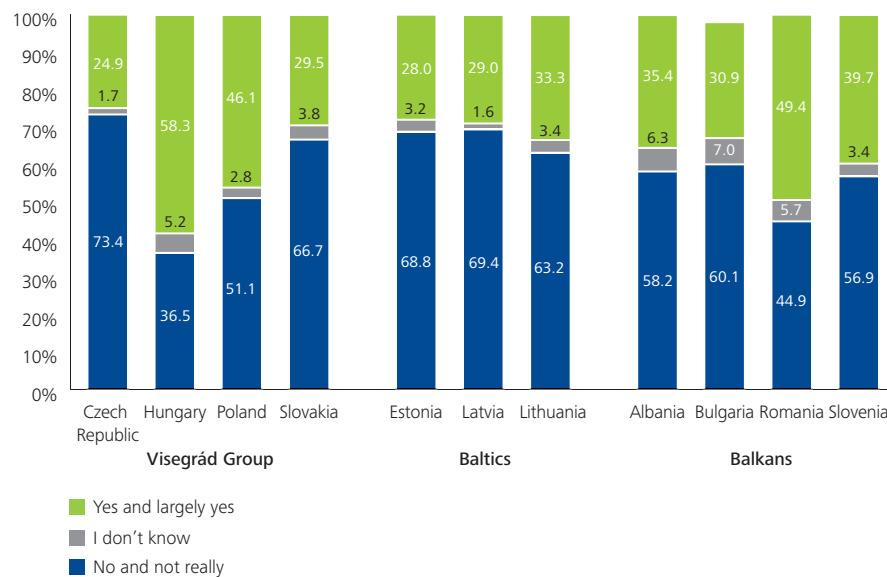
Some students with a particular career path in mind actively choose which university to attend based on its reputation in the subject that most interests them. This implies that for some it is important to start planning their career even before leaving school; the survey results also reveal, however, that a clear majority of even business-oriented students have no clear career path in mind even as they move towards completing their studies.

## Results

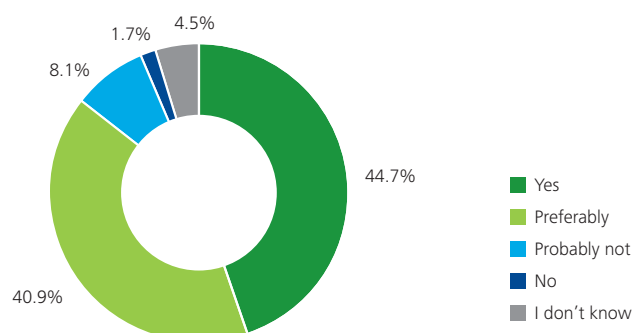
While most students would like to work in the field of their academic specialisation, around 40% of respondents would like some time to decide what they really want to do in life. The Lithuanians need the most time to make up their minds (63%).

There are marked differences between the attitudes of students in different countries to career planning and job seeking. Hungarians stand out from the sample as a whole with their developed career plans and job-hunting methods. Czechs and Estonians, meanwhile, are the least decisive and need more time than others to plan their careers.

**Figure 33: Do you have an exact plan for your professional career for next three years?**

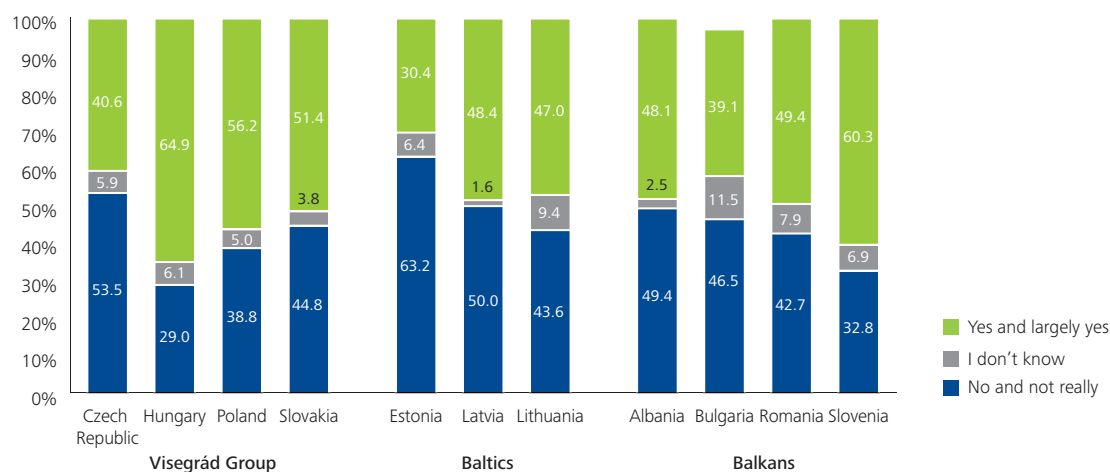


**Figure 34: I'd like to work directly in the area of my study specialisation**

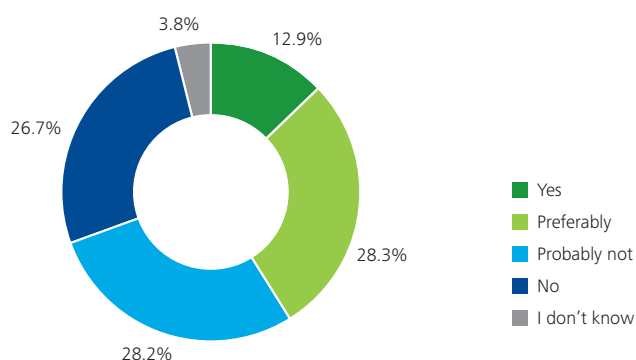




**Figure 35: Do you have a precise plan of how to find an attractive job?**



**Figure 36: I need some more time to decide what do I want to do professionally**



Around 15% of students claim to have planned their careers and decided what they want to do in the future; they also say that some practical advice would nevertheless be very helpful.

Interestingly, only 6% of students are considering starting their own business; those from Lithuania and Latvia appear to be the most enterprising.

**Figure 37: What is your attitude to launching your own business?**

	Albania	Bulgaria	Czech Rep.	Estonia	Hungary	Latvia	Lithuania	Poland	Romania	Slovakia	Slovenia
I want to establish my own company	2.5%	8.6%	3.7%	7.2%	5.7%	12.9%	18.4%	5.2%	4.2%	7.6%	0.0%

Students' views on their career goals and priorities are also thought-provoking. Most say that their top professional goal is to become an expert in their specialist subject. Another priority is to become financially independent - this answer was selected most often as the second priority. A stable and secure environment and working in a global firm which enables international travel were the third most important priorities.

Please note that financial independence, rated second highest on the career-related priority list, does not mean that making money is all young people care about. Getting rich was only fifth on students' career priority list, the same as becoming a senior manager.

**Figure 38: What are your main career goals and priorities?**

	1st	2nd	3rd
I want to become a senior manager	10.4%	10.1%	10.5%
I want to become an expert in my specialisation	39.8%	19.1%	14.1%
I want to become financially independent	21.4%	30.2%	19.2%
I want to learn from a big corporation and establish my own business	6.3%	7.0%	10.1%
I want to become rich	3.2%	3.8%	6.1%
I want to work in a global firm and travel around the globe	7.7%	13.4%	18.2%
I want to work in a stable and secure environment	8.3%	14.9%	19.6%

### Conclusions

It may be significant for universities (and their careers offices in particular) that only a few students claim to have a detailed career plan and measures in place to find an attractive job. Students would also appreciate support in determining their professional preferences and career planning, particularly in countries like the Czech Republic and Latvia, where 16-17% of respondents said they would gladly accept such help.



# On the move

Increasing staff mobility is one of the growing trends in the global economy. An increasingly globalised world needs a global, mobile workforce. Clearly, the willing mobility of young talent is a valuable commodity for those companies and countries that are able to attract the best graduates. There is also a significant downside, however, for those economies that are net losers of the talent in whom their educational systems have invested. The challenge for these countries will therefore be first to attract those employers who are capable of satisfying the ambitions of the brightest young people.

Another piece of research by Deloitte suggests the growing importance of mobility in today's working environment. In *Strategic Moves 2012*, a global survey of workforce mobility challenges, Deloitte found that "employee mobility" now has a new meaning as growing numbers of businesses operate in a connected world. Enterprises are also keeping pace with this trend by bringing innovation into their mobility strategies. Organisations recognise global mobility as a tool to support key strategic business issues, namely emerging geographical markets, increasing globalisation and increasing competition.

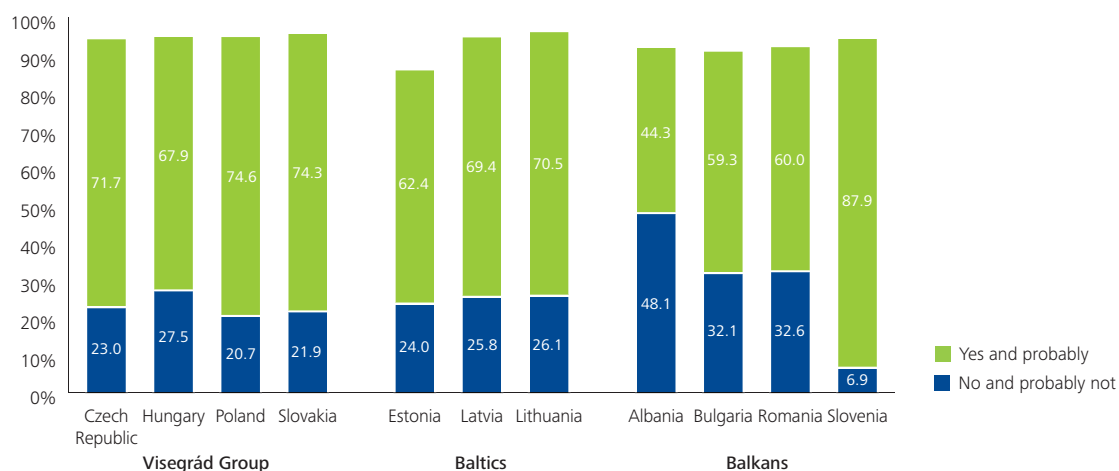
However, only a small percentage are using mobility fully to address those issues, and the majority of organisations are well aware of the current limitations of their global mobility programmes.<sup>24</sup>

For the EU, encouraging and supporting mobility among young people is an important way of tackling youth unemployment by raising levels of education and employability. The Youth on the Move initiative, for example, aims to support the EU-wide target of 75% employment among everybody aged between 20 and 64 by encouraging young people to take advantage of EU grants that help them study or train abroad. The same initiative also encourages EU countries to help educators and business streamline the transition between education and the workplace.<sup>25</sup>

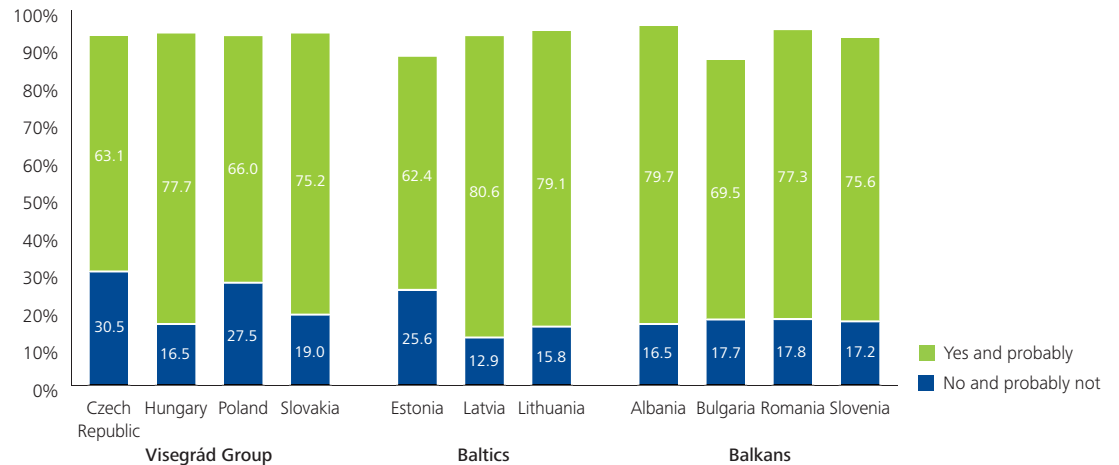
## Results

The great majority of students are ready to move to a different town or city, either locally (69%) or abroad (70%). Only 7% of students were not willing to relocate at all.

**Figure 39: Are you prepared to move to a different town/city in your country in response to an interesting job offer?**



**Figure 40: Are you ready to move abroad in response to an interesting job offer?**



Slovenes are the most open to national mobility programmes; Albanians, Bulgarians and Romanians, on the other hand, gave the highest proportion of negative answers. The differences between nations were considerably less clear-cut in questions concerning moving abroad.

Students from the three Balkan states mentioned above were substantially more eager to move abroad if they were offered an attractive job. Czechs, Poles and Estonians are the least enthusiastic about moving and working abroad.

**Figure 41: Have you gained any experience abroad?**

	Albania	Bulgaria	Czech Rep.	Estonia	Hungary	Latvia	Lithuania	Poland	Romania	Slovakia	Slovenia
Student mobility programme (e.g. Erasmus)	3,8%	7,8%	28,1%	16,0%	16,2%	29,0%	15,4%	16,3%	15,3%	30,5%	31,0%
Job/internship abroad related to the field of study	3,8%	4,9%	7,3%	12,8%	8,5%	12,9%	4,7%	4,2%	0,5%	5,7%	12,1%
Job/internship abroad unrelated to the field of study	1,3%	10,7%	8,5%	0,0%	22,1%	8,1%	6,4%	9,0%	4,0%	8,6%	3,4%
Temporary or seasonal jobs abroad	1,3%	21,0%	17,6%	10,4%	9,4%	1,6%	12,0%	15,6%	7,9%	26,7%	5,2%

### Conclusions

It appears that those countries that can successfully attract multinational corporations will also manage to tap into the significant populations of young talent from many countries who are prepared to emigrate for the right job opportunity.

Students willing to follow mobility policies need to be ready to relocate; that means they require competencies and experience that are appropriate to working and studying abroad, such as cross-cultural awareness and language skills.

# Entrepreneurship

Although entrepreneurship is relatively rarely considered in relation to people's broad approach to work, it is nonetheless of key importance to countries' economic development.

Initiative and entrepreneurship were two of the eight key competencies for lifelong learning identified by the European Parliament and Council in their 2006 recommendations. In addition, in its Lisbon Strategy the EU made "supporting entrepreneurship to unlock business potential" one of its priorities for 2007 to 2013. And the current strategic framework for education and training also has a focus on entrepreneurship as a key component of creativity and innovation that should be present at all levels of training and education.<sup>26</sup>

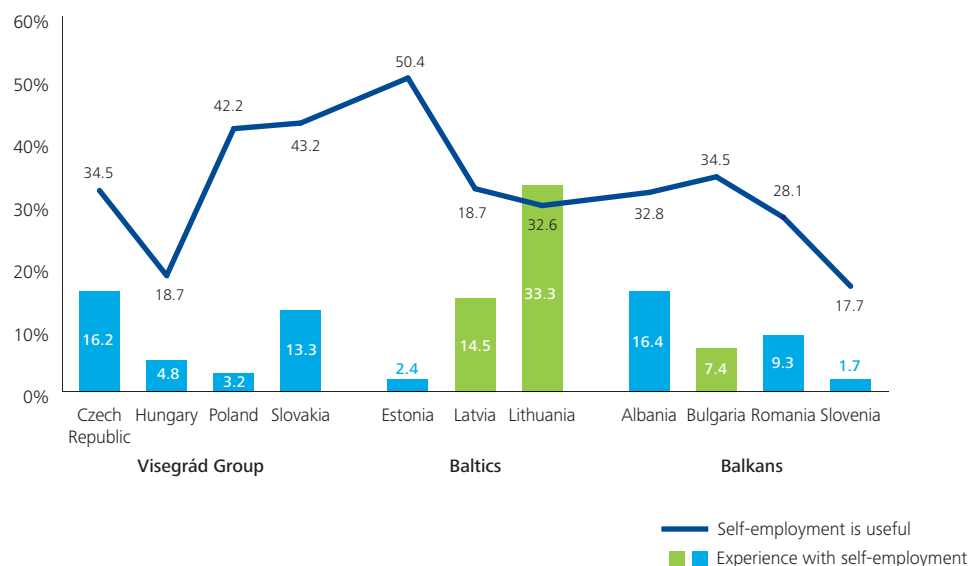
## Results

Respondents from Lithuania, Albania, the Czech Republic and Latvia are the most experienced at running their own businesses. More students from the Baltic states (Latvia and Lithuania) and Bulgaria than from elsewhere find sole proprietorship an attractive solution.

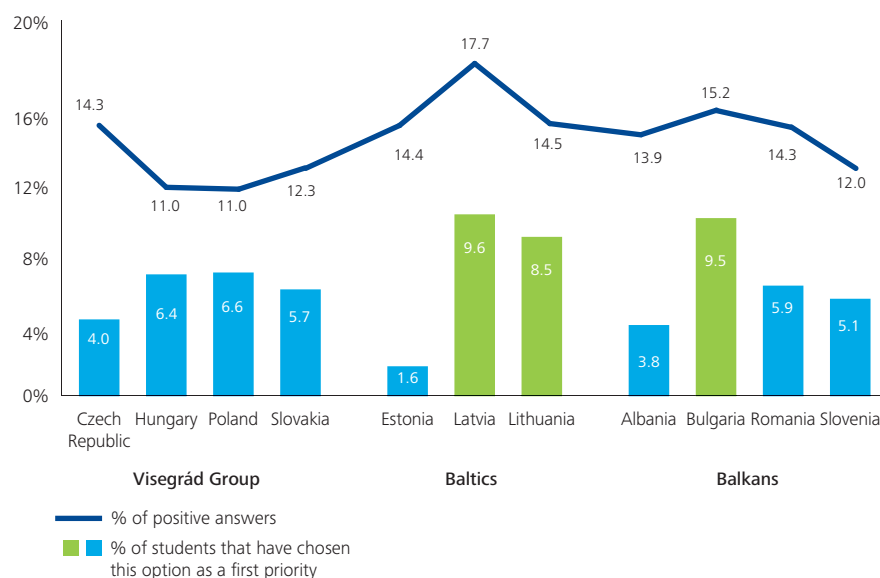
In these countries, too, the highest number of students declared that they would like to set up their own business; this was also their key professional career priority.

More respondents from Latvia, Lithuania and Bulgaria than elsewhere claimed to have already planned their careers and to have an ambition to start their own business.

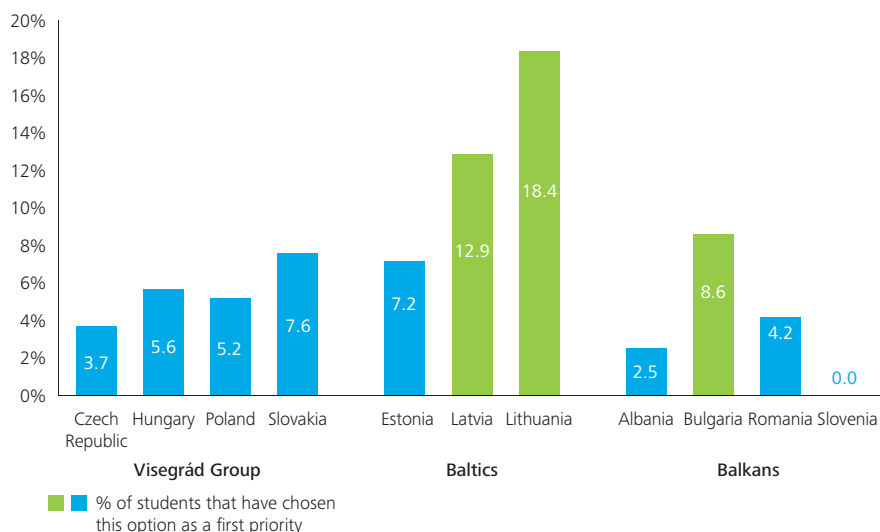
**Figure 42: Have you gained during your studies any experience of self-employment?  
vs Decide if this type of experience has helped/will help you find a job/internship**



**Figure 43: I want to learn from a big corporation and establish my own business.** (Highest percentage of answers and first priority choosen)



**Figure 44: Have you already decided on your future profession? I want to establish my own company**



## Conclusions

In some countries, entrepreneurship in the form of launching and running a business is particularly popular as an alternative to traditional employment.

Based on a Global Entrepreneurship Monitor (GEM) study, Lithuania is a leading economy in terms of the numbers of young people going into business; it is also number one in Europe by the number of new businesses being established.

The study has revealed that Lithuania has one of the biggest shares of young (18 to 24-year-old) businesspeople in its economy. This indicates great potential for growth and development, since young people often come up with innovative business ideas that can create new jobs.<sup>27</sup>

# The chances of landing the dream role

Most companies look for the best possible candidates. Large multinational corporations are leaders in this respect, since they have the potential to provide young talents with the factors that they most value, such as growth and career opportunities, an international working environment and opportunities to participate in interesting projects or initiatives.

We may question whether sending a maximum of five applications in six months is sufficient to ensure finding a job. Judging from the percentage of people who have already experienced internship or employment, however, almost half of the students appear not to have faced major difficulties in this respect.

## Results

Two third of respondents were looking for some form of employment while studying, ranging from part-time internships to full-time jobs.

Big multinational corporations were most commonly selected by applicants, followed by industry leaders.

The majority of students (60%) had made between one and five job applications during the previous six months. Around 16% of the surveyed sent out between six and ten applications, while 10% responded to more than 21 job advertisements.

Figure 45: At present you are looking for:

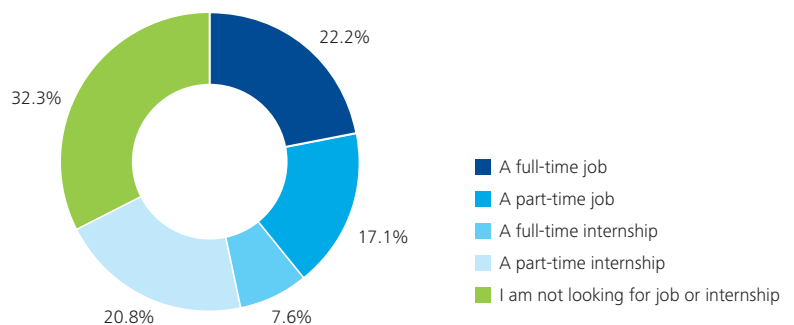
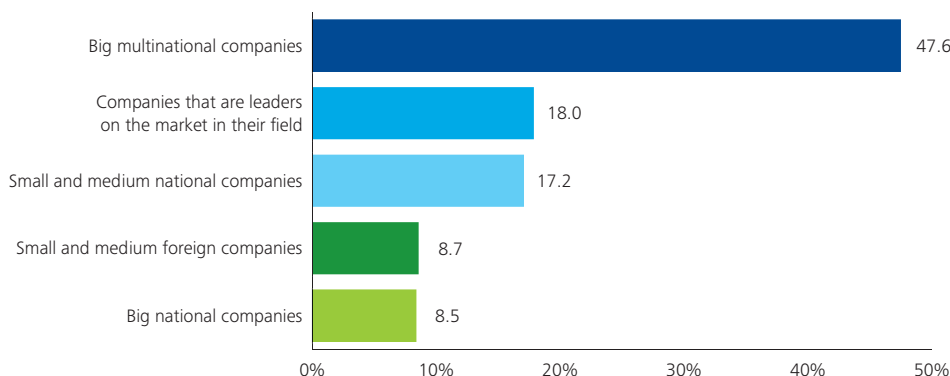


Figure 46: At present you are looking for work with:



## Conclusions

A career in a large multinational corporation is still attractive for many students. This does not mean, however, that smaller businesses have no chance of employing the best candidates; they only have

to demonstrate that they have some unique values over their competitors in what they have to offer the brightest talent (market-leadership being particularly important).

# Social media

Employers interested in attracting the best talent need to ensure that their image and branding as an employer position them as an employer of choice for the most in-demand applicants.

## Results

Students mainly look for jobs on recruitment portals and employer websites, although there were certain regional differences. Press advertisements remain a popular source of information, particularly in Albania or Lithuania.

Figure 47: Where do you usually find job/internship offers?

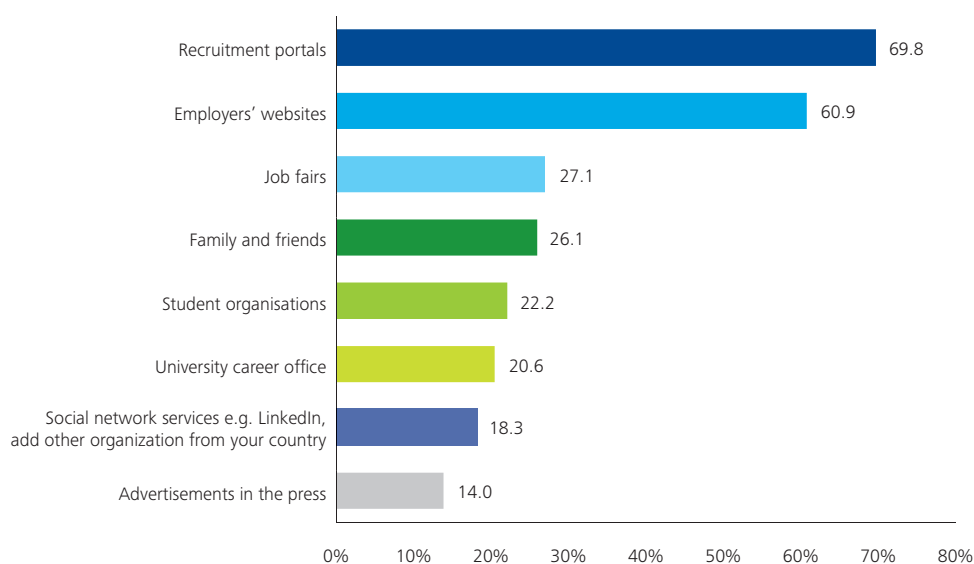




Figure 48: Where do you usually find job/internship offers?

	Albania	Bulgaria	Czech Rep.	Estonia	Hungary	Latvia	Lithuania	Poland	Romania	Slovakia	Slovenia
Recruitment portals	43,0%	84,4%	82,6%	70,4%	69,3%	37,1%	65,0%	63,2%	81,2%	86,7%	48,3%
Employers' websites	62,0%	37,9%	68,0%	40,0%	46,0%	45,2%	42,7%	67,3%	63,7%	63,8%	50,0%
Job fairs	25,3%	11,5%	27,7%	1,6%	35,6%	17,7%	8,5%	27,2%	42,7%	0,0%	10,3%
Family and friends	45,6%	33,3%	28,3%	56,8%	27,5%	45,2%	29,9%	26,2%	16,5%	19,0%	25,9%
Student organisations	8,9%	11,5%	11,7%	9,6%	24,7%	17,7%	26,5%	21,8%	29,6%	21,9%	41,4%
University career office	13,9%	22,6%	11,2%	13,6%	25,3%	33,9%	26,5%	29,2%	2,5%	3,8%	56,9%
Social network services	35,4%	15,2%	19,3%	36,0%	20,4%	25,8%	14,5%	13,3%	24,4%	23,8%	12,1%
Advertisements in the press	31,6%	14,0%	13,7%	18,4%	13,5%	22,6%	28,2%	11,7%	12,6%	15,2%	12,1%

## Conclusions

In today's information society, building a web-based image through social media is growing in importance when competing for the best young employees. Moreover, the web itself is changing to allow easier and more frequent access through mobile devices.

Since social media represent a source of interesting offers for more than 30% of students in some countries, employers will increasingly need to project their image through portals like LinkedIn and Facebook as well as through their own websites and recruitment portals which are still the primary sources of employment information.





# Local perspectives



## Albania

### Gender

Female: 76%  
Male: 24%

### Age

18-20: 18%  
21-23: 75%  
24-26: 7%

### Field of study

Accounting, economics, banking: 51%  
Management, marketing, business, sales: 18%  
Law, administration: 10%  
Social studies, humanities: 3%  
Technical: 7%  
Other: 11%

### Mode of studies

Full-time: 96%  
Evening: 2.5%  
External: 1.5%

Students: 72%  
Graduates: 28%

Public: 78.5%  
Private: 21.5%

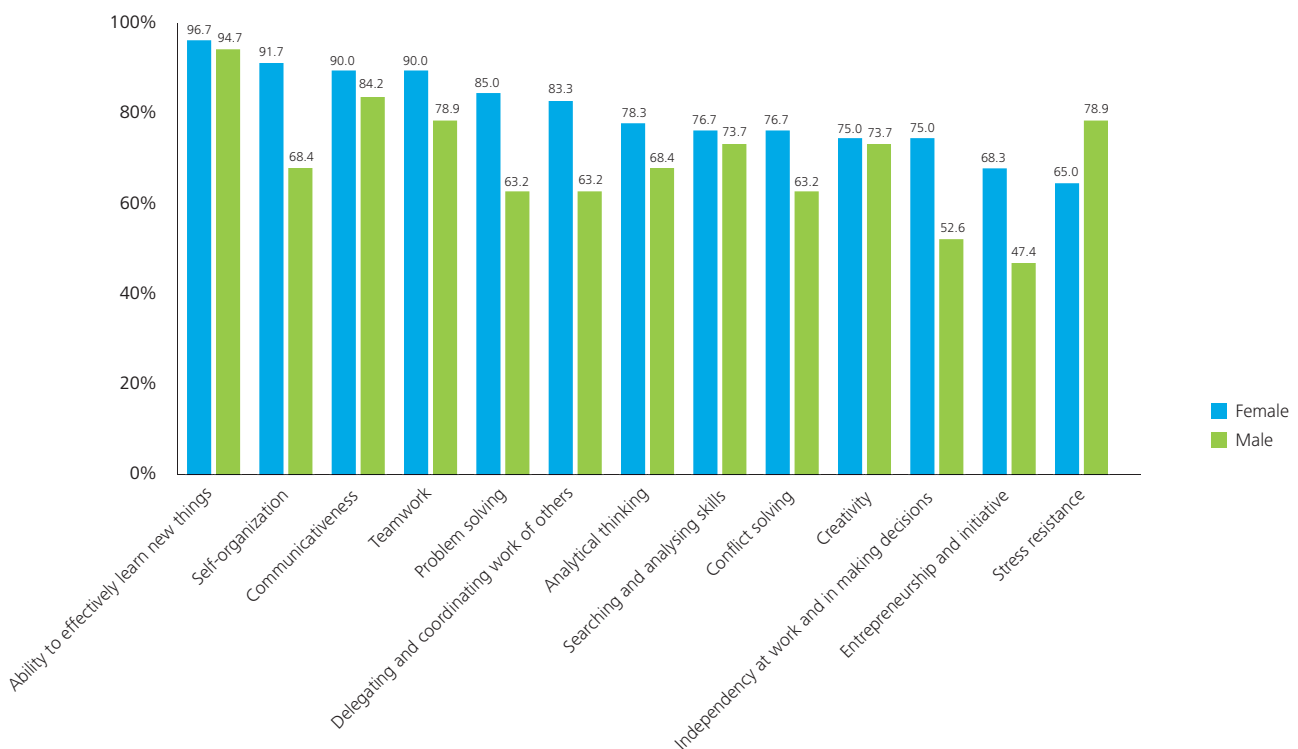
The results of the study in Albania show that 57% of respondents studying law have had jobs or internships during their studies, a higher proportion than the 32.5% of accountancy/economics students, the 14% studying management/marketing and the 40% reading technical subjects. This result is explained by the fact that work experience opportunities for those studying law are greater than for those specializing in technical subjects.

The results also show that 32% of respondents had at least one work experience placement (including 57% of law and 30% of accountancy students). Just over 68% of the fulltime students had neither an internship nor a job during their studies, while all those attending evening classes worked while studying. The high percentage of those who did not work during their studies is an issue for concern and demonstrates the weakness of the job market.

More than half (54%) of the respondents gained work experience during their studies, surprisingly including 72% of those aged 18-20. The highest proportion of men and women alike believe they have the ability to learn new things effectively, and over 80% rate highly their self-organisation, teamwork, communication, delegation and problem-solving skills.

More than half (55%) of the respondents believe they have higher levels of competency than other candidates, suggesting considerable self-confidence.

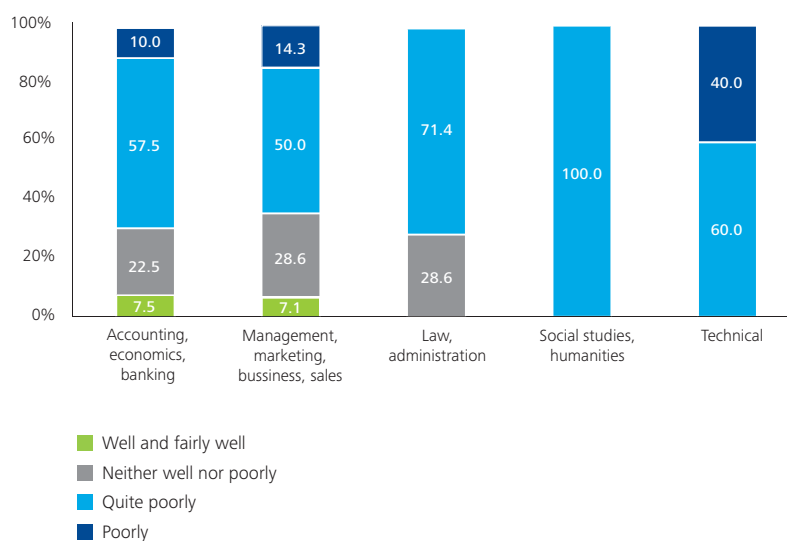
Figure AL1: What is, in your opinion, your level of competencies?



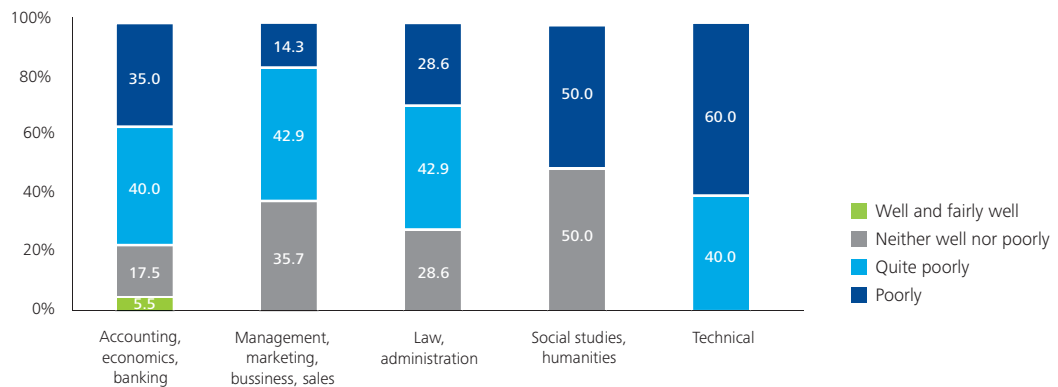
### Perceived value of education

As well as preparation for employment, the students also expect their universities to support them in the job-hunting process. However, in the opinions of those surveyed the educational system does not prepare them well for either their future professional duties (with 71% giving a negative response) or for finding a job (over 73%).

Figure AL2: How, in your opinion, do higher education institutions prepare their graduates for future professional duties?

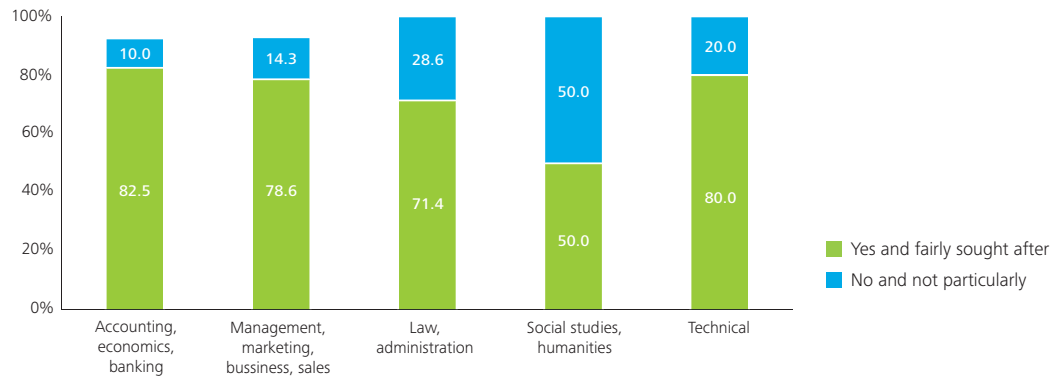


**Figure AL3: How, in your opinion, do higher education institutions in your country prepare their graduates for the process of looking for a job?**

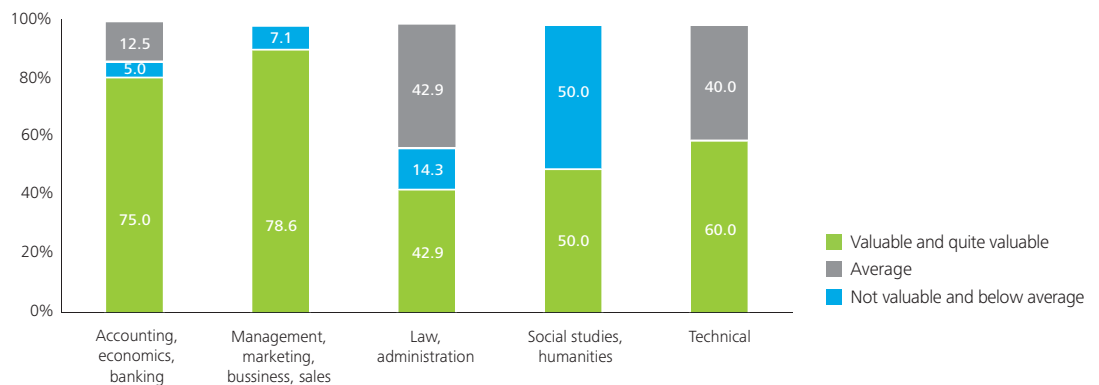


Most respondents believe that they will be sought after by employers and that their qualifications are valuable. (This is mainly related to the fact that most respondents are studying law or economics.)

**Figure AL4: Do you think that graduates of your faculty/specialisation are sought after by employers?**



**Figure AL5: How valuable do you think qualifications from your specific university are to employers?**



### Perceptions of the economic environment

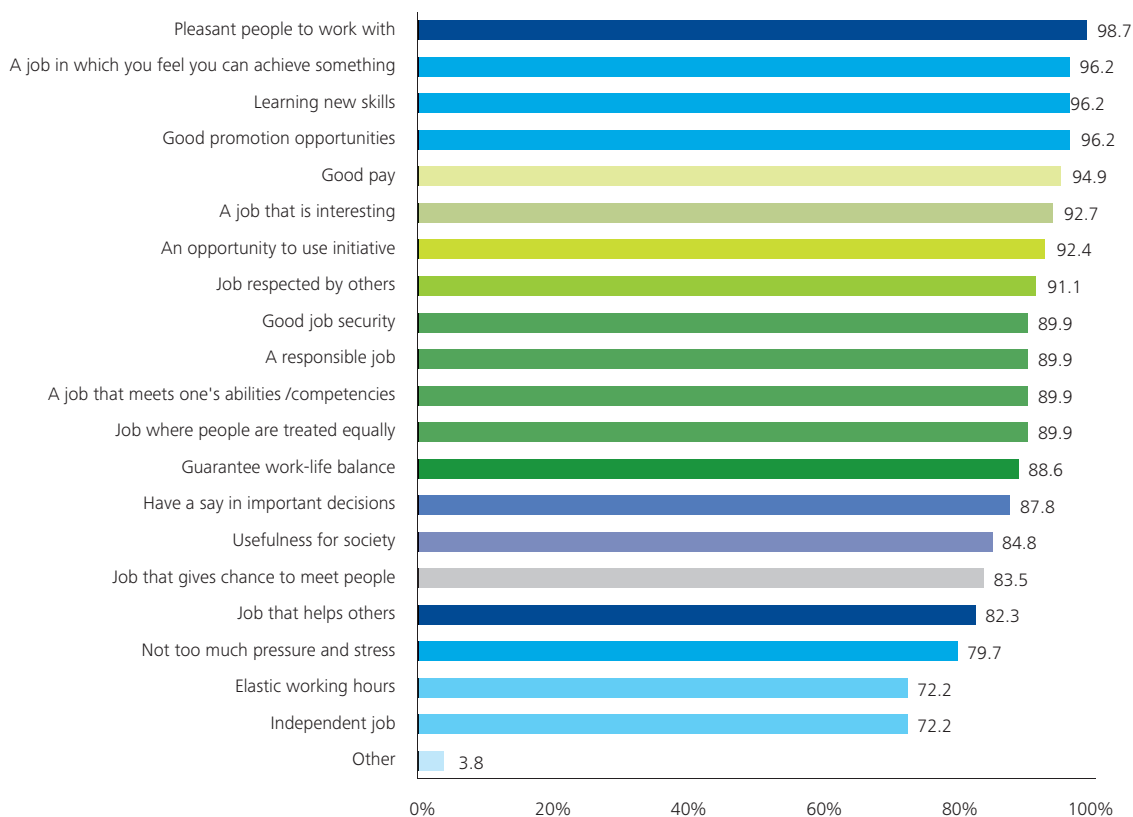
Respondents' answers confirm that they have a pessimistic view of the current situation on the job market. The most optimistic respondents are those from the marketing department.

Such answers are related to the fact that Albania is still suffering from the effects of the global economic crisis, and that foreign direct investment levels are not growing.

### Values

All respondents confirm that family, health and work are the most important values in life. This is related to Albanian culture, in which family is a very important value and working is the main way to ensure a secure life.

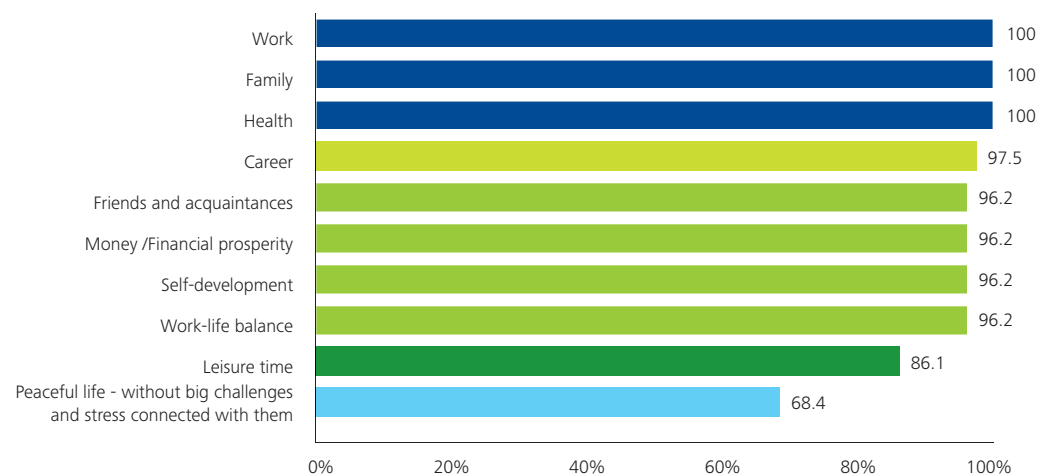
Figure AL6: What values are most important to you?



The most attractive aspects of working life for Albanian students include pleasant people to work with, learning, achievement, promotion opportunities and good pay. This is explained by the fact that in our country employers offering such opportunities are rare.

This is because the standards of human resource management are not well developed and because the number of international companies with a defined structure is very small.

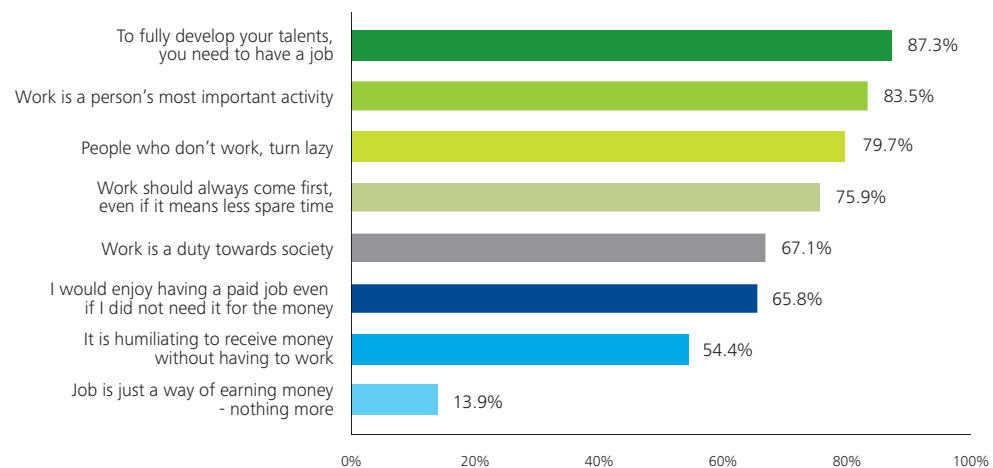
**Figure AL5: How are the following values important in your life?**



Most respondents confirm that you need a job to fully develop your talent and that work is the most important activity to them.

Surprisingly, only 14% of respondents believe that work is nothing more than a way of earning money.

**Figure AL7: How do you agree with the following statements?**





### Perceived worth / control

Over 68% of respondents believe that they offer high or rather high value as a potential employee; 67% believe they have complete or moderate control over their lives; and 40.5% believe that finding an attractive job is solely up to them. Since most respondents are at the very beginning of their career, it is quite surprising to find that they believe they can control their lives and their choice of job. In our opinion, this is mainly because respondents lacking work experience, so their beliefs are based on their academic experience.

### Perceived opportunities

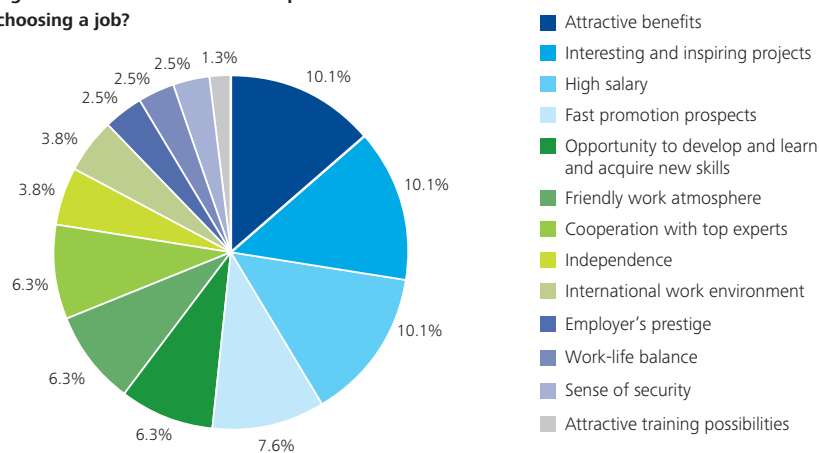
Just over 34% of respondents believe that they have only a small chance of finding a job in their area of expertise. Such general pessimism is explained by the high Albanian rate of unemployment and large numbers of university graduates.

### Preferences/ expectations towards work and career

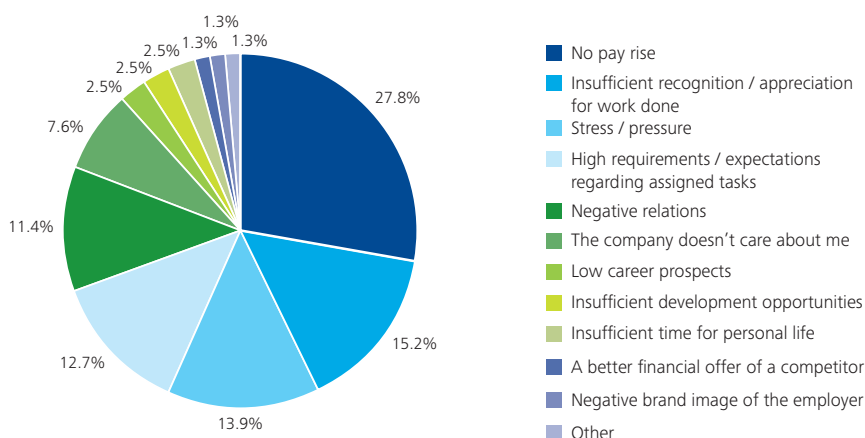
Surprisingly most respondents say they look primarily for jobs that offer them professional work experience, meaning that attractive benefits and salary rank only second and third. This is clearly related to the fact that there are not many Albanian organisations that offer opportunities to grow ones professional experience.

Most respondents confirm that a lack of pay rise would be the main reason for leaving a job after the first year. This is because first year salaries are fairly low and insufficient to cover living needs. Lack of recognition and stress are the next largest reasons for moving on.

**Figure AL8: What are the most important criteria when choosing a job?**



**Figure AL9: What are the most important reasons why you might leave your first or current job within a year of employment?**

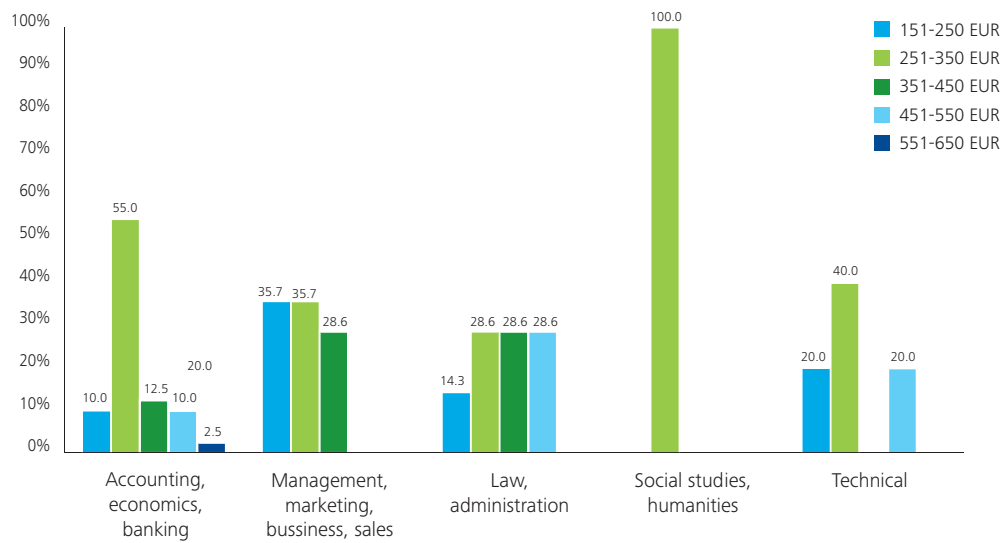


## Remuneration

Most respondents expect a monthly net salary between EUR 251 and 350, which is slightly higher than the average salary.

This may be an indication for employers and the government to consider changing the salary of new recruits.

**Figure AL10: What is your expected monthly net salary for a job (40h/week)?**

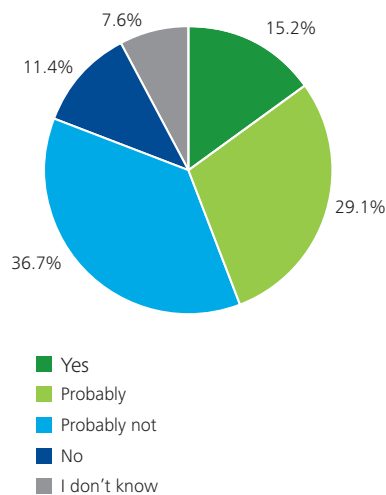


## Mobility

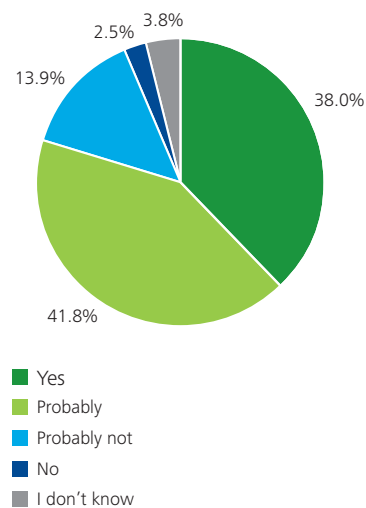
Most respondents are from the capital, and most are not willing to move to another city. This is because the standard of living and salaries in other cities are much lower than in Tirana.

The country's poor economic position also means that most respondents are willing to move abroad.

**Figure AL11: Are you prepared to move to a different town/city in your country in response to an interesting job offer?**



**Figure AL12: Are you prepared to move abroad in response to an interesting job offer?**



### Career plans

While 62% of the respondents would like to work directly in their area of study, some 58% do not have precise plans in place for the next three years of their professional lives. Over 21% of those aged from 18-20 do have such plans, however.

Well over half (55%) do not need more time to choose a career. Nearly half (49%) have no plans on how to find an attractive job, but 41% of those aged 21-23 are clear on how to do so.

The most attractive sectors are professional services and the financial industry, largely because there a considerable number of the larger and international companies in Albania are from those sectors.

Below is shown what respondents rank as first place regarding what they want to achieve in their career. Still here it is emphasised the desire to be an expert on the area of specialisation, as a tool to have higher pay off in the near future and to be part of the top management of the company they are working for.

### Actions connected with finding a job

Statistics from the survey show that 38% of the respondents are looking for an internship, while 34% would prefer to work for international companies and 27% for small and medium-sized national companies.

Over 68% of respondents have applied for at least one job in the last six months; however 75% of these were not invited to the recruitment process for the positions they have applied for.

62% of respondents find recruitment opportunities on employers' websites, 46% from family and friends and 43% on recruitment portals.

Figure AL13: What are your main career goals and priorities?

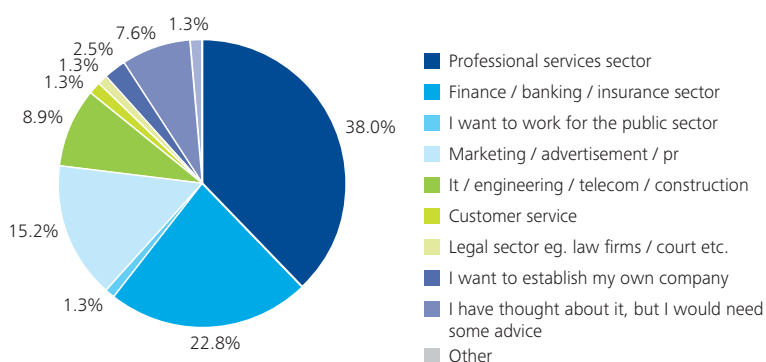
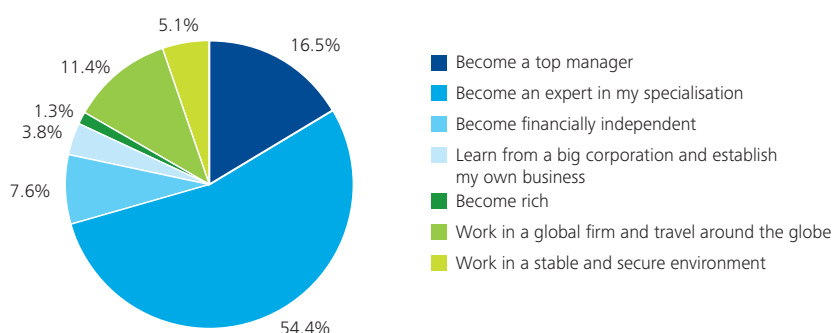
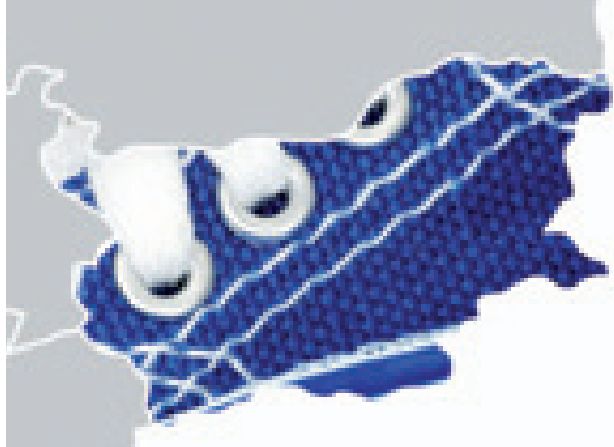


Figure AL14: What are your main career goals and priorities?





## Bulgaria

### Gender

Female: 73%  
Male: 27%

### Age

18-20: 11%  
21-23: 60%  
24-26: 29%

### Field of study

Accounting, economics, banking: 35%  
Management, marketing, business, sales: 23.5%  
Law, administration: 4.5%  
Social studies, humanities: 11%  
Technical: 10%  
Other: 16%

### Mode of studies

Full-time: 96%  
Evening: 1%  
External: 3%

Students: 87%  
Graduates: 13%

Public: 55%  
Private: 45%

### Exposure to employment

Students in Bulgaria have generally credible opinions on questions relating to their education and how it helps their future career development. In recent years, more Bulgarian students have acquired international educational experience, and they now want to see Bulgarian higher education institutions embrace global best practices.

The results of our survey show that the majority of students are already exposed to the labour market, either as job applicants, interns or employees; 60% of all respondents currently have either a job or an internship, and 70% have had some work experience during their university studies.

Students aged 24-26 who are in the last two years of their undergraduate studies or during a Masters degree have access to most internship/ employment opportunities). First and second-year students (usually 18-20 years old) are rarely offered any opportunities to gain experience, with over 60% reporting no experience so far.

This confirms the tendency of employers to be primarily interested in more experienced and mature candidates, who have stronger theoretical competence. Such students have also most probably already identified the areas of career development in which they are interested and are more determined and motivated to target a specific job. Last but not least, more experienced students are also more flexible in combining their studies with professional engagements.

However, employers who manage to develop and offer opportunities for junior students also have an important role to play, helping them to identify their career aspirations at an early stage and so be better prepared for actual entry into the job market upon graduation.

The greatest numbers of internships and jobs while studying are reported by students reading technical subjects including IT, which is clearly enabled by the presence of many shared service centres in Bulgaria. The fewest opportunities are reported for those studying law and general administrative subjects.

More than half of the respondents have been able to find a job or internship related to their field of studies, which is encouraging; more importantly, students see it as very useful (more than half of the respondents see future opportunities coming from their internships and current employment). This corresponds to employers' preferences for practical experience and on-the-job training, which still seems to offer an advantage over academic knowledge alone. It also indicates further needs for improvement and a practical focus for the internship programmes employers provide.

### Competencies – the comfort zones

Bulgarian students feel best prepared in the following competencies:

1. The ability to learn new things effectively
2. Teamwork
3. Logical/ analytical thinking and fact analysis
4. Self-organisation, planning, keeping deadlines
5. Communication skills.

It is perfectly normal to develop such competencies during university studies, and all of them are much appreciated by employers. More surprisingly, 64% of respondents also assess as "high" and "fairly high" their ability to delegate and coordinate the work of others, which is much less likely to have been, developed during university studies and or short-term internship programmes.

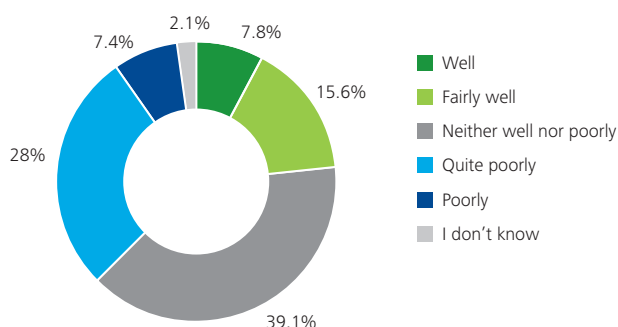
This result, combined with the 66% of respondents who assess their own levels of competence as higher than those of other candidates, may suggest that students tend to have unrealistically positive opinions of their abilities. This may lead to disappointment when they face real life.

### Perceived value of education

Respondents are also quite critical of how Bulgarian higher educational institutions prepare them for future professional duties. Only 23.5% think they are well or rather well prepared to cope with a future career. Students are even more critical of how universities prepare them for the process of looking for a new job, with only 11% giving this a positive rating.

These results reveal a general dissatisfaction that is mainly focused on the non-technical side of university education, which is an area ripe for further cooperation between education and business. This might enable institutions to develop new ways to improve soft-skills curricula and career counselling services. In addition, the involvement of business may also result in changes that ensure technical aspects of the curriculum correspond better with the current needs and expectations of the current business environment. Although we are seeing some positive developments in this area, there still appears to be room for improvement.

**Figure BG1: How, in your opinion, do higher education institutions in your country prepare their graduates for future professional duties?**

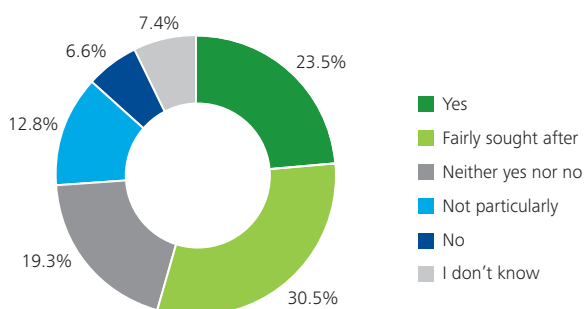


### Perceived market demand for young talent

More than half (54%) of respondents are confident that the subject they are studying is sought after by employers; 79% also believe that they offer high or fairly high value to employers. What's more, some 35% are confident they will find a job in their area of specialisation in the next 12 months, and only 23% think that finding an attractive job is fully dependent on their own actions.

The response of employers to job applications is relatively low – half of the respondents have sent up to five applications during the last six months, of whom 46% have been invited to the recruitment process in just a few cases. Almost 15% have never been invited to an interview at all.

**Figure BG2: Do you think that graduates of your faculty/specialisation are sought after on the labour market by employers?**



These results confirm again the contradiction between self-evaluation and current market conditions. The unemployment rate among young people aged 15-29 was slightly over 20% in the fourth quarter of 2012, and is still increasing. Based on the same research (by the National Statistical Institute of Bulgaria) more than half of all unemployed people in Bulgaria are classified as "long-term" unemployed.

There are new programmes available for young people, who are just starting their careers, but these are mainly focused on the provision of short-term employment.

We believe the government should be even more creative and supportive in creating practical programmes for employers to retain the best interns and employees and build a bridge between temporary and permanent employment. Special attention should be also paid to the process of keeping the best talent and new graduates in Bulgaria by providing them with good career opportunities. This would not be easy, given that close to 70% of respondents confirm they are willing to relocate to another country if they get a good job offer (Figure BG3). However, the ability to do so will be limited by work restrictions on Bulgarians in some EU countries.

### Expectations from the first job / internship

Employers in Bulgaria should consider the following three criteria as key when designing their internship programmes to enable them to attract the best talent:

1. Provide opportunities for development and learning and acquisition of new skills
2. Provide opportunities to gain professional experience
3. Ensure interesting and inspiring projects

These key criteria are clearly linked with the strongest competency areas of respondents as described above.

It is interesting to note that criteria when students start actually looking for their first job; at this point, high salary becomes the second most important factor, just behind opportunities to develop and learn new skills and ahead of interesting and inspiring projects.

The willingness of the new generation to learn and develop fast is also supported by the expectation of 77% of respondents to be promoted in their first year of employment. At the same time, their level of commitment to an employer is relatively low, with 30% of respondents thinking they will stay at their first job for two years or less. The main reasons for leaving are related to insufficient recognition/appreciation at work (29%), low career prospects (13%), insufficient development opportunities and no pay rise (both with 11%).

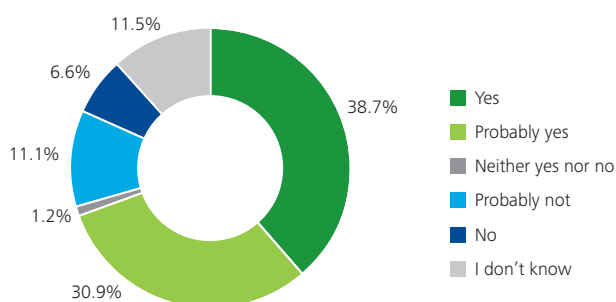
All this confirms the expectations of the new generation to constantly learn, to be involved in new interesting projects, and to be appreciated and recognised at all times, leading to rapid promotion and regular salary increases. This adds up to a challenging situation for employers.

The preferences of respondents for career and professional development opportunities during internship and work are mainly related to:

- international experience
- on-the-job mentoring and coaching with regular feedback
- job shadowing of more senior colleagues.

This confirms the tendency of youngsters to primarily be interested in big multinational companies, which are key target for over 45% of respondents. The next most desirable employers are the market leaders of their respective industries, and small and medium-sized national companies.

Figure BG3: Are you prepared to move abroad in response to an interesting job offer?



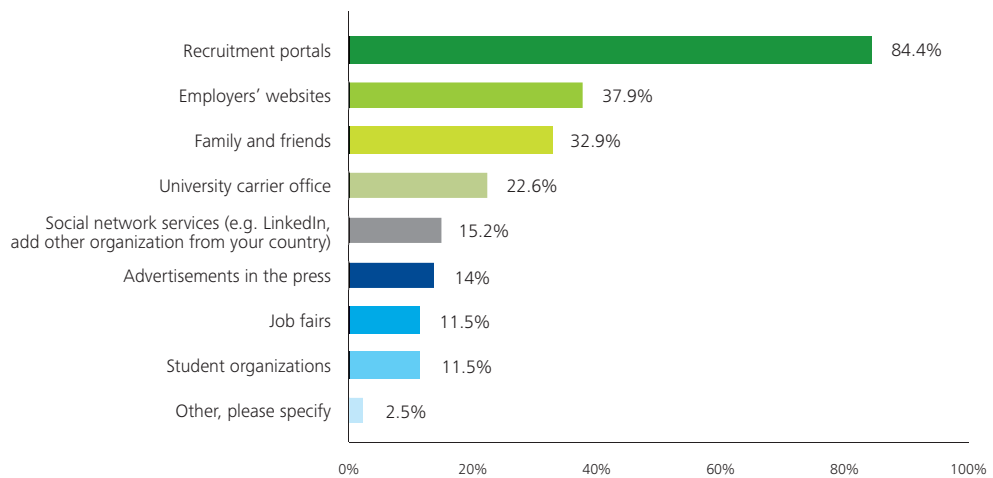
### Salary expectations

The salary expectations for internships and first jobs demonstrate respondents' desire to adjust local pay to EU levels, even though Bulgaria has the lowest salaries of all EU countries. Just over 46% of respondents expect net internship remuneration in the range of EUR 151-250 per month, which is 50-80% of the average monthly salary in Bulgaria. As for the first job, the expectations of more than 27% rise to EUR 251-300 net per month (90-120% of the average monthly salary). Some 37%, meanwhile, expect EUR 351-450 net per month (which is 120-160% of the average monthly salary).

### Where do students look for their first job?

Web-based recruitment portals and employers' websites seem to be the best channels to look for a new internship or job. Next comes the "family and friends" channel, which suggests the continuing belief that good networking is the key to successful career development.

Figure BG4: Where do you usually find job/internship offers?









## Czech Republic

### Gender

Female: 62%  
Male: 38%

### Age

18-20: 7%  
21-23: 51%  
24-26: 42%

### Field of study

Accounting, economics, banking: 39%  
Management, marketing, business, sales: 22%  
Law, administration: 8%  
Social studies, humanities: 9%  
Technical: 7%  
Other: 16%

### Mode of studies

Full-time: 96%  
External: 4%

Students: 82%  
Graduates: 17%

Public: 97%  
Private: 3%

The majority of students from Prague study at VŠE (65%), the second largest group are students at Brno Masaryk University (24%) and the third largest (12%) comprises students from Plzen University of West Bohemia.

### Work experience and competencies

While the most usual work experiences are temporary jobs and jobs or internships in the country of residence, those considered the most useful are gained abroad.

Also, while 78% of young people are very interested in gaining experience related to their field of study, only 48% of them have had this opportunity.

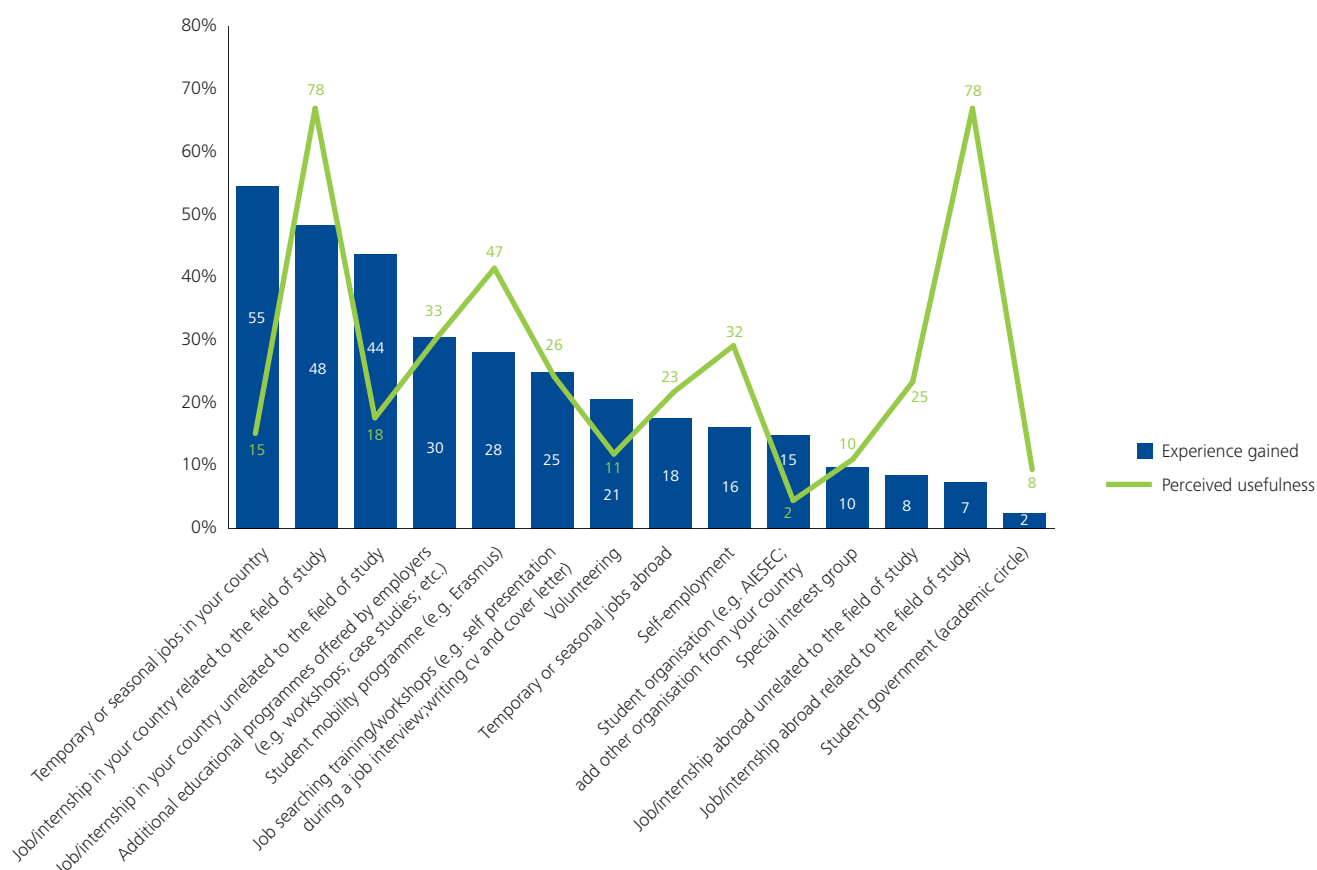
On the other hand, 55% of respondents have had a temporary job, but only 15% consider it useful for their future careers.

Although self-employment is not particularly usual, 32% of respondents consider it useful.

Student mobility programmes (such as Erasmus) are highly used and thought to be useful. Although 20% of students do volunteering, only 11% of students consider it useful for their professional development.

**Employers and universities should continue to provide more practical opportunities. Students want to work and gain professional experience, especially relating to their specialisation.**

Figure CZ1: Experience gained vs perceived usefulness



### Personal competencies

In the assessment of their own competency, the total of "high" and "fairly high" answers was over 50% in all categories except that relating to entrepreneurship and initiative. **The areas most likely to improve following professional experience were teamwork and communications, according to the respondents' self-evaluation.**

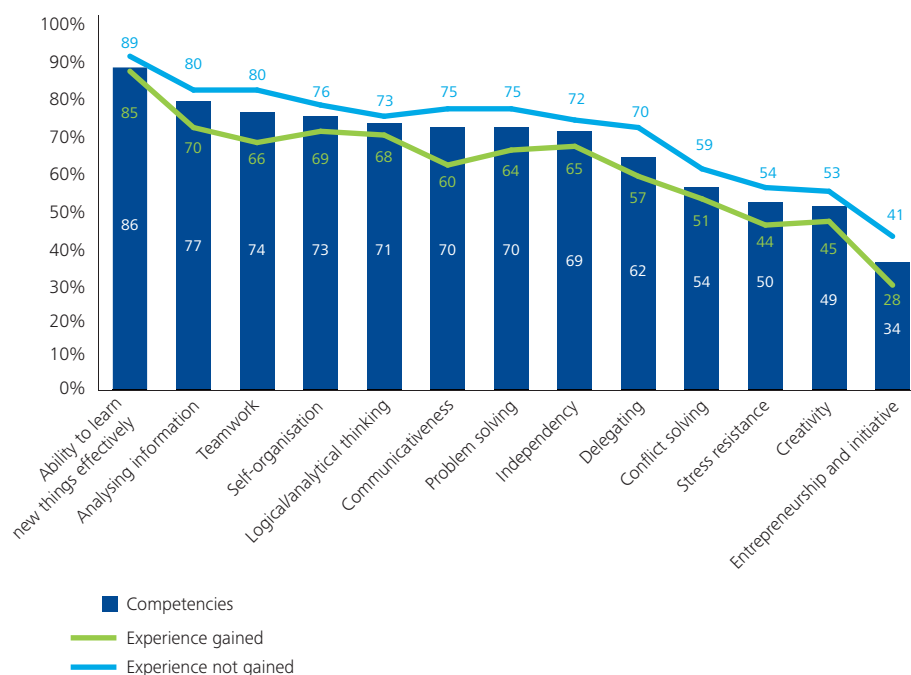
Students assessed themselves most highly in their ability to learn new things (86%), in searching for and analysing information and drawing conclusions (77%) and teamwork (76%).

The three competencies with the lowest percentage of positive answers were entrepreneurship and initiative (34%), creativity (49%) and stress resistance (50%).

67% of students who gained professional experience during their studies consider their levels of competency to be somewhat higher than the others, while only 47% of those without this experience see themselves on the same level.

**Respondents can analyse and learn new things, but they need to improve their confidence in creativity, stress resistance and, in particular, their entrepreneurial spirit. Students who gained professional experience in the form of internship, jobs or self-employment during their studies assessed themselves more positively than those without such experience.**

**Figure CZ2: Self-evaluation of competencies (% of positive answers)**



Considering gender differences, men assess themselves more strongly than women in logical/analytical thinking (85% to 62%) and stress resistance (64% to 41%). Women think they do better in self-organisation (79% to 64%). The level of top three competencies and creativity is similar for both genders.

#### The perceived value of education

61% of respondents believe that Czech higher education institutions do not prepare their graduates well for the process of looking for a job. A third also thinks that these institutions do not prepare them well for their future professional duties.

Although students do not assess their university preparation for the future career really well, two thirds still have high expectations of the value of their qualifications and their attractiveness to potential employers. 85% of technical students and 67% of accountancy/economics students believe that their specialisation is sought after on the labour market, while only 28% of social studies students believe so. And although one third of students do not think that their university prepares them well for professional life, 51% of them still consider the value of their diploma to be high or quite high.

#### Perceptions of the economic environment

Perceptions of the economic and employment situation are generally very negative. Just 12% of respondents perceive it in a positive light.

We can see huge differences in how social science and technical students perceive the economic situation. Only 4% of social science students see it positively, while 35% of technical students do so, which is significantly above average for the sample as a whole.

52% of those with professional experience regard the employment situation as poor, but 15% think it is good. 67% of those without professional experience, meanwhile, consider the situation to be bad and just 7% believe it is good. Women are twice as sceptical as men; only 9% of women see the current employment situation as good or quite good, compared with 18% of men.

Perceptions of the economic environment and employment situation are connected with respondents' existing professional experience, with their confidence and with gender.

### Values/work as a value

Interestingly, although work came third in importance of ten life values, but career came only ninth. Respondents indicate that they value family, health and work, but not having a “peaceful life without big challenges or the stress connected with them”.

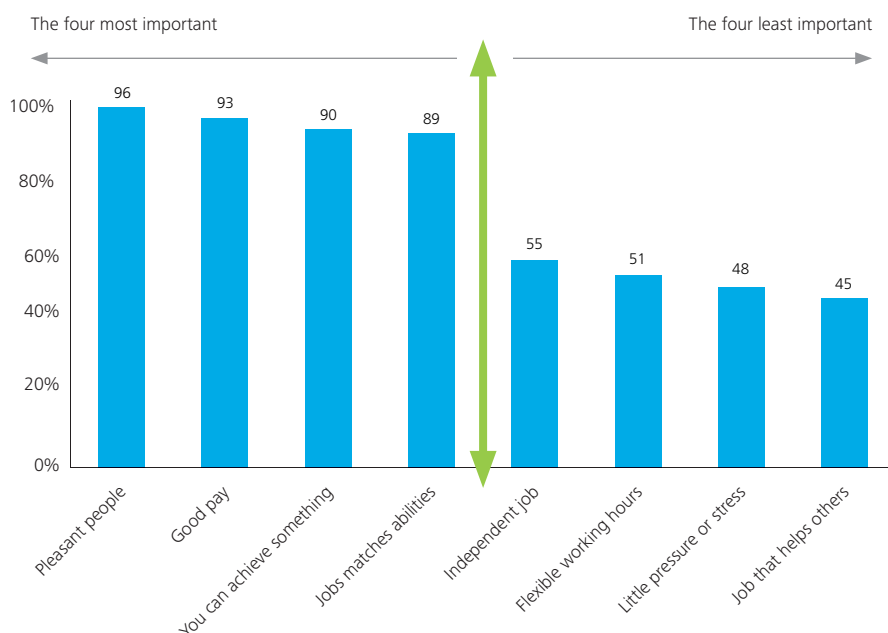
The most important aspects of work are pleasant people (for 96% of respondents), good pay (93%), a job where you can achieve something (90%) and a job that matches one’s abilities (89%).

It is less important to have an independent job (55%), flexible working hours (51%), not too much pressure (48%) and a job that helps others (only 45%).

A vast majority of respondents believe that work is important to prevent one from becoming lazy (85%) and to develop talents (83%). Although good pay is the second most important work value, 82% of respondents believe that a job is more than just a way of earning money.

**Young people know that they need to work hard to develop themselves, and they want to face some challenges, but they would also like to do so in a pleasant atmosphere and be rewarded for their work.**

Figure CZ3: Important and fairly important work values



### Perceived worth/control

Students with professional experience and those who think that university prepares them well for future jobs are more self-confident when assessing their own value to a current or potential employer.

### *The positive effect of professional experience continues*

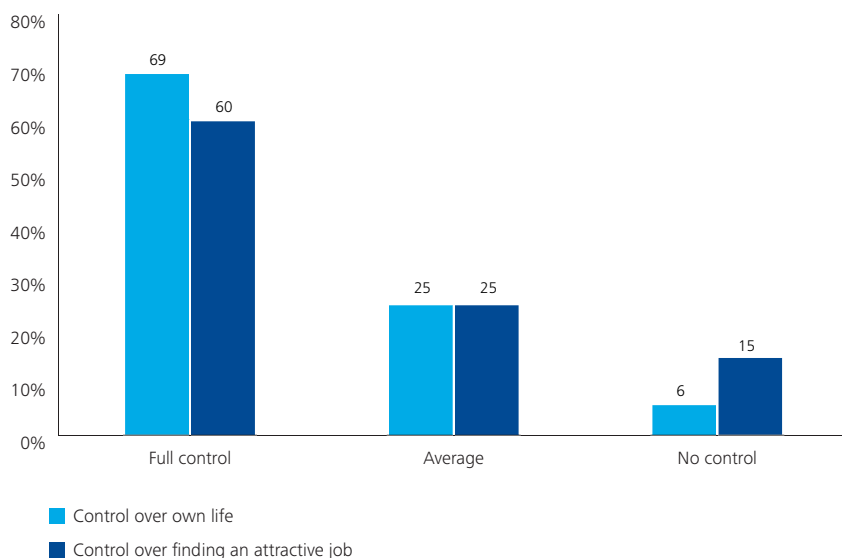
69% of students think they have control over their lives, but only 60% believe they have the same level of influence in finding an attractive job.

21% of men and only 11% of women believe they have full control over their lives.

75% of those with work experience during their studies believe they have high levels of control over their own life; 63% of them believe they can influence their chances of finding an attractive job. By way of contrast, just 57% of those with no previous experience believe they have high levels of control over their lives, and only 50% of them believe they can influence their chances of finding an attractive job.

**Students with current or past experience of work feel more in control of their lives and finding an attractive job.**

**Figure CZ4: Comparison of control over the life and influence on finding an attractive job**



### Perceived chances of finding a job

There are considerable differences in respondents' perception of their chances of finding a job in line with their specialisation within the next 12 months depending on their region of the Czech Republic and between the technical and social sciences disciplines. 40% of respondents believe they have a high or quite high chance of getting a job in line with their specialisation within 12 months. **While a high 66% of technical students believe this, just 12% of social science students do so. Also 23% students in Brno believe they have a good chance of finding a job, compared with only 3% in Ostrava.**

Again, men are more confident about finding a job within the next 12 months – 27% of them believe they have a high chance, while only 13% of women believe so.

### *Preferences/expectations regarding work and career*

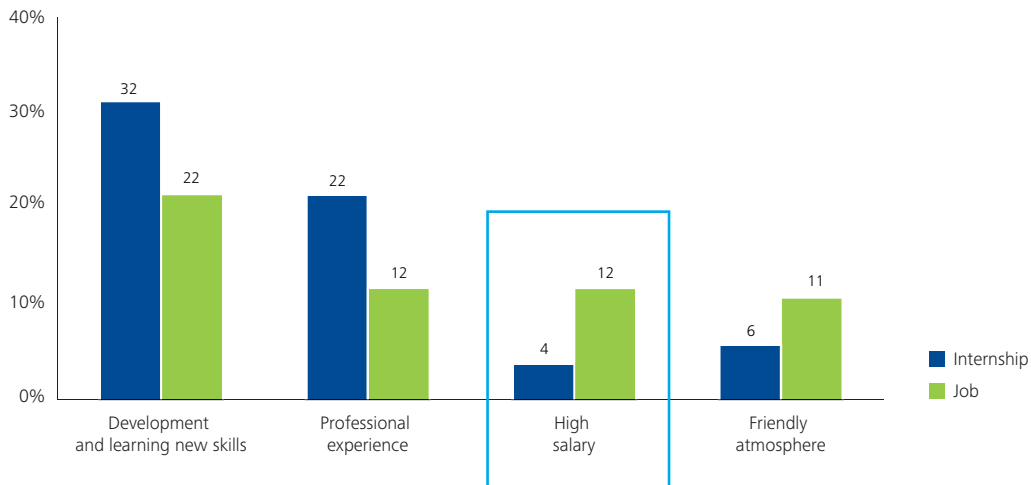
**The most important criteria in choosing a job are first the opportunity to develop and learn new skills, next to gain professional experience and third to have a high salary.**

In choosing an internship or a job, the opportunity to learn and develop new skills is equally important; salary only plays an important role in the case of a job.

Self-confidence and trust in one's own specialisation are linked with plans to study alongside a job and a student's flexibility or willingness to try different types or areas of work.

The willingness to continue studying while having a job grows with a student's own perceived value as an employee and their satisfaction with the preparation for professional duties they received while at university.

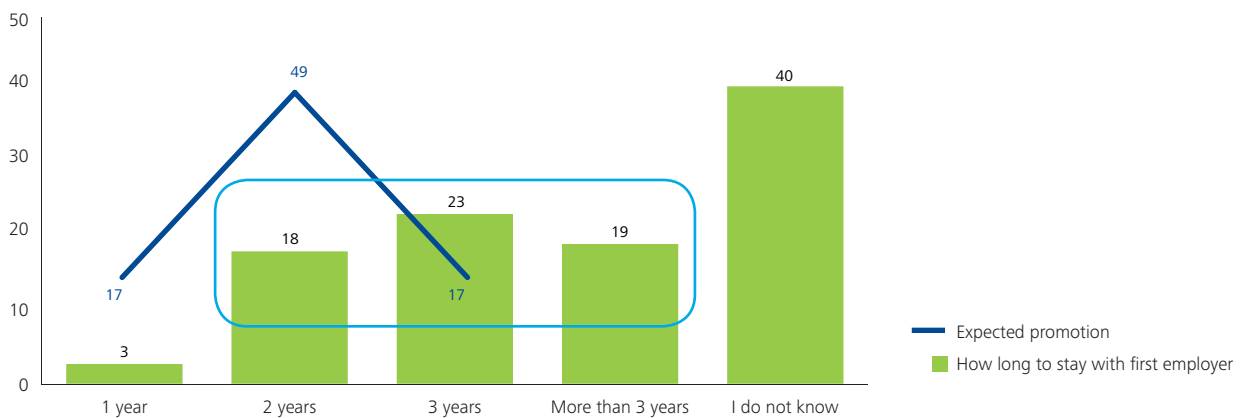
**Figure CZ5: The criteria most often placed first when choosing an internship or job**



About 60% of students plan to stay with their first employer for more than one year, but 50% of them also expect to be promoted after the first year.

About 40% of young people actually don't know how long they plan to stay with their first employer

**Figure CZ6: Length of stay with the first employer and expected promotion**



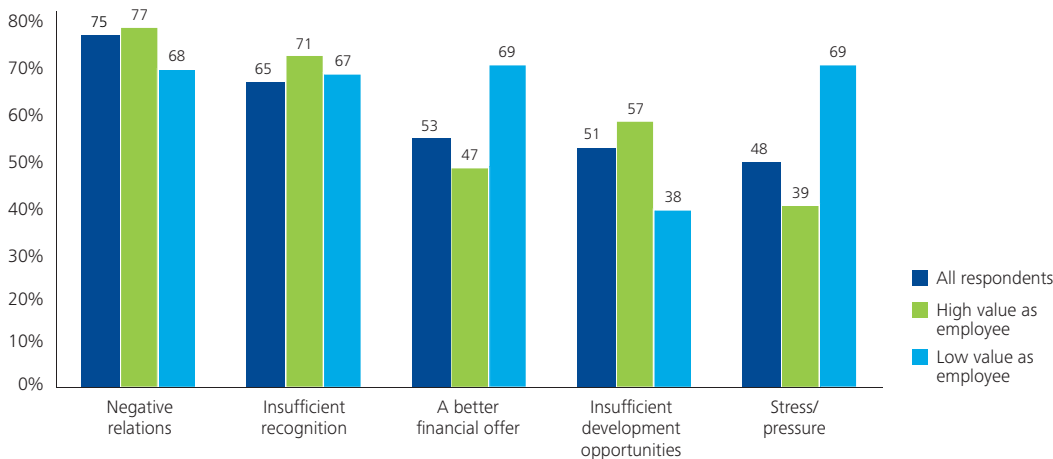
*How can employers keep them satisfied so they will stay with the company?*

69% of those who perceive their value as an employee as low or rather low said they would quit because of stress and pressure or a better financial offer by a competitor.

Only 39% of those who perceive their value as high would do so in case of stress, and 47% would leave for a better financial offer.

People who perceive their value as an employee more highly would not be so quick to leave their job for a better offer or due to stress and pressure.

Figure C26: The most commonly cited reasons to leave an employer



*Other findings*

57% of respondents place work that enables people to excel in what they enjoy doing as the most attractive type of work. Repetitive tasks are the least attractive type of work.

The third most popular career opportunity is working in different specialisations, placed top by 15% of respondents. This also corresponds with the previous finding that 90% of respondents are open to job rotation in different company departments.

**For 42% of the sample, mentoring and coaching with regular feedback is the most highly regarded career and professional development opportunity during internship or work.** International experience comes next, chosen by 21% of respondents, corresponding with the overall sense that experience gained abroad is very useful for professional development.



## Remuneration

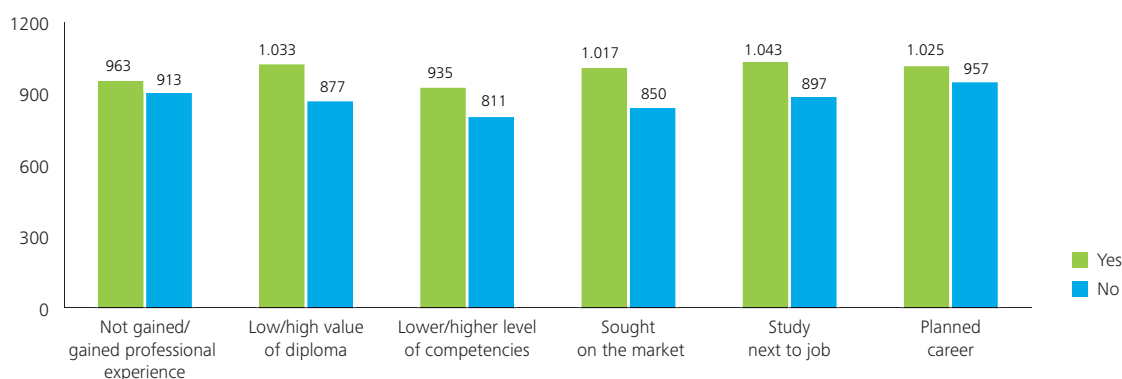
The value of the net salary expected by respondents is strongly influenced by the value they assign to their own specialisation, professional experience and confidence in their own competencies.

The average monthly net salary in the Czech Republic is EUR 967 according to the Czech Statistical Office (April 2012). The average expected monthly net salary for an internship among the surveyed students is EUR 560 and the average expected monthly net salary in a first job is EUR 880. Just 8% of students are willing to do an internship for free.

The highest net monthly salary is expected by technical students (EUR 1050), while administration (EUR 870) and social sciences students (EUR 773) expect the lowest.

**Students who have planned their careers, have previous work experience and are confident in their own competence expect a higher salary. They are also more willing to continue studying when in employment.**

**Figure CZ7: Expected monthly net salary (EUR) for a first job (40h/week) based on confidence, experience and trust in own specialisation**



## Mobility

72% of respondents are willing to move within the Czech Republic because of better job opportunities, and 63% would move abroad. Men are more willing to move.

It appears that young people are open to moving to different towns or cities in the Czech Republic to get an interesting job. Graduates with some work experience are more willing to move than current students.

## Professional plans

**73% of students do not have career plans for the next three years;** women account for 79% of these. Controversially, just 39% of respondents say they need more time to decide upon a career.

Even though students want to develop and learn new skills, earn good money and be appreciated, they do not know exactly how to achieve this goal. Can their universities or future employers help them out in this situation?

### *What would you like to achieve in your career?*

For 39% of respondents, the most attractive career goal is to become an expert in a particular specialisation. Another 29% would place becoming financially independent first; it is interesting that only 2% stated they want to become rich. The third most popular choice, selected by 10%, is to become a senior manager.

### **Actions connected with finding a job**

**53% of respondents do not distinguish between companies and are more likely to look for an interesting position rather than a particular employer.**

Those students who are less confident about their own value and their specialisation are more likely to apply for any interesting opportunity; more confident students are more discerning about where to apply.

28% of those who consider their specialisation to be sought after usually apply to big multinational companies; by contrast, only 13% of those who do not see their specialisations as sought after do so. Also, 28% of respondents who believe they offer employers high value apply to multinational companies, compared with 7% of those with a perceived low value. 28% of those who believe their level of competencies is higher than others apply to multinationals, against just 3% of those who believe they have lower competencies.

Although there is not a big difference between the numbers of applications or CVs sent by students, those who are more confident and who gained professional experience during their studies appear to be more successful in the recruitment process. Confident students with professional experience usually send the same number of applications/CVs as less confident students without professional experience, but are more often invited for job interview.

Where do students usually find internship/job offers? 83% of respondents use recruitment portals to find job/internships offers; 68% also look for information on employers' websites. Surprisingly, only 19% seek job/internship offers on social networks, and just 11% turn to university career offices.

### **Conclusion**

Respondents to this survey appear to be flexible.

They are both family and work-oriented, and they are open to gaining professional experience within their specialisation, even going abroad to find it. They want opportunities to learn and develop their professional skills that are based on regular feedback from mentors rather than repetitive and independent work.

Perceptions of the current economic and employment situation are generally quite negative, as is satisfaction with the level of preparation for future career provided by Czech universities. We can see huge differences in how social science and technical students perceive the economic situation. While only 4% of Social Science students see it positively, 35% of technical students do so, which is significantly above average for the sample as a whole.

61% of respondents believe that Czech higher education institutions do not prepare their graduates well for the process of looking for a job. A third also thinks that these institutions do not prepare them well for their future professional duties.

On the other hand, students with more positive opinions of their university and specialisation, who have also gained previous work experience, tend to be more self-confident when assessing their own value to current or potential employers. They may also be more successful than others during the recruitment process. Students with current or past experience of work also feel more in control of their lives and finding an attractive job.

Young people know that they need to work hard to develop themselves, and they want to face some challenges, but they would also like to do so in a pleasant atmosphere and be rewarded for their work.





## Estonia

### Gender

Female:	78%
Male:	12%

### Age

18-20:	20%
21-23:	53%
24-26:	27%

### Field of study

Accounting, economics, banking:	25%
Management, marketing, business, sales:	7%
Law, administration:	5%
Social studies, humanities:	29%
Technical:	5.5%
Other:	28.5%

### Mode of studies

Full-time:	84%
Evening:	2%
External:	14%

Students:	93%
Graduates:	7%

Public:	89%
Private:	11%

### Work experience and competencies

The study shows that today's students need to have a job while studying. One might take this as a given for those studying in the evening and externally, but the survey reveals that 39% of full-time students work during their studies as well. It is interesting to note that female students are more likely to work than males, (47% and 29% respectively). The most popular fields of study, where students work are the social sciences and engineering (IT).

Close to three quarters (74%) of respondents have had an internship during their studies or a paid job. Of these, most are aged 21-26 years.

It is pleasing to note that 58% of those who have worked had working experience in their field of studies. Law students are the most successful at finding work in their field of study (83%), followed by medical, management and marketing students. Daytime students are most experienced in temporary or seasonal work, followed by jobs not related to their field of study.

It's also encouraging to note that over 38% of our respondents have participated in various kinds of voluntary work. While it is important to obtain work or training experience in foreign countries, it is also good to see that working in Estonia is considered to be slightly more useful. The study further reveals that entrepreneurship is considered to be very useful by over 50% of respondents, while more than 62% believe that employment/internship has developed them professionally.

### Self evaluation - competencies

77% of students considered their ability to learn new things effectively as high and fairly high. They also rate highly their ability to interrogate and analyse information to make a logical and meaningful summary of the facts. They gave lower evaluation to entrepreneurship and initiative skills as well as their work delegation and coordination abilities.

44% of the respondents assessed their competencies as equivalent to other candidates, and 31.2% as higher.

### The perceived value of education

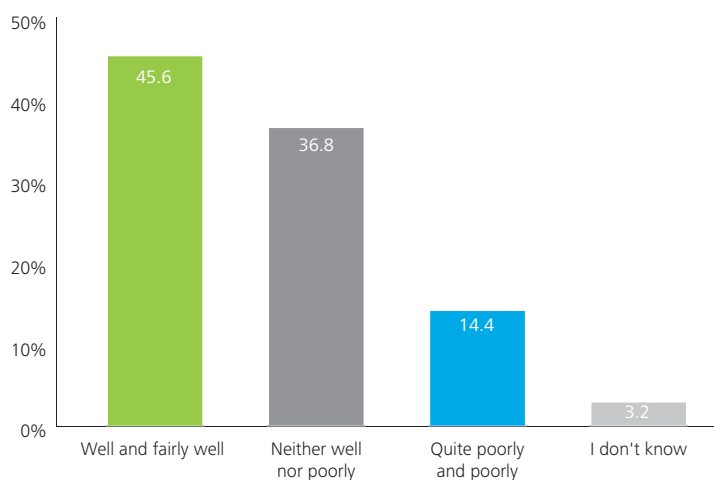
When it comes to the preparation for future professional duties provided by universities, 46% of respondents consider it to be quite good, 37% as average and 14% as quite poor. Those numbers are quite encouraging when compared to the rest of the region. Although it is worth mentioning that while students consider the preparation provided by their own university as quite good, the numbers are lower for Estonian higher education institutions in general (only 29% of students think it is quite good).

It's encouraging to see that 76% of respondents think they have chosen a profession that is needed in the labour market. Less than 6% of the students think they study a subject that is not needed today.

The importance of higher education for employment has been widely discussed. But do employers really appreciate university qualifications? 64% of our respondents believe that employers appreciate their university degree highly, while 28% think that their degree is relatively appreciated. Only 7.2% think that employers do not appreciate their university degree. This shows how important having a higher education is felt to be in Estonian society.

Students do feel that preparation for the actual process of getting a job could be stronger – just over 19% consider this to be satisfactory, while nearly, 38% see it as poor and 35% as average.

**Figure EE1: How, in your opinion, does your university prepare their graduates for future professional duties?**



### Students' perception of the economic environment

Rather under half (44%) of respondents believe that the state of the Estonian labour market is around average, while 36% see it as quite poor.

### **The hierarchy of values**

When asked about their values, Estonian students value non-monetary things above materiality - over 98% of respondents considered family to be the most valuable thing in their life, followed by health, self-development, friends and acquaintances and leisure. Cash rewards and financial freedom come in sixth place. A peaceful, largely stress-free life is not important for young people, but Estonians stand out from the rest of the region with their appreciation of free time – 57% of Estonian respondents consider it very important, contrasting with the CE region average of 36%.

When it comes to work, colleagues play the most important role in job satisfaction for nearly 98% of the respondents. This is followed by interesting work (close to 97%) and a good salary (just under 94%).

### **Perceived worth /control**

Nearly 66% of respondents think highly of their own value to their current or future employers.

Many young people tend to know what they want and how to get it, meaning that over 43% of respondents feel they have control over their lives.

### **Perceived opportunities on the labour market**

Even though students' economic outlook is not overly positive, 51% of men and 31% of women rate their chances of finding work or an internship in their profession in the next 12 months as quite high. Those aged 24-26 appear to be more confident. Those studying medicine, engineering, law and economics are the most confident.

### **Preferences and expectations for work and career**

The most important criterion among students when choosing an internship is the opportunity it provides to learn and develop new skills, which was placed first by 40% of the students. Pay during internship is considered a welcome addition but is not a prerequisite and is an important criterion for under 2.5% of students.

When it comes to finding actual work, the opportunity to learn new skills is once again the leading requirement (most important for 21% of respondents), followed by a high salary and working with the people you like, both just over 10%.

According to the students, the most attractive jobs are those which enable them to excel in what they enjoy doing (42%) and where they face new tasks that they are required to learn permanently (20%). This suggests that work has become an important outlet for students to express themselves.

Over 42% of students expect promotion after one year of working, and 21% after 18 months. The older the student, the greater is the expectation to receive a first promotion within a year.

When asked about plans to continue their studies, 67% of respondents plan to seek a post-graduate qualification such as a Masters degree or ACCA certification. Women are especially keen to do so, with 71% planning to continue their studies versus 54% of male students. So graduating and starting a professional career does not mean the end of studying – it looks as though lifelong learning is here to stay.

When asked about loyalty to the first employer, over half of the respondents couldn't predict how long they would stay.

The most common reason predicted for leaving a first job was negative relationships; this was cited by 21% of all respondents (24% of women versus just under 11% of men). This was followed by insufficient development opportunities, chosen by 15% of respondents; this matters more to males (25% versus just over 12% of female respondents).

## Remuneration

Among students who get paid during an internship, males expect around 351-450 euros net per month for a full-time internship. This contrasts with expectations of 251-350 euros for women. Salary expectations during an internship are highest among students studying management and IT.

Remuneration expectations for a first salary average 793 euros net, with women expecting to get paid less; this clearly reflects the gender wage gap in the Estonian employment market.

Similar to internships, students studying management and IT expect the highest first salaries.

## Mobility

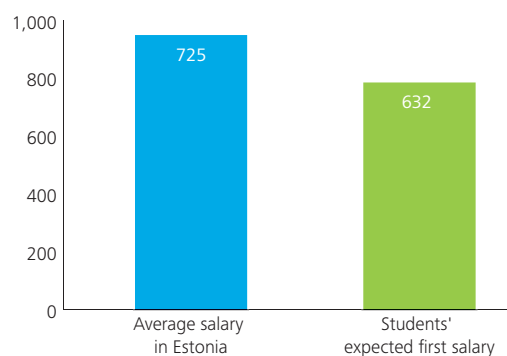
Over 62% of both genders would be willing to move to another city in Estonia for an interesting job offer, while the same percentage would also be willing to move abroad.

## Professional plans

Almost 81% of students are planning a career in the subject they studied at university, particularly in law, management and economics.

Within professional services, audit is the most popular. Over 42% of respondents aspire to become an expert in their specialisation during their career, followed by the desire to become financially independent (29%). Nearly 10% of respondents aim primarily to work in a safe and secure environment.

Figure EE2: What is your expected monthly net salary (EUR) for your first job (40h/week)?



## Actions connected with finding a job

More than 18% of our respondents were actively seeking employment while participating in our questionnaire. Over 10% were looking for a full-time job, meaning around 63% were not currently job-hunting. When applying for a job, 37% of applicants would choose big international companies, while 30% prefer small or medium national companies.

When applying for a job, most respondents (78%) send out between one and five CVs; of these, close to 58% receive a call-back, but 16% get no feedback at all.

When it comes to sources of job offers, the vast majority (over 70%) are found via online job portals; family and friends and social networks are the next most popular sources.

Just over 44% of students consider their financial situation to be either average or poor; this is particularly common among daytime students, who have fewer opportunities to work during their studies.



## Hungary

### Gender

Female: **61%**  
Male: **39%**

### Age

18-20: **23%**  
21-23: **51%**  
24-26: **26%**

### Field of study

Accounting, economics, banking: **35.5%**  
Management, marketing, business, sales: **23%**  
Law, administration: **11%**  
Social studies, humanities: **8%**  
Technical: **13.5%**  
Other: **9%**

### Mode of studies

Full-time: **93%**  
External: **7%**

Students: **92%**  
Graduates: **8%**

Public: **90%**  
Private: **10%**

### Opinions on the higher education system

When asked for a general opinion on how well the higher education system prepares students for their future professional duties, almost 70% of those we surveyed in Hungary expressed a neutral or positive opinion. It's interesting to note that the views of Masters level students are a little less good than those of their undergraduate equivalents; 34.6% of Masters students do not believe that the higher education system prepares practically for professional life. Respondents' perceptions of their own institutions, however, were somewhat better than that of the higher education system as a whole. That said, students also feel that they do not receive enough support in finding a job from their institutions; only 26% are satisfied with the help they receive. So overall, while students were critical of higher education system, they are clearly loyal to their own institutions.

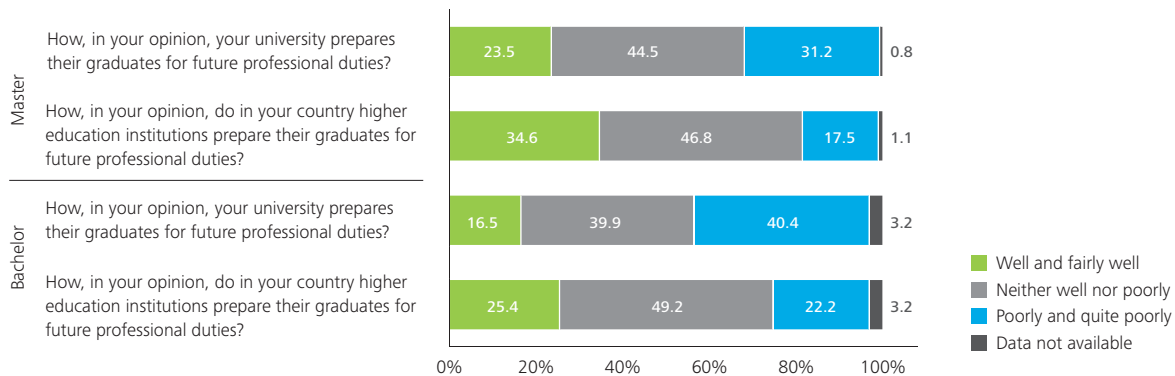
This difference in the opinions regarding Masters and undergraduate education is somewhat surprising, as our experience shows that the majority of Hungarian undergraduates want to progress to a Masters degree in order to gain deeper and more practical knowledge; the survey results, however, suggest that Masters graduates are less satisfied with their preparation for future professional duties.

Almost 60% of respondents believe that graduates of their faculty or subject are sought after by employers; however students studying social studies, humanities (47.1%) and law (32.7%) are quite pessimistic. Students studying business, medicine or technical subjects are the most confident of easily finding a job after graduation.

Students are relatively satisfied with their own competency levels; almost 86% are confident of learning new things effectively, 85% believe they have good problem-solving skills and more than 80% credit themselves with strong logical and analytical skills. They judge themselves to be weakest in skills like entrepreneurship and initiating new projects (11.7%), delegating and coordinating the work of others (10.3%) and in resisting stress (9.1%). It is to be expected that students feel they need to improve such skills because they rarely end up in situations at university where these competencies are needed. Almost half the respondents (47.1%) believe they offer high or quite high value to potential employers, and just 1.8% are unsure of their own value.



**Figure HU1: Perception of higher education and university**



## Values

The most important life values for our respondents are: 1) family; 2) self-development; 3) friends and acquaintances; 4) health; and 5) work. While money is only the sixth most chosen value when evaluating the factors in choosing a job, it is the most commonly selected factor.

Work-life balance is today valued more highly by junior professionals than it was a few years ago, however the labor market practice suggest that graduates should consider investing more into their career in the first few years in order to harvest later.



## Career

When choosing a job, the factors students consider to be most important are 1) a good salary, 2) the opportunity to develop, 3) learn and acquire new skills, 4) interesting and inspiring projects, 5) work-life balance and 6) attractive benefits. Less important to them are training opportunities, a friendly working atmosphere, working with leading experts and meeting people in the industry. If an employer provides career and professional development opportunities, they feel the most attractive elements are international experience, mentoring and coaching and working across different areas of specialisation. More than 90% of respondents are willing to be rotated between different departments, suggesting their curiosity and willingness to learn. 68.2% of students also plan to study alongside their first job (such as for a PhD, MBA or ACCA certification).

Students are most attracted to jobs in which they can excel in what they enjoy doing, where they come across new tasks and are required to learn. Less appealing aspects include the use of technologies, monotonous and repetitive tasks and early independence.

If their performance is good, the greatest proportion (43.2%) of students expect to be promoted after a year, and only about 13% believe that two years are likely to be needed. We can also observe in our own organisation the appreciation that respondents feel for rapid progression and self-development opportunities.

Although almost 20% of students would plan to stay with their first employer for over three years, 43% were not able or willing to answer this question. An obvious explanation would be that they cannot express an opinion without actually being in the situation.

Figure HU2: Do you plan to study alongside to your job?

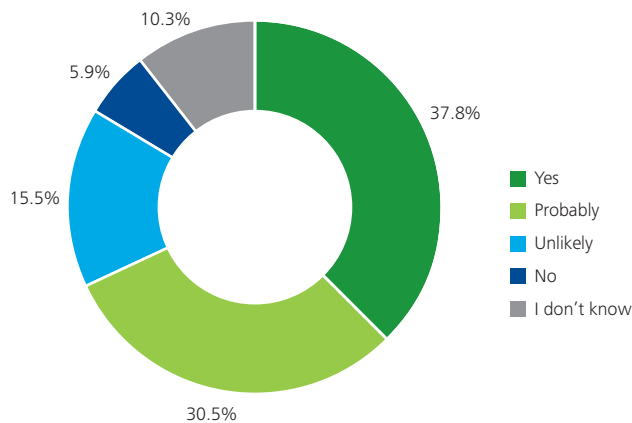


Figure HU3: Expected job by age of respondents

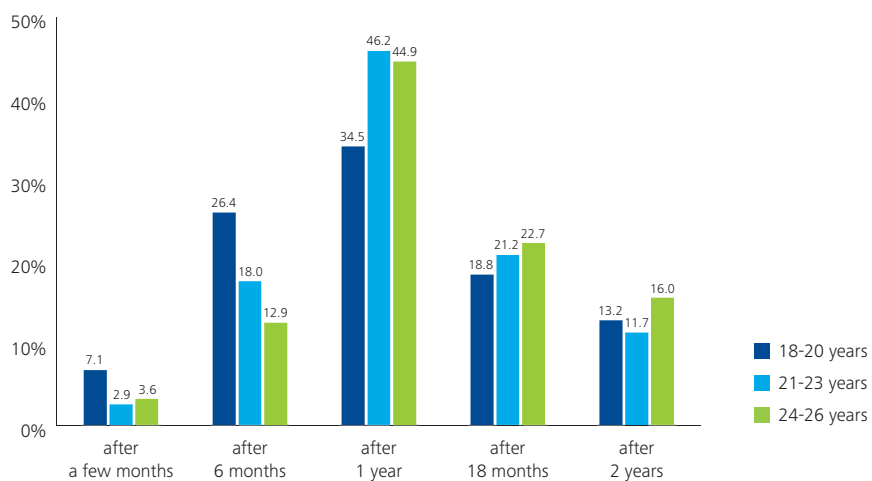
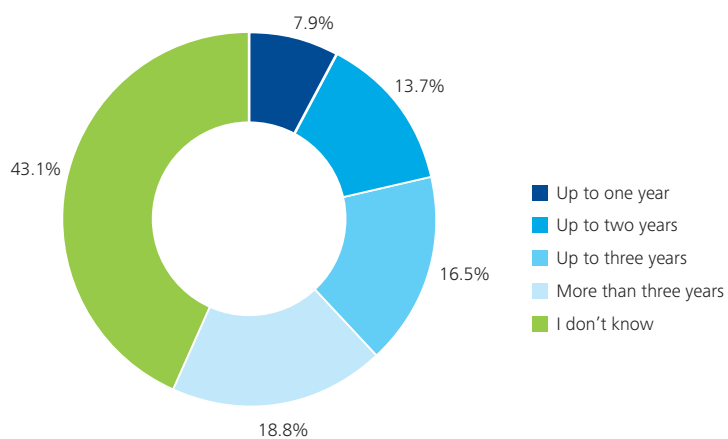


Figure HU4: For how long do you plan to stay with your first or current employer?



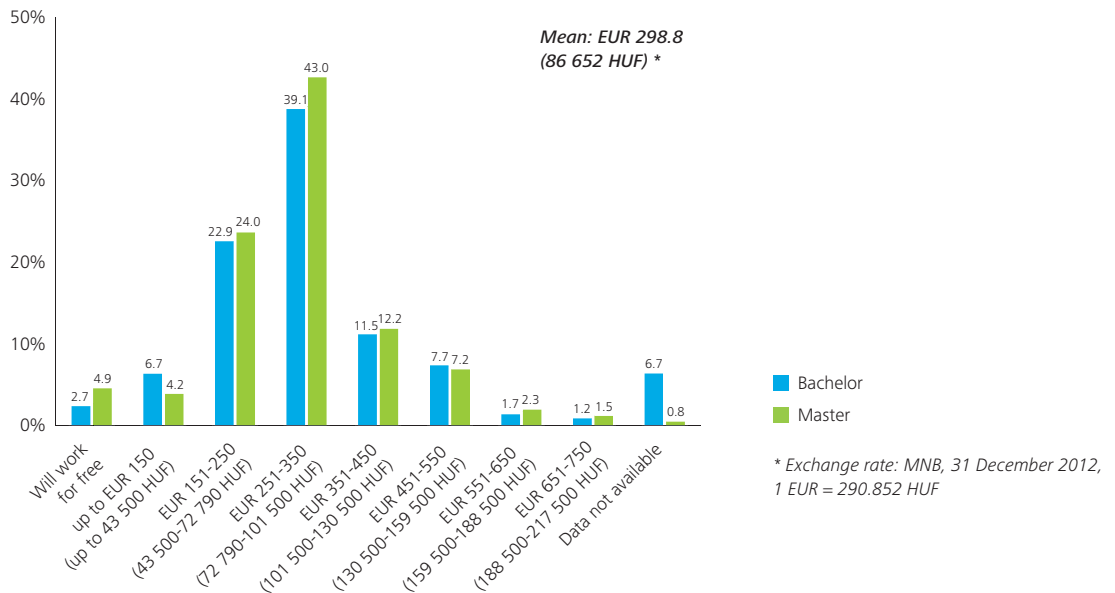
### Expected salaries

The mean net salary expected for a 40-hour week internship by respondents from Hungary is equivalent to EUR 298.8; the expectations of men (EUR 321.3) are considerably higher than those of women (EUR 284.5). A third of those surveyed would be satisfied with a salary of less than EUR 250, but only 3.3% would be willing to have an unpaid internship.

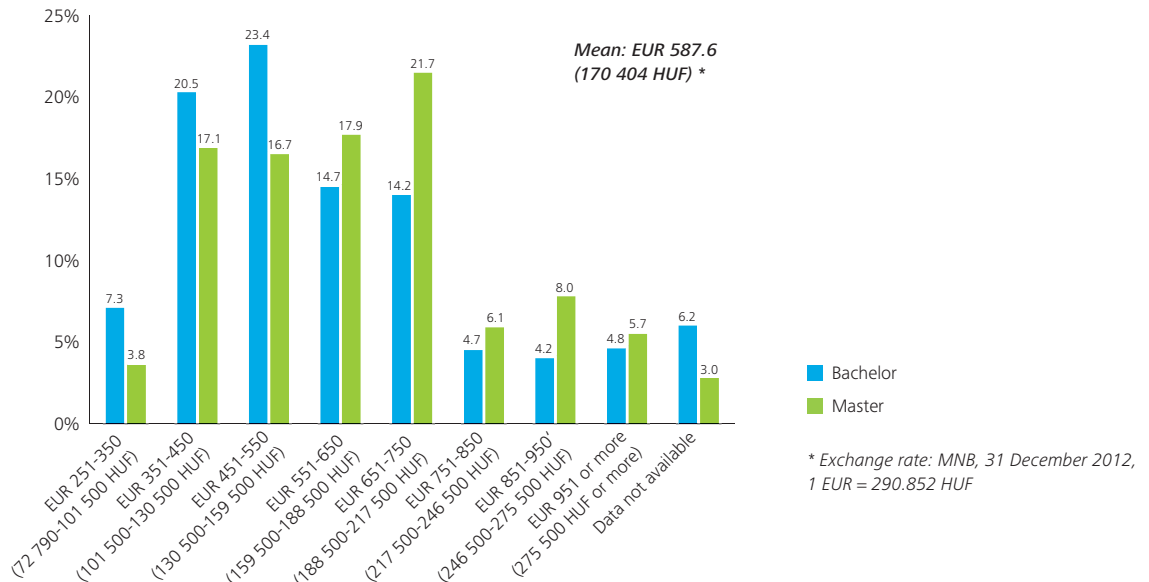
By way of comparison, the minimum wage in Hungary is EUR 203.87.

Turning to respondents' expectations for their first net salary, Hungarian respondents anticipate the mean equivalent of EUR 587.6 (EUR 550.6 by women and EUR 647.1 by men). 20.7% expect to be paid more than EUR 750, which is one-and-a-half times as big as the Hungarian average net salary in 2013 (EUR 488.84).

**Figure HU5: What is your expected monthly net salary (EUR) for your first job (40h/week)?**



**What is your expected monthly net salary (EUR) for your an internship (40h/week)?**

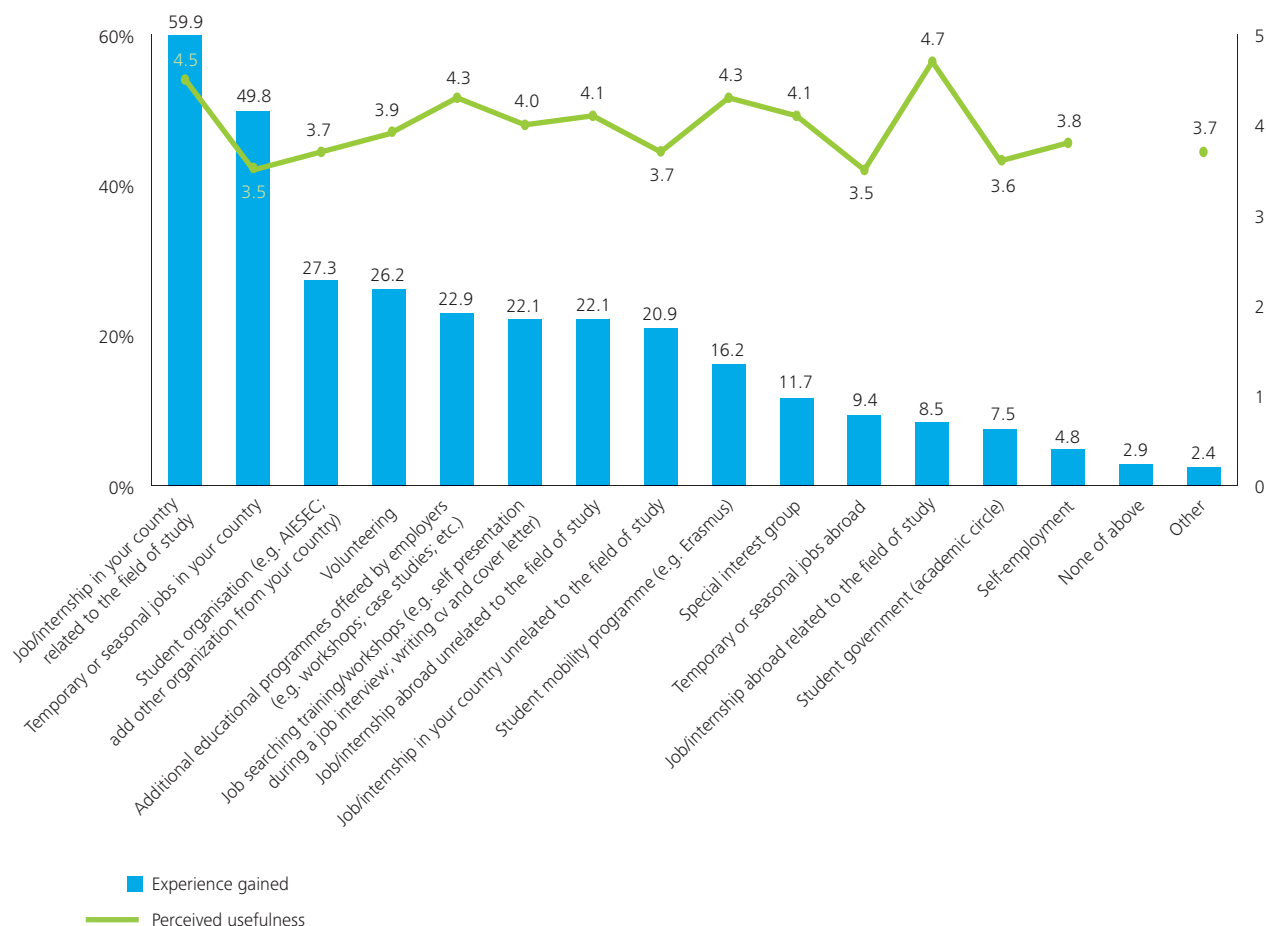


## Experience

During their studies, students try to gain additional work experience to help them in finding a future internship or job. A large number of the respondents have participated in job/internship programmes related to their field of study in Hungary, as well as having temporary or seasonal jobs.

However, they find that jobs/internships abroad are the most valuable for their future. The greatest number of students have had one or two internships/jobs (47.7%), while 7.7% have had four or more.

**Figure HU6: Experience gained vs perceived usefulness**  
(scale 1-5; 1 being worst and 5 being the best)



### Job search

More than half of the respondents (53.3%) have applied to multinational companies, while 25.4% chose small and medium-sized or large national companies.

Almost two-third of the students applied to between one and five companies over a six-month period, while only 7.6% sent CVs to more than 15 companies.

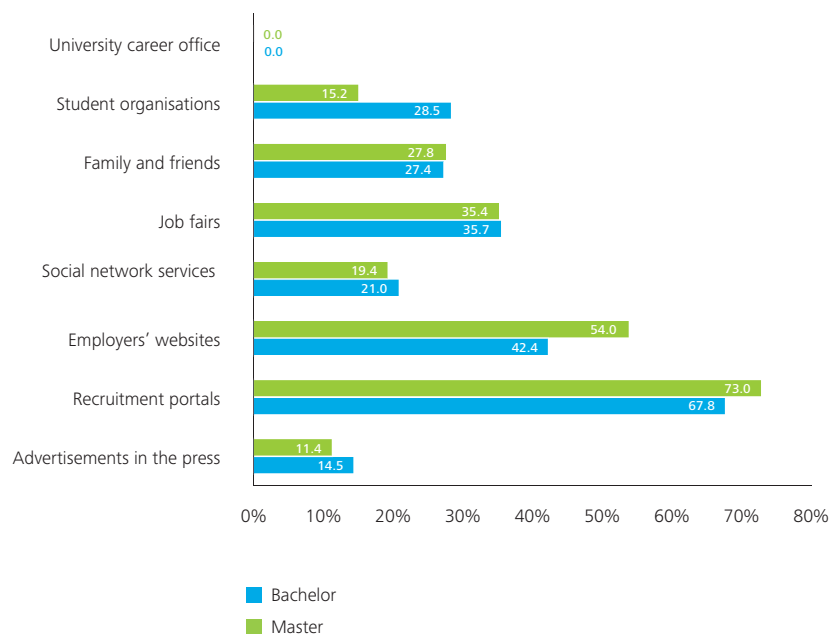
Multinational companies are attractive workplaces for new graduates thanks to the opportunity to join a global team with common values and many nationalities across various countries. The more they progress in their careers, the more they can interact with colleagues abroad and be assigned to international projects.

Clearly the Internet fulfills an important role in job-hunting; most respondents visit recruitment portals and employers' websites, which are greatly preferred by Masters students. Undergraduates still seek information from student organisations, while university career offices are thought to lack job opportunities.

Today, the Internet is the most important source of information and the one most likely to be used by employers as their main communication tool. It is important for employers to update their career websites regularly, to be on recruitment portals, at job fairs (including virtual versions) and on social media, while taking care not to lose personal relationships with students.

This survey has provided us with useful insight into students' opinion on how they see "The First Steps In The Labour Market" as new graduates. Their answers on how well prepared for work they feel, what competencies they think they are strong at and where they think they need improvement are all valuable data for any company offering junior free positions. It also highlights the values that are important to them, what motivates them most, their salary expectations and how they search for jobs. Such factors make the survey a useful tool in enabling companies to attract the right graduates, and to train them to become experts in their professions.

Figure HU7: Where do you usually find job/internship offers?







## Lithuania

### Gender

Female: 61%  
Male: 39%

### Age

18-20: 42%  
21-23: 50%  
24-26: 8%

### Field of study

Accounting, economics, banking: 32.5%  
Management, marketing, business, sales: 14.5%  
Law, administration: 9%  
Social studies, humanities: 14%  
Technical: 16%  
Other: 14%

### Mode of studies

Full-time: 97%  
External: 3%

Students: 94%  
Graduates: 6%

Public: 70.5%  
Private: 29.5%

### Opinions on the higher education system

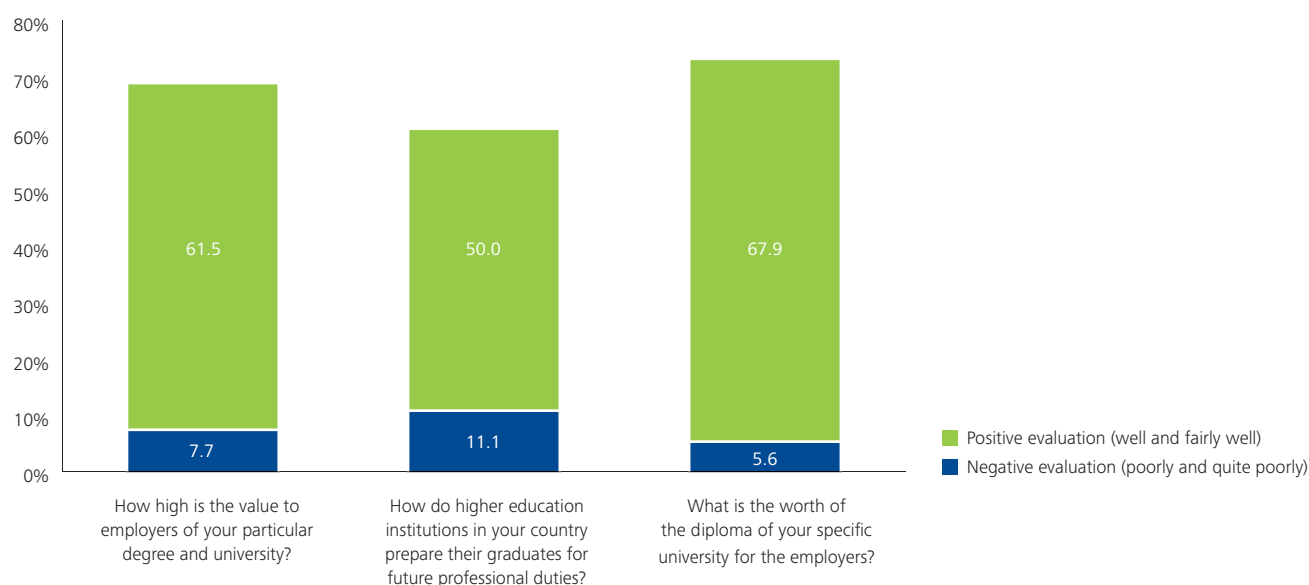
The results of the study showed that Lithuanian students have a positive perceived value of education. About 70% think that graduates of their faculty or specialisation are attractive to employers; those studying accountancy, economics, management and marketing were the most positive on this question. Such positive figures correlate strongly with the fact that these subjects have for some years been among the most popular first choices for school leavers. In addition, the majority of students think university prepares well their graduates for future professional duties and this might be explained by a common belief among students that participation in a prestigious study programme will lead directly to employment after graduation. Such positive attitudes might be explained by a common belief among students that participation in a prestigious study programme will lead directly to employment after graduation.

However, the youth unemployment rate in Lithuania is one of the highest among EU countries, which is part of the reason why 40% of respondents do not think that university prepares their graduates well for job-hunting. 43% of the Lithuanian students have attended training sessions and workshops to learn about looking for a job. Such events may constitute a response from the market to the lack of focus on the part of educational institutions.

The survey also indicates that students are in no hurry to prepare for the future and do not have yet a precise career plan. They were also unable to identify for how long they are likely to stay with their first employer. However, the vast majority (94%) are keen to work directly in the future in the area of their study specialisation.



**Figure LT1: Evaluation of the higher education system**



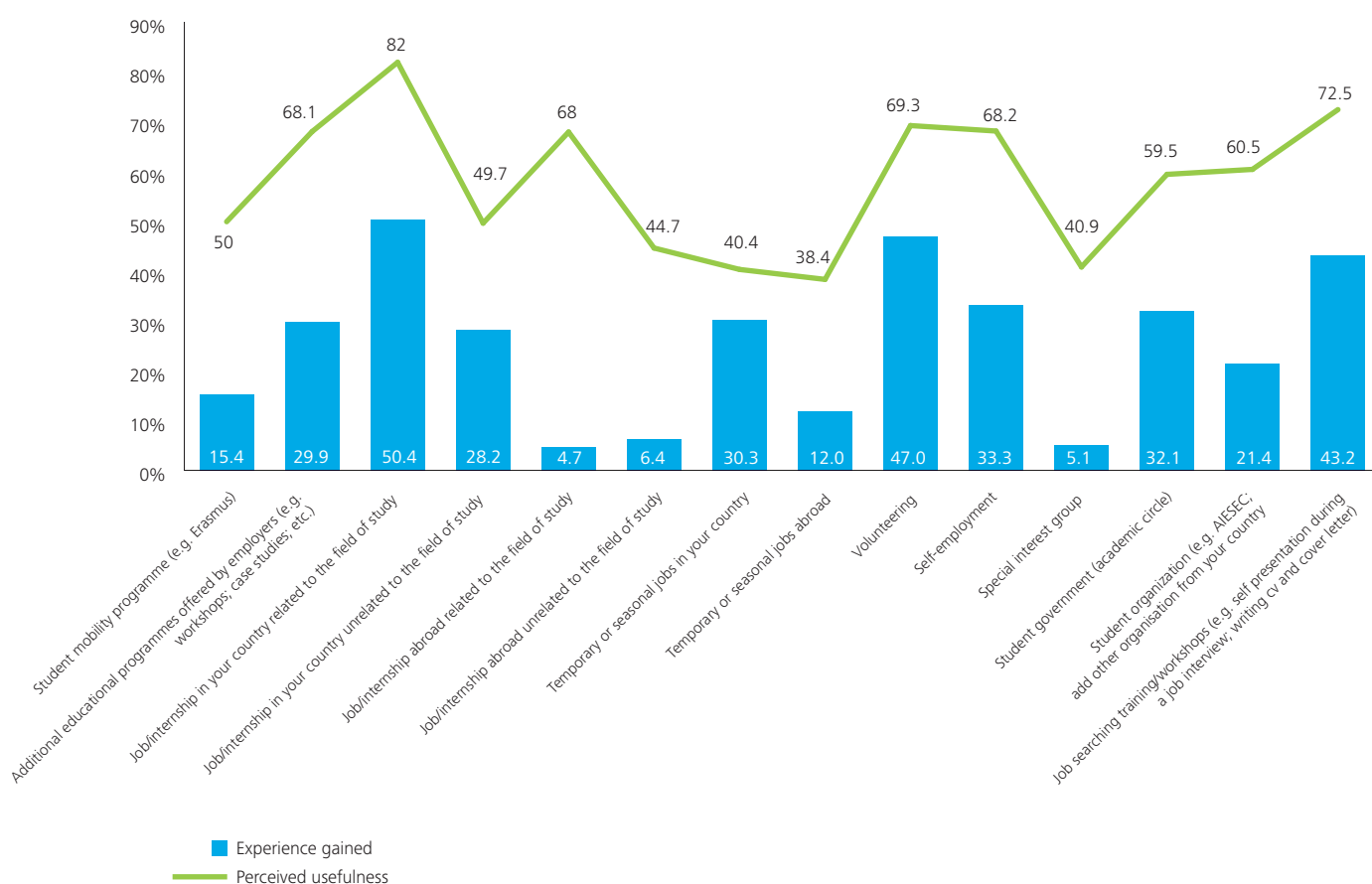
### Experience and competencies

Lithuanian students tend to gain experience mainly through jobs or internships related to their field of study, and through volunteering. Men are more often active in working or internship, while women are more likely to volunteer. One third of the respondents have also been self-employed or worked seasonal jobs in Lithuania, and almost as many belong to student government organisations. It is important to highlight here that the entrepreneurship rate in Lithuania, particularly among young people, is among the highest in Europe. 15% of the respondents, mostly women, participate in student mobility programmes such as Erasmus. These figures are quite high compared to the average rates of student mobility across Europe. What's more, half of the students rate such programmes high in terms of their usefulness in finding employment.

When assessing the relative usefulness of their work experience and other activities in finding a job after graduation, respondents rate jobs and internships related to their field of study most highly, both in Lithuania and abroad. Temporary or seasonal jobs in Lithuania and abroad received the lowest ratings.

Lithuanian students rate highly their abilities to learn new things effectively (87%), to work in a team (83%), to be self-organised (80%) and to communicate well (81%). By contrast, they score their entrepreneurship and initiative and stress resistance as their weakest areas of competence. The respondents tend, however, to rate their own levels of competence as higher than those of other candidates.

Figure LT2: Experience gained vs perceived usefulness



### Preferences/expectations towards work and career

The majority of students confirmed that they have completed internships during their years of study – typically in one (25%) or two (20%) companies. They evaluate their internships positively, with 82% saying they are useful or rather useful while looking for a job. More than half (63%) of Lithuanian participants also believe that internships give them the opportunity to develop professionally.

According to the students, the most popular sources of internship or employment offers in Lithuania are recruitment portals (65%) and employers' websites (43%). Job fairs and social network services are the least popular among Lithuanian students.

Among those seeking internship or employment more than half had made between one and five job applications in the past six months. Men are more active than women in this respect. It is interesting to note that the youngest students are as active as their older colleagues, and are very much aware of the need for professional experience. They don't wait until the last years of study but seek opportunities to combine their studies with work.

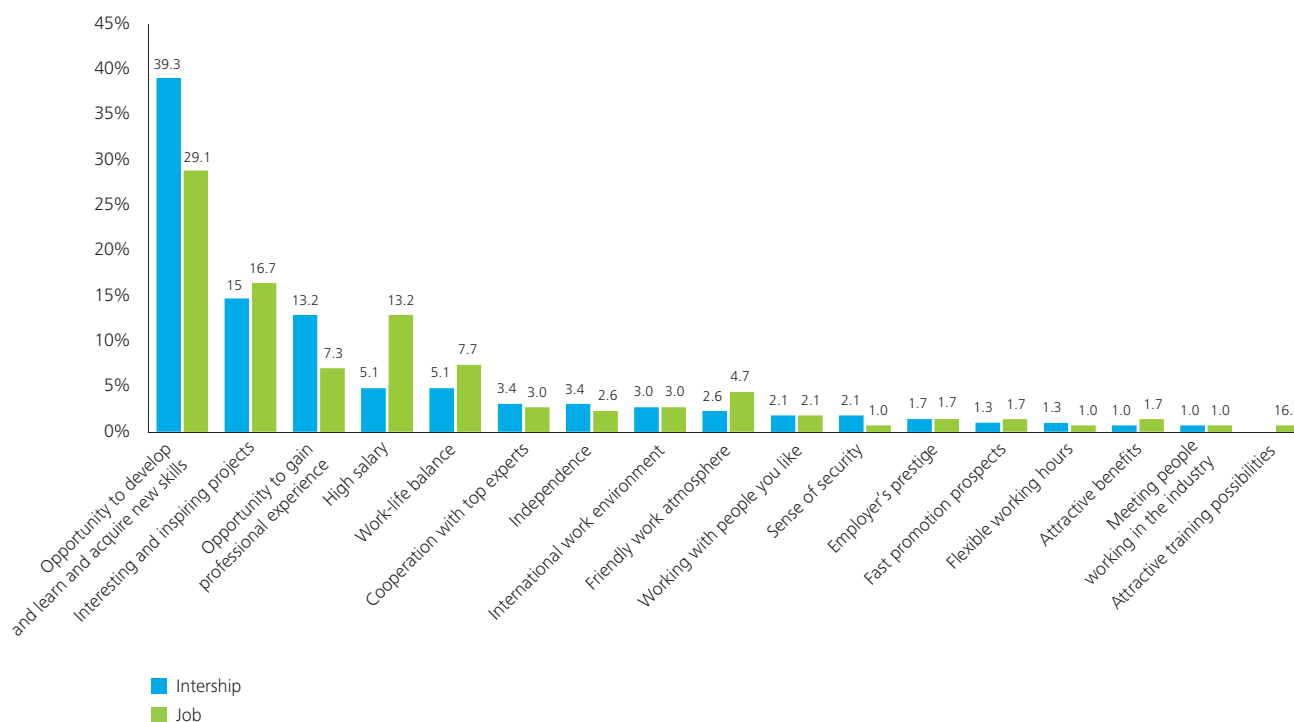
Respondents were asked to indicate the most significant criteria for choosing an internship. The most common three indicators were the opportunity to develop, learn and acquire new skills (39%), work with interesting, inspiring projects (15%) and the opportunity to gain professional experience (13%). The two top criteria were also indicated as the most important when choosing a job. However, talking about real job money matters more. At this stage, a high salary (13%) moved into third place. For Lithuanians, attractive training opportunities, flexible working hours, a sense of security and the chance to meet people in the industry are the least important job-selection criteria.

Only 8% of students, mostly men, are willing to do an internship without pay but the majority of students expect to get paid while being an intern. The average monthly salary expected for a 40-hour week internship by respondents from Lithuania is ranging from 151 EUR to 250 EUR (521 LTL – 863 LTL), while the expectations of men are higher (251-350EUR = 867-1208 LTL) than those of women.

With reference to their salary expectations for the first job, respondents estimate it to be between 351 EUR and 450 EUR (1212 LTL – 1554 LTL). Once again, men expect more – 551-650 EUR (2070 LTL – 2244 LTL). The significant difference between the salary expectations of men and women might relate to the fact that Lithuanian women get paid nearly 17% less than men for equal-value work.

Multinational companies are the most attractive employers according to Lithuanian students, with 42% choosing to apply to such companies. By contrast, only 7% are interested in working for large national companies.

**Figure LT3: What do you consider most important when choosing a job/internship?**



Respondents were also requested to indicate the reasons for leaving a job. The top three indications were low career prospects (20%), insufficient recognition (19%) and high levels of stress and pressure at work (14%). However, students nearing graduation tend to care more about money – 35% would leave a job for not getting a pay rise. These results support the previous opinion, that money is more important in a real job than in an internship.

The survey also showed students' willingness to emigrate – the majority of respondents (71% and 79%) are ready to move within Lithuania or to move abroad in response to an interesting job offer. Although men are slightly more willing to be mobile, there is no big difference between the genders in this respect.

### Values

Students were requested to indicate their most important life values. The responses were very similar, with the great majority rating self-development, health, work, family and money as the most important values. However, when asked specifically about the importance of work in one's life, only 32% of respondents rated work as a person's most important activity; under half believe that a person needs to have a job in order to fully develop oneself. What's more, less than 29% agreed with the statement that work is a duty towards society. Some broad conclusions may be drawn from these findings. Although in general students rate work as important, it is more as a means of earning money; values such as personal development are more often associated with other, non-work related activities.

### Conclusion

The results revealed the positive attitudes of Lithuanian students to their education institutions and how they prepare them for future professional duties. Even though respondents believe in the value of their qualifications, they do not as yet have any detailed career plans. The lack of preparation for job-hunting provided by universities was identified. Recognising the importance of such support, Lithuanian students independently choose to attend job-search training sessions and workshops.

The respondents actively seek to acquire experience, and the most popular way of doing so is find a job or internship related to the field of study. The most popular sources of internship or employment offers are recruitment portals and employers' websites. Respondents' top priority is to seek internships and jobs where they can develop, learn and acquire new skills and have the opportunity to gain professional experience. However having a high salary becomes more important when looking for a "real" job. Good pay, pleasant colleagues, opportunities for promotion, interest, the ability to learn new skills and achieve something – these are the values Lithuanians are looking for in a job. In general, the rate of emigration from Lithuania is very high, so it is not surprising most students are also willing to move within the country or even to emigrate in response to an interesting job offer.





## Poland

### Gender

Female: 66%  
Male: 34%

### Age

18-20: 12%  
21-23: 59%  
24-26: 29%

### Field of study

Accounting, economics, banking: 38%  
Management, marketing, business, sales: 13.5%  
Law, administration: 19.5%  
Social studies, humanities: 4.5%  
Technical: 12%  
Other: 12.5%

### Mode of studies

Full-time: 92%  
Evening: 2%  
External: 6%

Students: 81%  
Graduates: 19%

Public: 96%  
Private: 4%

The development of intellectual capital is set to be one of the top priorities for the Polish economy over the years to come. Difficulties with adapting the educational system, universities in particular, to better meet the needs of employers are an important element of any discussion of how this can be achieved. This need for change has been raised not only by authorities and employers, but also by academics.

Although the Polish economy has been in relatively healthy condition compared to other European states, the outlook for the labour market has also been quite pessimistic, particularly for young people. According to the Central Statistical Office, the unemployment rate has hit a record high in the last six years, rising to over 14%. Moreover, Eurostat's data shows that unemployment is close to 30% among Polish people aged under 25.

On the other hand, despite growing unemployment, the results of the Study of Human Capital in Poland<sup>28</sup> show that almost two thirds of Polish employers are having difficulty in finding appropriate talents – also among young people. The most serious challenge faced by companies is finding talents with the greatest potential, who can become valuable employees who guarantee high levels of performance. Young people, especially the Millennials, are of particular interest to employers.

The objective of this Polish report is to describe local students and young graduates, and to decide whether employers can perceive the representatives of Generation Y as a homogenous group or a highly diverse category of young people.

As a result, advanced statistical analysis of the survey carried out among Polish students reveals some weaknesses in certain popular beliefs regarding Generation Y. In particular, its findings do indeed throw into doubt whether this is a homogenous group of young people with similar views on the place of work in their hierarchy of values, professional development and work-life balance.

The survey results also show that the stereotypical perception of a Millennial as a person who is focused on his or her own goals and on achieving work-life balance is too much of a simplification. This group of young talents entering the labour market is in fact much more diverse.

The results enable students to be divided into six basic types, based on their attitude to work, their expectations regarding work and employers, and their career and development plans.

### **A mosaic of diversity**

One of the survey's objectives was to determine if students adopt different approaches to work and to define where they place work in their hierarchy of values. We also wished to establish whether these differences affect their attitude to work, work expectations and professional plans. We therefore segmented students psychographically based on their assessment of values (e.g. family, friends, work, career, free time) and their attitude to work (e.g. work as a mere means of earning money versus work as the most important factor in life). We applied hierarchical cluster analysis to determine the number of segments, and finally carried out k-means clustering to assign respondents to appropriate segments. Following the analysis, we determined six student categories based on their attitude to work and where it ranks in their hierarchy of values.

#### **Work-Focused (29%)**

With their focus on career, money, work and self-development, these respondents value family, friends, health, a peaceful life, free time and work-life balance less than the group of respondents as a whole. In addition, a higher percentage of this group than of others admits that work is and should be the most important thing in life. They would enjoy working even if they did not have to, as they see work as a tool for personal development.

They are also more likely to claim that they have better competencies than others, rating highly their ability to learn and solve problems, their organisational skills and their resistance to stress. Respondents also have a career plan and know how to get a good job; a smaller than average share of this group claims to need time to choose a career.

#### **Demanding (14%)**

While this second group is similar in many ways to Work-Focused, it is more demanding and inclined to protect free time and work-life balance. They value money more highly than all other analysed groups.

They also assigned less importance than others to questions concerning work ethic. They agree only with the statement that people grow idle without work;

in this case they gave more positive answers than the other groups. In addition, they have a tendency to believe that they have greater competencies than those in other groups, although when evaluating specific competencies they are in line with the group as a whole.

#### **Meaning Seekers (20%)**

This group values family, friends, health and work-life balance more highly than the group as a whole (and more than the Work-Focused and Demanding groups). They place personal development at the top of their values listing, above career and money which are less important for them.

They regard work as important, because it allows people to develop talents and serve society. For them, work is more than simply a way of earning a living. Their evaluation of their competencies and chances of finding a job are around average for the survey as a whole.

#### **Avoiding (11%)**

This group rates career, money, work and self-development lower than others in the sample, instead valuing a peaceful life, free time and work-life balance. They usually see work just as a means of earning a living; they do not need it to develop their talents and they would not mind not working at all if they did not need the money.

They often rate their competencies less highly than those of other candidates, translating into lower self-assessment across all competencies. These students need some time to think through their professional plans. The percentage share of those with a career plan and job-seeking strategy is lower than among the group as a whole.

#### **Carefree (16%)**

When compared to the sample as a whole, this group finds their friends, social life and free time as very important. Work and self-development are not as essential for them as for other groups. A lower proportion of this group sees work as a social duty or a way to fully develop all their talents. Neither do they think that not working makes people lazy.

Their assessment of their own organisational skills, independence, resistance to stress and delegating skills is less positive than others.

### Distanced (11%)

Compared to other groups, this group sees family and health as exceptionally important factors in their lives. They also value work-life balance more highly than other groups. Work, career, money and development are all lower in their scale of values than those of other groups.

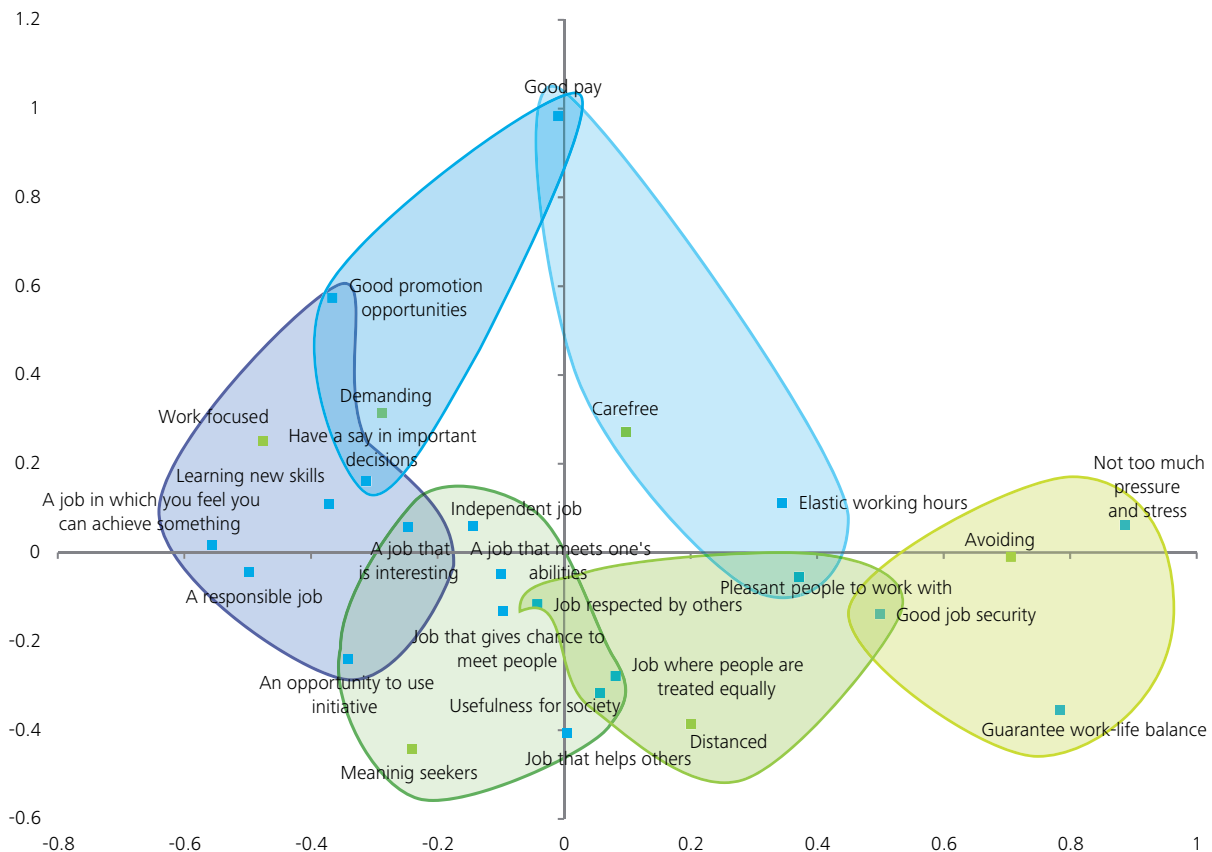
A smaller proportion of those surveyed in this group say that work is their top priority. Similarly, if they did not need to work they would be less eager to do so than other groups, and they are less positive than other groups in assessing their own learning skills, self-organisation and resistance to stress.

### Correspondence analysis

We carried out correspondence analysis to examine relationships between particular segments and responses concerning young people's attitude to work. This means we have been able to present multidimensional relations in a two-dimensional system of co-ordinates, as shown in Figure PL1 below. The left-hand end of the X-axis implies a tendency to value challenges; the right-hand end suggests an inclination towards a quiet life, stability and work-life balance. The upper part of the Y-axis represents a focus on money and professional career, while the lower end shows a focus on finding meaning and social value in work.

The axes presented here are not a simple one-dimensional juxtaposition of two opposites. Rather, they are an attempt to graphically present relationships in multidimensional space.

Figure PL1: What different groups of students value at work





As shown in the chart, the Work-Focused group tends to look for a responsible job which will provide opportunities for promotion, to achieve their professional goals and to take important decisions. The Demanding group find high levels of remuneration, fast promotion and the power to take important decisions more important than others do. The Meaning Seekers are keener than the sample as a whole on finding an interesting job that is well suited to their competencies and gives them much independence.

By way of contrast, the Avoiding group expect a working environment that is free of stress and pressure, that offers stable employment and a good work-life balance. The opportunity to achieve their professional goals or rapid promotion is less important to them than to others. For the Carefree group, stable employment is less important than to the rest of those we surveyed. Although work is not a priority for this group, they would still like to find a job with flexible working hours, a friendly atmosphere and an appropriate salary. The last group (Distanced) value equal treatment at work; they are attracted to respectable or socially useful employment.

### Who may be the most attractive to employers?

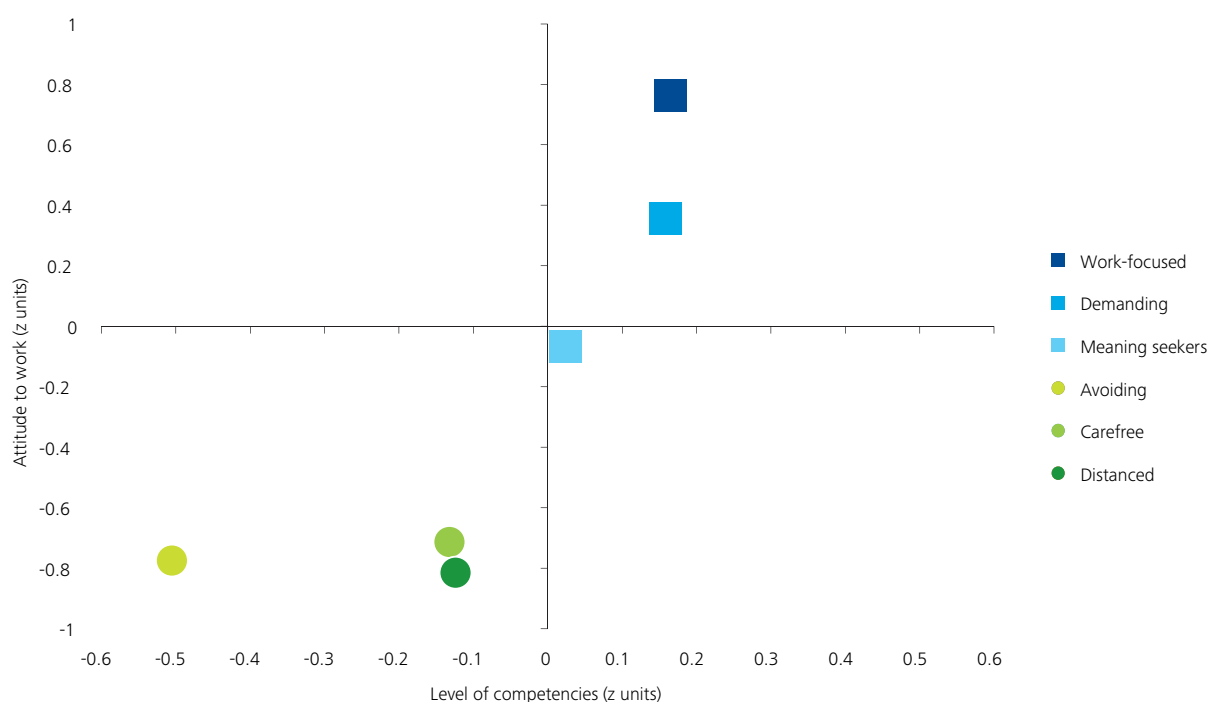
Employers compete for young talent in the labour market. Looking for appropriate candidates, even those who have not yet completed their studies, employers seek talented people with appropriate experience and competencies combined with strong working ethics. Therefore, we analysed self-assessment of students and young graduates' competencies and numbers of professional experiences they reported in connection with their attitude toward work.

### Work ethics and competencies

In Figure PL2, the horizontal axis presents a standardised self-assessment ratio measuring those competencies most sought after by Polish employers, such as self-organisation, independence, entrepreneurship, initiative, teamwork and communication skills.<sup>29</sup>

The average self-assessment of key competencies has been marked as 0 on the scale. (Positive values therefore mean that self-assessment is higher than average and negative values imply that it is below average.)

Figure PL2: Attitude to work and self-reported level of competencies



Members of the Work-Focused group are the undisputed leaders in the positive self-assessment of their competencies and high work ethics, followed by the Meaning Seekers. These groups may therefore be potentially the most interesting for employers, but it's important to add that both groups differ regarding what aspects of work are important to them.

Members of the Demanding group, who have high expectations toward employers (such as high salary or career opportunities), did not lead the entire sample in terms of their competencies and attitude to work. Avoiding students received the lowest rating in term of competencies and their working ethics, so they appear in the bottom left-hand corner of the chart.

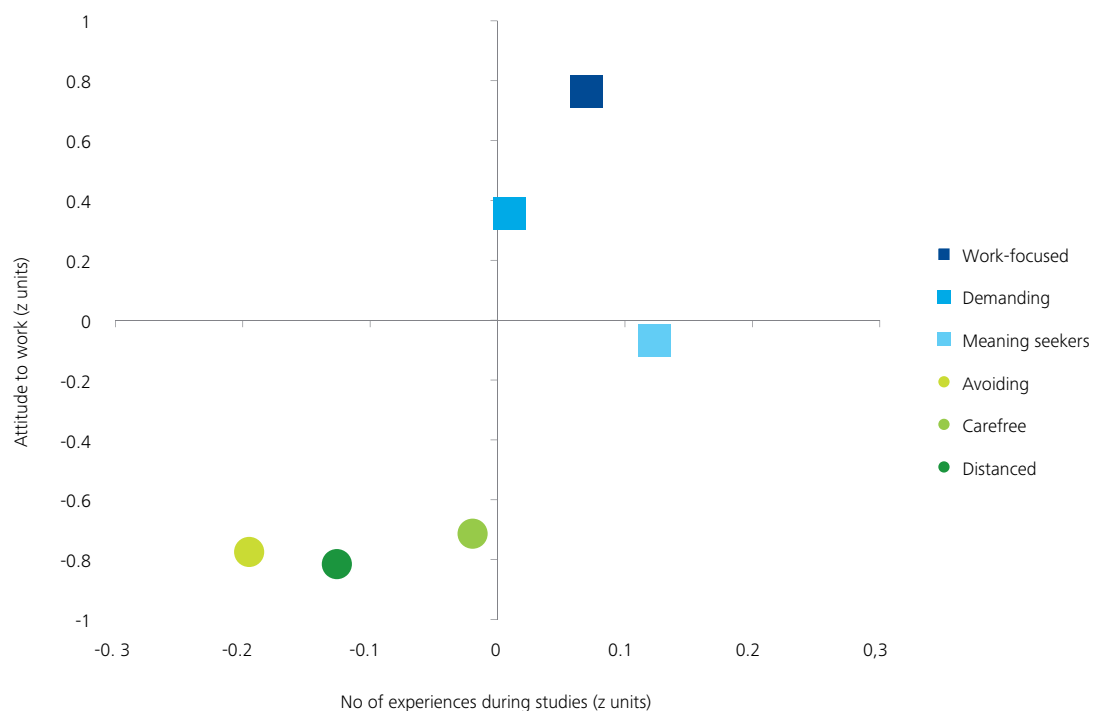
The Work-Focused and Demanding groups stood out from all respondents in terms of their professional experience; the first segment also showed high work ethics. It is possible that representatives of the Demanding group were more demanding in their approach to work than others due to their greater experience of the workplace.

At the other end of the scale were respondents from the Avoiding group, with their very limited professional experience, low self-assessment and equally low work ethics. This raises a question: do poorly assessed competencies and a specific attitude to work result from limited experience, or are they the cause of their limited experience?

### Work ethics and experience

In Figure PL3, the X-axis represents a standardised number of declared internships and other types of employment, adjusted by age, showed in standardised "z" units. Negative values therefore imply that a given person had less professional experience than average, while those with values exceeding 0 have above average experience.

**Figure PL3: Attitude to work and self-reported number of job/internship experiences**



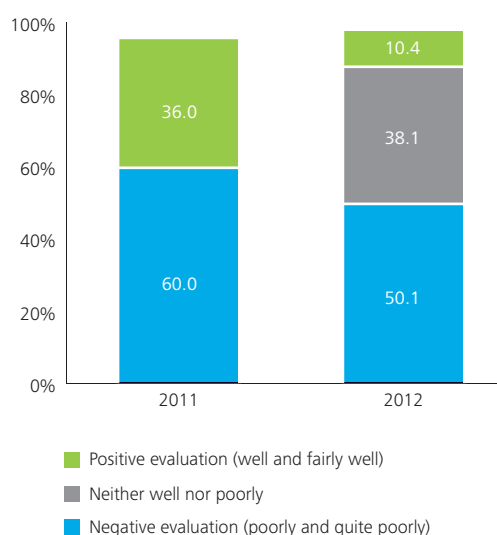
## Other findings

### Evaluation of the education system

Students in Poland are still not completely satisfied with the way the education system helps them to prepare for future professional responsibilities and looking for a job.

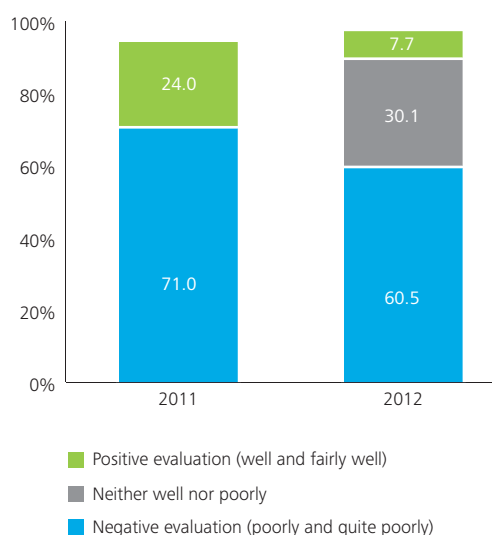
The inclusion of an additional answer category in the latest research (neither well nor poorly) resulted in a slightly different distribution of results than in previous years.

**Figure PL4: How, in your opinion, do higher education institutions in your country prepare their graduates for future professional duties?**



The percentage of both positive and negative responses decreased. It is important, however, to note that the percentage of positive responses decreased to a much greater extent in favour of the neutral/moderate response (nearly 26% and just over 16%) than in the case of a negative response (10% and 10.5%).

**Figure PL5: How, in your opinion, do higher education institutions in your country prepare their graduates for the process of looking for a job?**



After adding the neutral/moderate response, the results show that the group of dissatisfied is quite stable, while those who previously had answered positively show a stronger tendency to change their responses.

### Types of experience gained and evaluated

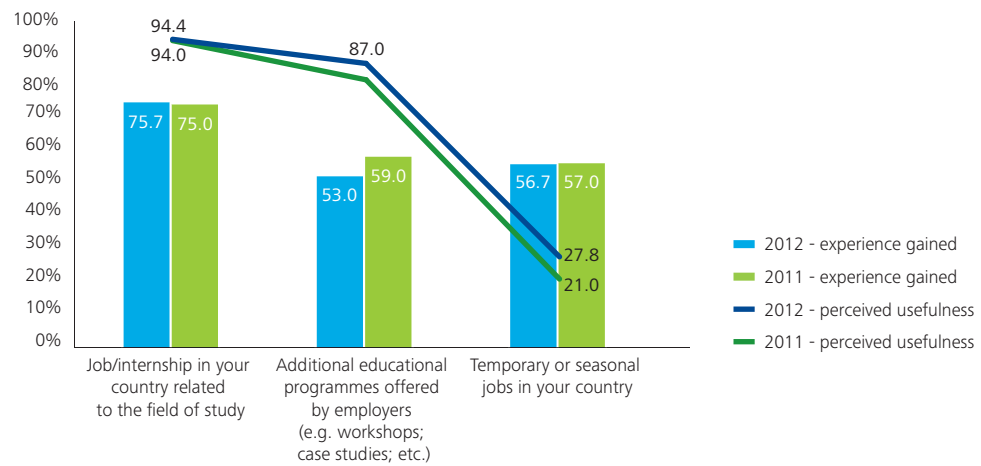
As in previous years, most students gained their experience in jobs and internships that were related to their field of study, parts of domestic extra-curricular educational programmes and part-time jobs. Of these, only the latter is regarded as not really useful in the process of seeking and applying for a job.

Internships, overseas work and self-employment are still the least common types of work experience, although all three were recognised as potentially very useful.

Figure PL6: The relative usefulness of various types of work experience

	2012		2011	
	Have	Useful	Have	Useful
<i>Job/internship abroad unrelated to the field of study</i>	9.1%	59.2%	13.0%	58.0%
<i>Job/internship abroad related to the field of study</i>	4.2%	87.9%	6.0%	92.0%
<i>Self-employment</i>	3.3%	84.4%	6.0%	75.0%

Figure PL7: Experience gained vs perceived usefulness



### Important factors when seeking an internship or job

The most important factors for choosing the right internship or job are opportunities for personal development and to acquire new skills. In the case of internship, it was more important to gain experience; a high salary is also an important issue, however, in deciding whether or not to accept a job offer.

In the 2011 report, in the responses to the questions regarding internship selection, which were constructed in a slightly different way at the time, students primarily valued the opportunity to learn and gain professional experience, as well as the opportunity for later employment. Remuneration, an attractive training offer and interesting projects are more important when choosing a job.

Figure PL8: Most important when choosing internship - first place

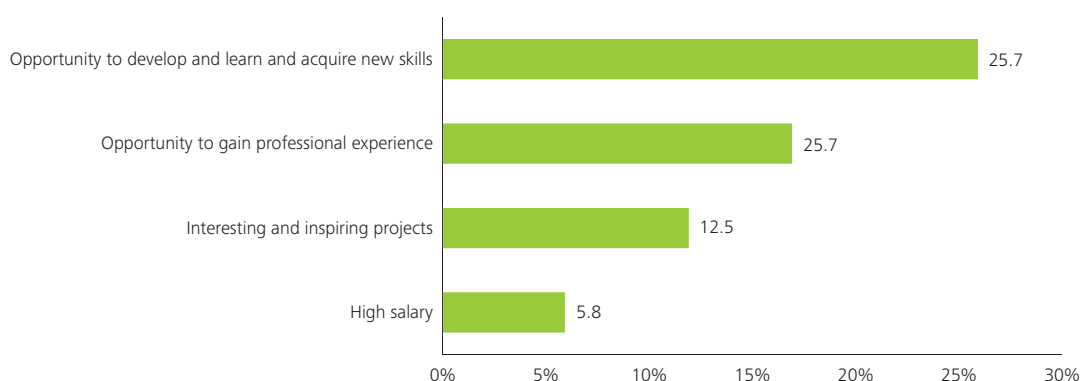
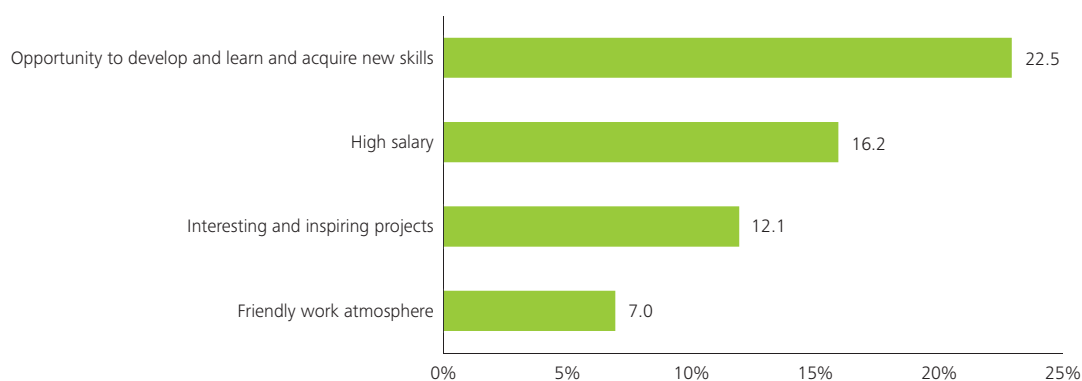


Figure PL9: Most important when choosing a job - first place



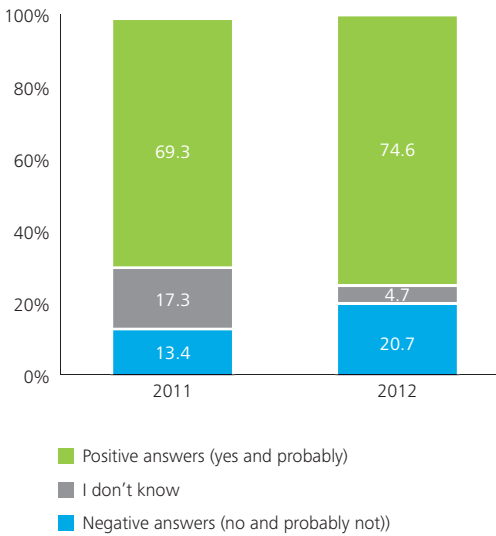
In the most recent study, some differences were noticeable in terms of the most important factors in job selection. For example, the highest priorities for Meaning Seekers were opportunities for further self-development (placed first in 26% of cases), while a high salary was the most important factor only for 7% of the group.

The Avoiding group had very different priorities; their decisions were guided by salary (26% considered it to be the most important factor), while self-development was important for only 8% of respondents.

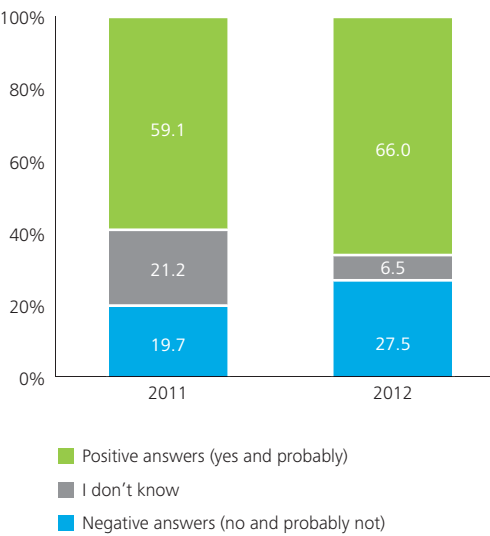
Students and young graduates in Poland are still very open to the possibility of relocation, both within the country and abroad. In comparison to the previous year, the number of undecided people has significantly decreased. At the same time, there is an increase in the number of people with a positive attitude towards moving to another place as well as an increase in people for whom it is not an attractive option.

Work-focused and Demanding more often declared their willingness to relocate when offered an interesting job, as opposed to Avoiding and Distanced, who were more attached to their current place of living and working.

**Figure PL10: Are you ready to move abroad prepared in response to an interesting job offer?**



**Figure PL11: Are you prepared to move to a different town/city in your country in response to an interesting job offer?**



## Conclusions

### *Differences between more than generations*

The results show great variety when it comes to students' values and attitudes towards work. Properly identifying such issues at every phase of the human capital management process – from attracting, recruiting and selecting the most talented individuals, through development and retention – is a key challenge for HR departments. Success is valuable, as it ensures a better fit between the organisation and its employees.

### *An even more individual approach is needed*

The current motivational systems that exist in many firms have already taken into consideration some specific needs and expectations of the Millennial generation (such as constant feedback, coaching etc.). On the other hand, the study challenged some popular assumptions regarding what such students expect from universities, employment and employers. Factors like major career opportunities, flexible working hours, opportunities for continuous learning and work-life balance; these are all important factors, but different individuals can value them entirely differently, even within the one Y-Gen.

### *Modern, proven motivational methods*

New employees expect and value constant feedback as well as coaching and mentoring from their older colleagues and supervisors. In Poland today, coaching is a very popular developmental tool which is growing in popularity as more and more managers become aware of its importance. Classic, well proven methods of motivation such as simple praise and appreciation for work and commitment should not be forgotten, as they can have a surprisingly large positive impact on employee-retention statistics.

### *Closer cooperation with universities*

Students value contact with employers very highly, such as through workshops or additional programmes offered by firms. Additionally, higher education reforms in Poland are implying that employers may be more able to participate in creating and evaluating university curricula. This provides an opportunity for firms, especially those who constantly compete for the best talent, to attract students at the earliest stages of their career path or even before they start it. Furthermore, they have a better opportunity to shape students' knowledge and competencies through the learning process. Of course, the more intensely employers are involved in university life, the better chances they have of beating the competition to the best graduate talents.



## Romania

### Gender

Female: 79%  
Male: 21%

### Age

18-20: 15%  
21-23: 65%  
24-26: 20%

### Field of study

Accounting, economics, banking: 40.5%  
Management, marketing, business, sales: 18%  
Law, administration: 18%  
Social studies, humanities: 6%  
Technical: 8%  
Other: 9.5%

### Mode of studies

Full-time: 99%  
External: 1%

Students: 68%  
Graduates: 32%

Public: 94%  
Private: 6%

Approximately two thirds of Romanian respondents studied in Bucharest, at least partially at undergraduate or Masters level, while about 10% completed at least part of their formal higher education abroad.

### Quality real life experiences - the golden path to the dream job

Unsurprisingly, as they prepare to enter the labour market, the students we surveyed are most appreciative of work experience that best simulates the actual working environment. They perceive jobs or internships related to their main field of study, volunteering in student NGOs and attending various learning events facilitated by employers as particularly valuable experiences. Consequently, these are also the extra-curricular development opportunities that are most commonly undertaken during the years of study (Figure RO1). Our results found volunteering to be the most frequently used, and perhaps most convenient, such opportunity, with 55% of the respondents highlighting it.

### Competencies - any gaps?

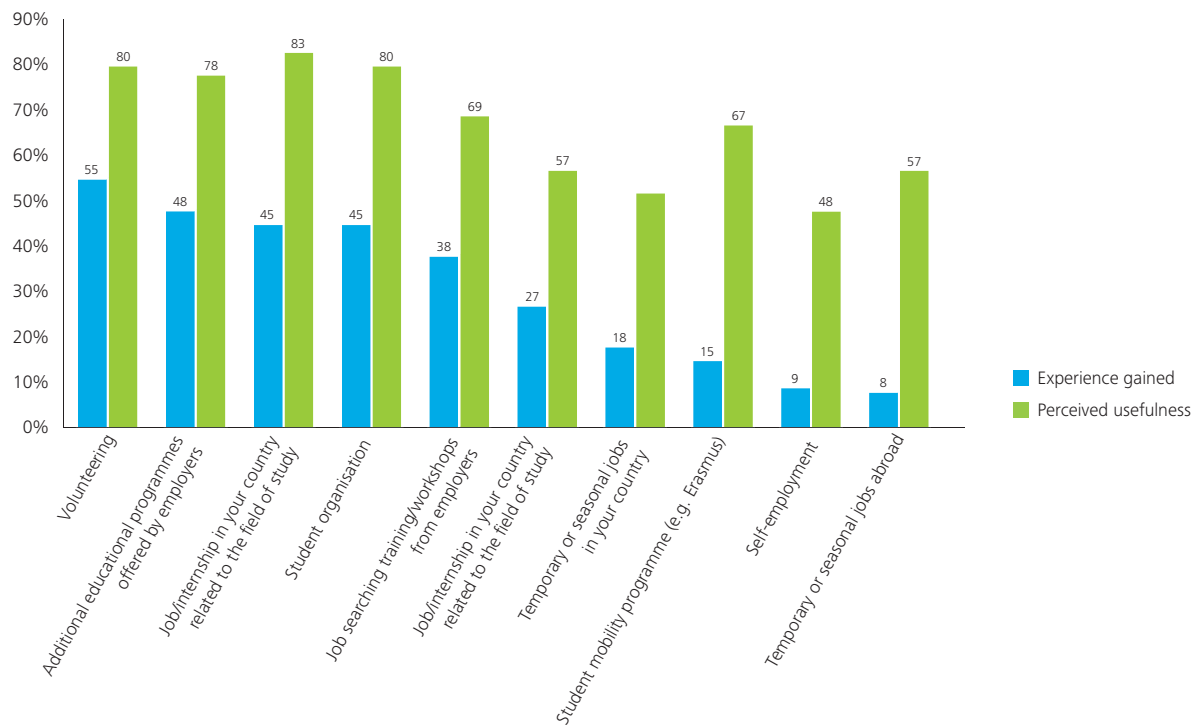
Our research reveals that students have a high perception of the transferable (non-technical) competencies they possess and can bring to the workplace. More than 80% of respondents rated their own analytical, communication, interpersonal, problem-solving, learning and team-work skills as "high" or "quite high". Even a competency such "Delegating and coordinating the work of others", which students are generally unlikely to have developed, is self-assessed as "high" or "quite high" by 71% of respondents.

Accordingly, 79% of respondents perceive themselves as offering "high" or "quite high" value to their current and future employers.

It is also interesting to note that, in accord with a well-documented phenomenon in social sciences research, students tend to see themselves as being more competent than the generic category of "other candidates". Nearly 74% of our respondents compared themselves favourably with "others" looking for a job.

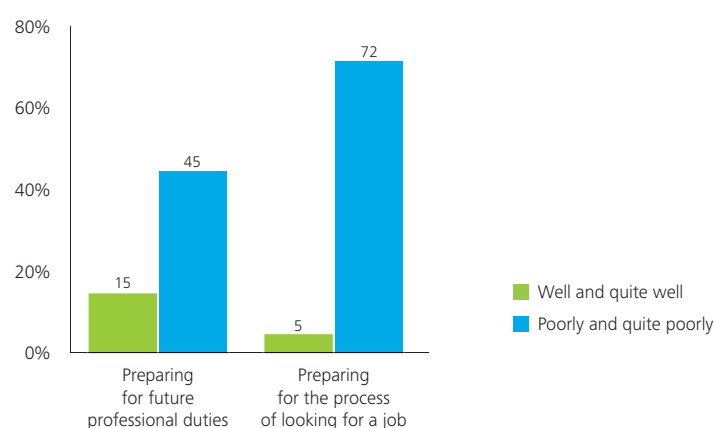


Figure R01: Experience gained vs perceived usefulness



These findings, which our extensive graduate recruitment experience corroborates, suggest that students preparing to enter the job market are significantly biased towards positive self-perception. Specifically, students may tend to over-estimate themselves, potentially opening themselves up to the threat of disappointment in real life when they find that not all employers share their positive views - either during the selection process or, once hired, when their performance is first assessed.

**Figure RO2: How, in your opinion, do higher education institutions in your country prepare their students for future professional duties / for the process of looking for a job?**



### The perceived value of formal education

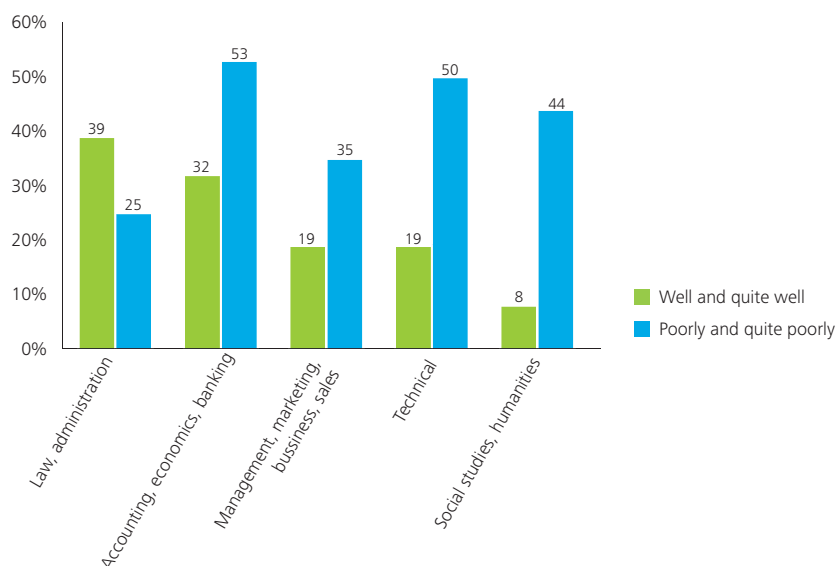
Almost 50% of the surveyed students think that Romanian higher education institutions in general prepare their graduates for future professional duties “poor” or “quite poor”; only 15% answered “well” or “quite well”, and there was little variation between specialisations. Moreover, 72% rate as “poor” or “quite poor” the way higher education institutions prepare graduates for the process of looking for a job (Figure RO2). Taken together, these findings reveal a level of general dissatisfaction with the quality of formal education among the students we surveyed, particularly with the rather non-technical issue of preparing graduates to find attractive career opportunities. Although we have seen some positive signs of progress among universities in recent years, it appears that there is still significant room for improvement in this respect.

When referring to their own university and specialisation there is greater diversity in students’ opinions. Those studying accounting, finance and economics and those in law and administration tend to be slightly more satisfied than dissatisfied with the way their universities prepare them for their future professions (Figure RO3). The same cannot be said of respondents in the business administration, marketing and commercial, social sciences and humanities or technical disciplines, who all tended to be more critical of the value of their university education (Figure RO4).

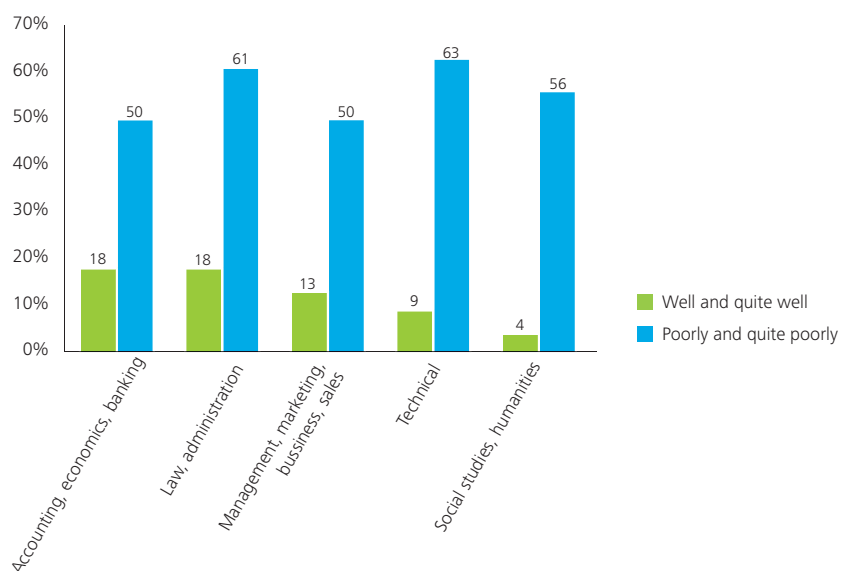
However, even when referring to their own individual universities, there is a high degree of consistency across specialisations in respondents’ criticism of how their universities prepare them to look for a job, with more than 50% dissatisfied in each set of disciplines.

We could see significant correlation across specialisations between how students perceive the value of their university education and the degree to which they find their specialisation to be attractive to employers. The only exceptions were respondents studying technical subjects; although perceiving their specialisations as sought after on the labour market, they still expressed more criticism than satisfaction with the quality of the professional education their universities give them.

**Figure RO3: How, in your opinion, does your university prepare their graduates for future professional duties?**



**Figure RO4: How, in your opinion, does your university prepare their graduates for the process of looking for a job?**



### Few promises from the real economy

"Pessimistic" describes students' perceptions of the opportunities available under current market and economic conditions. More than 58% of respondents assess the current employment environment as "poor" or "quite poor", while only 25% assess it as "good" or "quite good". Furthermore, 71% of students surveyed assessed the current economic situation in Romania negatively (Figure RO5).

### Finding a good job - only partially dependent on the job seeker

In assessing the factors which influence finding an attractive job, 47% of respondents believe that finding a job largely depends on themselves and their actions. Interestingly, 25% of them take a rather passive approach, stating that they cannot greatly influence their own chances of finding a good job. While these results seem to some extent to contradict the very high self-perception of the students, the most likely cause is the pessimistic overall view of the Romanian economy and job market.

Figure RO5: How do you assess the current economic situation / job market in your country?

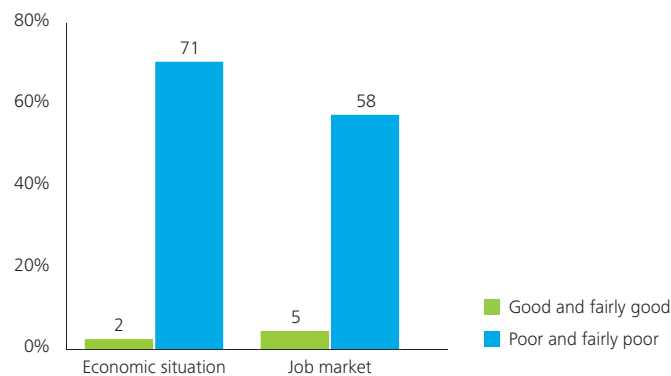
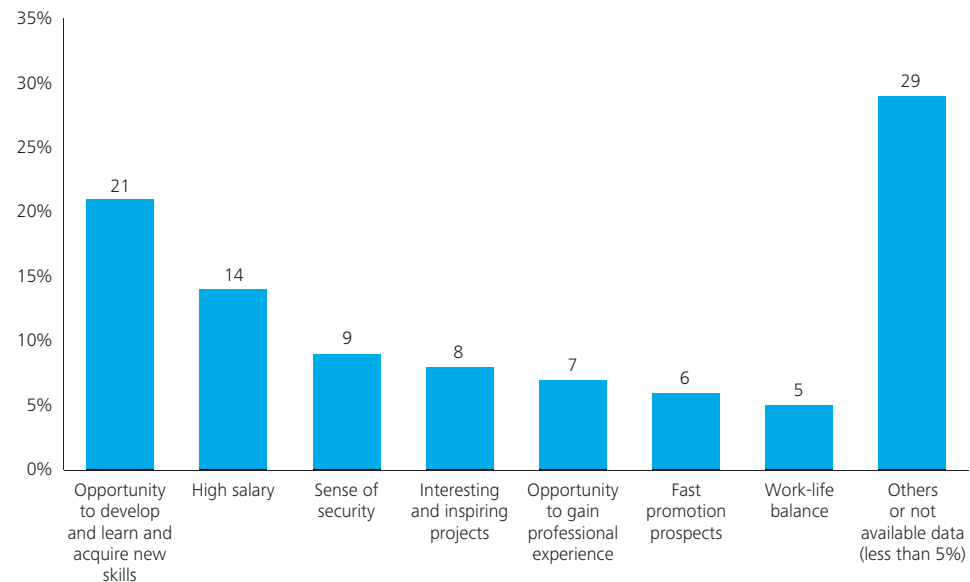


Figure RO6: What do you consider most important when choosing a job?



### Expectations of a first job

In selecting a first job, Romanian respondents look first and foremost for opportunities to learn and acquire new skills (selected as the most important factor by 21% of students). A high salary is the second most important factor (14%), followed by job security (9%) (Figure RO6). However, a high salary is by far the most frequently mentioned of the five leading decision-making factors identified by each respondent (72%).

The aspect of work that students value most is “enabling one to excel in what he/she enjoys doing” (mentioned by 53% as the most important factor in the attractiveness of a job). Next came the opportunity to “face new tasks and be required to learn permanently” (20%).

Confirming their high self-perception, 74% of students would expect if performing well to be promoted after six months or one year.

Salary expectations are divided into three main ranges, with three quarters of respondents falling equally into the following three categories (net): EUR 251-350, EUR 351-450, EUR 451-550 (Figure RO7). Students in the technical disciplines more often tend to expect a salary within the upper range (35% of them expecting a net salary between EUR 451 and EUR 550).

At the opposite end, those factors that would make a student leave his or her first job are mostly related to “insufficient recognition / appreciation for work done” (mentioned by 22% as the most important factor), “low career prospects” (22%), and “insufficient development opportunities” (14%).

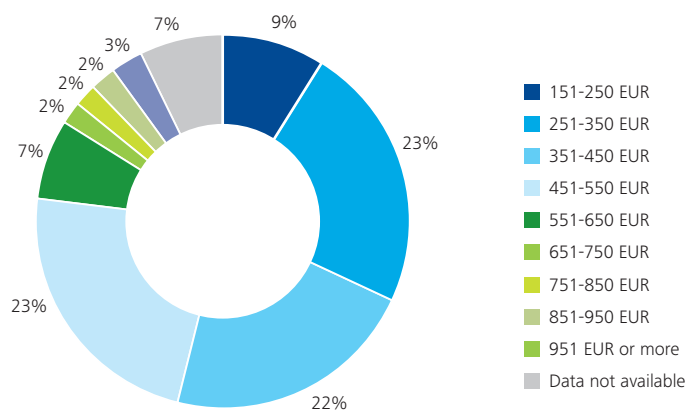
### Where do students look for their first job?

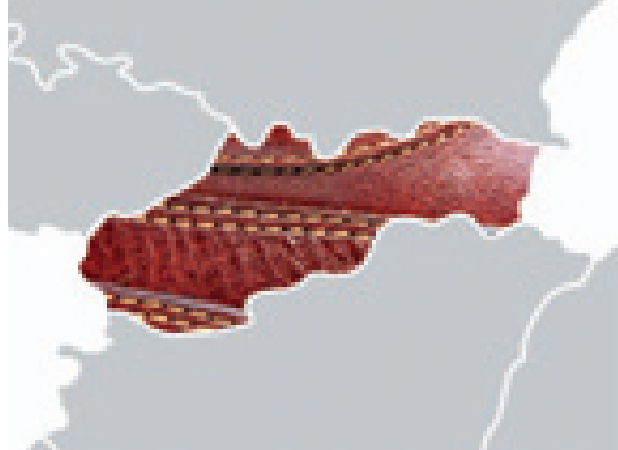
Web-based recruitment portals are the most frequently used method of job-hunting (used by 81% of respondents), followed by employer websites (64%) and public job fairs (43%). Interestingly, only a quarter of our respondents mentioned social media as a place to seek career opportunities, but we expect this to grow in years to come.

Our results go some way to confirming the popularity of “large multinationals” among Romanian students, with 56% of respondents drawn to applying to them before considering alternatives. However, Romanian companies, large and small, also exert a significant level of appeal (placed first by 21%). Only 18% of students see applying to market-leaders as their top priority.

Students appear willing to consider geographic mobility to find the right job: 71% of respondents would move abroad, while 60% would move within the country. This confirms the positive outlook of Romanian youth to international career opportunities. These results also reflect the generally flexible attitude they have to geographic boundaries when looking for their first job, both within the country and internationally.

**Figure RO7: What is your expected monthly net salary (EUR) for your first job (40h/week)?**





## Slovakia

### Gender

Female: 65%  
Male: 35%

### Age

18-20: 11%  
21-23: 72%  
24-26: 17%

### Field of study

Accounting, economics, banking: 35%  
Management, marketing, business, sales: 37%  
Law, administration: 4%  
Social studies, humanities: 7%  
Technical: 5%  
Other: 12%

### Mode of studies

Full-time: 98%  
External: 2%

Students: 95%  
Graduates: 5%

Public: 100%

### Perceived value of education

The majority of Slovak respondents think that higher education institutions do not sufficiently prepare graduates for their future professional duties. Just under 7% feel otherwise. However, it is interesting to note that respondents tend to be less critical of their own universities, with almost a third (28.6%) stating that they are professionally competent.

Respondents are also largely critical of how universities prepare graduates for the job-hunting process. Just under 6% of respondents have a positive opinion in this regard.

Despite such generally negative perceptions of Slovak higher education institutions, 64% of respondents believe that graduates of their own faculty or specialisation are sought after on the labour market.

### The perceived economic situation

Two thirds of respondents see the current economic situation in Slovakia as negative; even more (70.5%) perceive the current situation on the job market as poor, which is associated with the country's current increasing rate of unemployment.

### Experience during studies

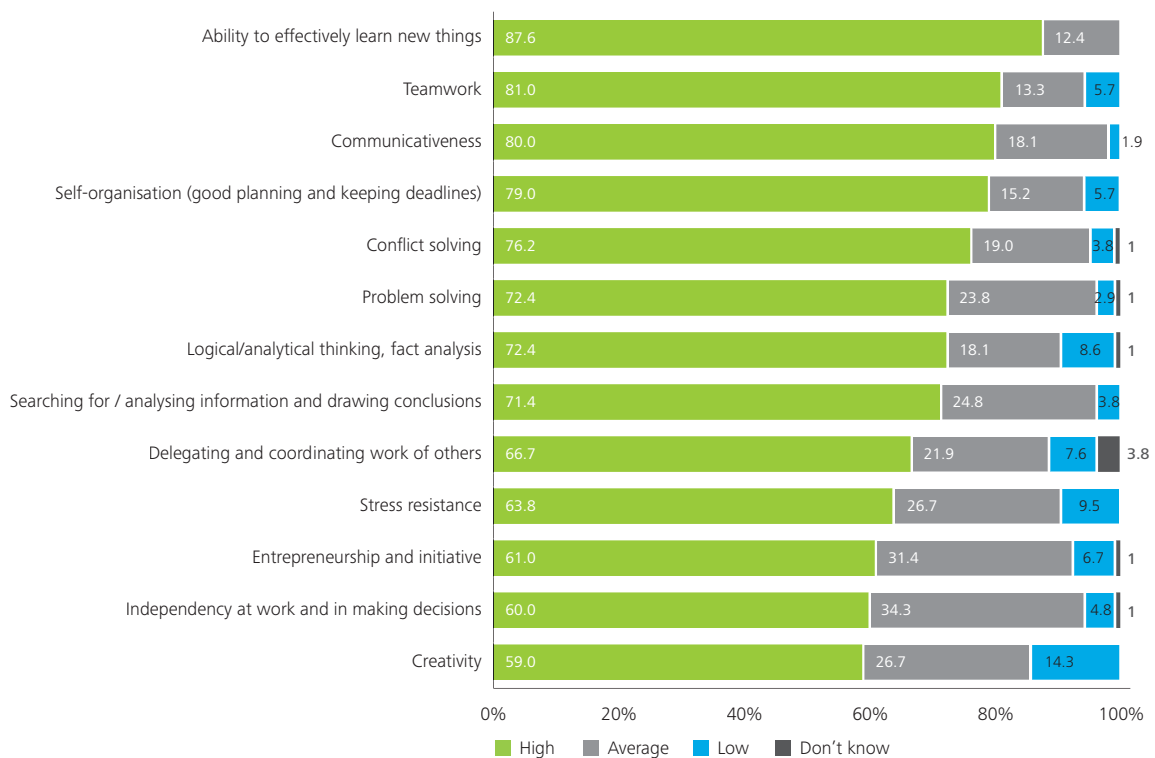
The majority of Slovak respondents (69%) try to gain professional work experience while studying. For one in two, this took the form of temporary or seasonal jobs in Slovakia, while one in four students gained experience abroad. Almost half (43%) of our respondents sought experience in their field of study, and it is positive to note that one in four undertook voluntary work. One in three students, meanwhile, participated in the Erasmus mobility programme.

The work experience gained while studying that does most to help respondents find employment is a job or internship in their field of study (98%). Next most useful are other educational programmes (such as workshops or case studies) offered by employers (89%).

### Perceptions of personal competence

The respondents evaluate themselves most highly in their ability to learn new things effectively, followed by teamwork and communication skills.

Figure SK1: What is, in your opinion, your level of competencies? (%)



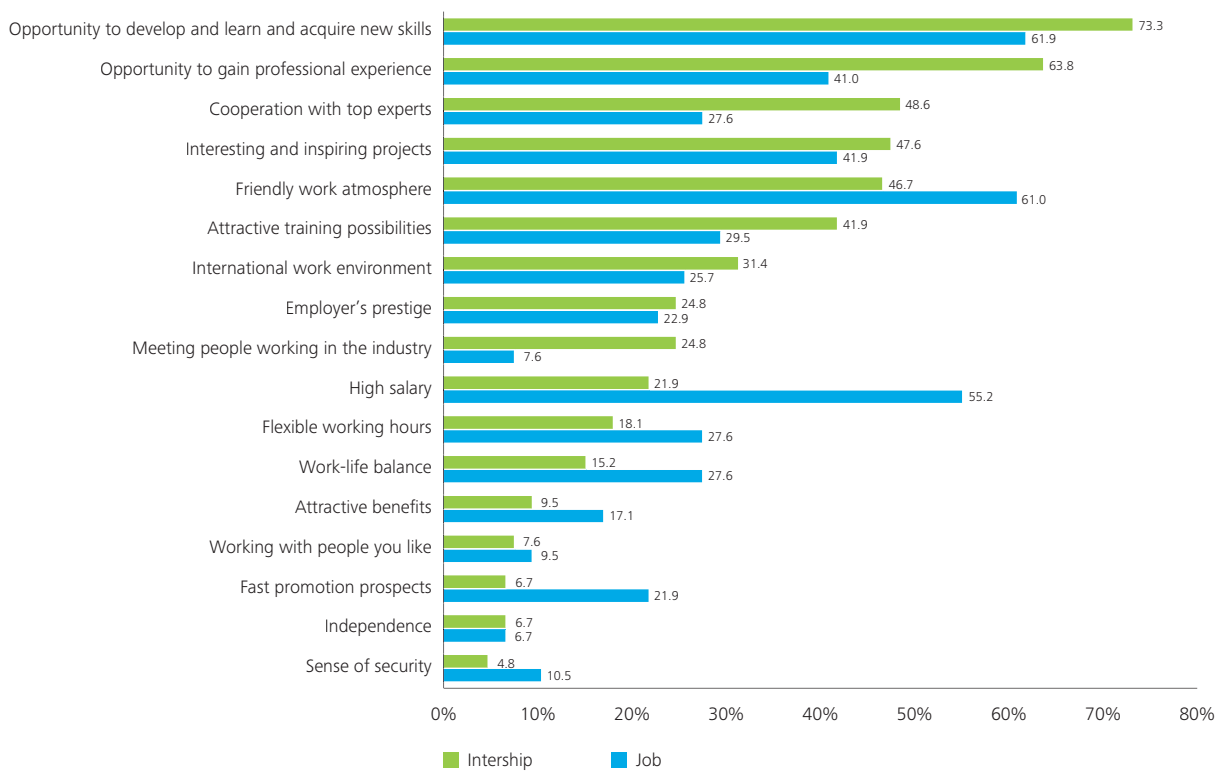
### The decisive criteria when choosing a job or internship

When choosing a job or internship, Slovakian students and graduates see the opportunity to develop, learn and acquire new skills as the most important criterion. How they rank other criteria depends on whether they are seeking a job or an internship. Respondents looking for a job most value a friendly working atmosphere, followed by a high salary. For those looking for an internship, opportunities to gain professional experience and work with leading experts are more important.

### Development opportunities during a job or internship

Our respondents regard international experience as the best career and professional development opportunity (86%). They also value working in different teams (76%) and across different specialisations (69.5%).

Figure SK2: Comparison of priorities when choosing a job vs internship





### Attractiveness of work

Almost 90% of respondents find work that enables them to excel in what they enjoy doing the most attractive, with more than half of our respondents ranking this option first.

Close to 80% are attracted to work in which one faces new tasks and learns permanent new skills. The same proportion sees flexibility and opportunities to plan their own time as particularly important.

### Career promotion expectations

More than a third of respondents expect to be promoted in their first job within a year if their performance is good. A fourth expects promotion after a second year of good performance, and 20% expect promotion after just six months.

### Further education

For many respondents, the education process does not end with a university degree; more than 60% plan further studies (such as a PhD, MBA, ACCA etc) alongside employment.

### Career planning

While 40% of respondents could not answer the question "For how long do you plan to stay with your first or current employer?", 27% plan to stay for over three years and 33% for up to three years.

80% of students and graduates consider negative working relationships to be one of the five most important reasons for leaving their first employer. This is followed by insufficient recognition/appreciation for work done (70.5%); insufficient development opportunities (58.1%) come next.

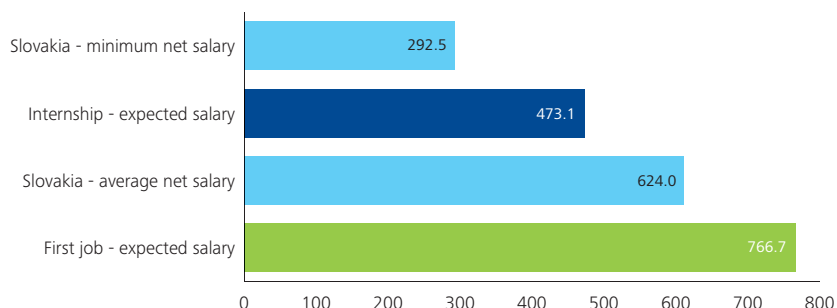
### Expected salary

At EUR 766.70, respondents' expected first net salaries are EUR 142.7 higher than the national net average salary in Slovak Republic (EUR 624).

### Mobility

Three of four students and graduates are willing to move to a different town or city in Slovakia or abroad in response to an interesting job offer.

**Figure SK3: What is your expected monthly net salary (EUR) for your internship / job (40h/week)?**



### Career planning

It is encouraging to note that the majority of respondents (84%) would like to work directly in the area of their study specialisation. Nevertheless, two thirds do not have a precise career plan for the next three years.

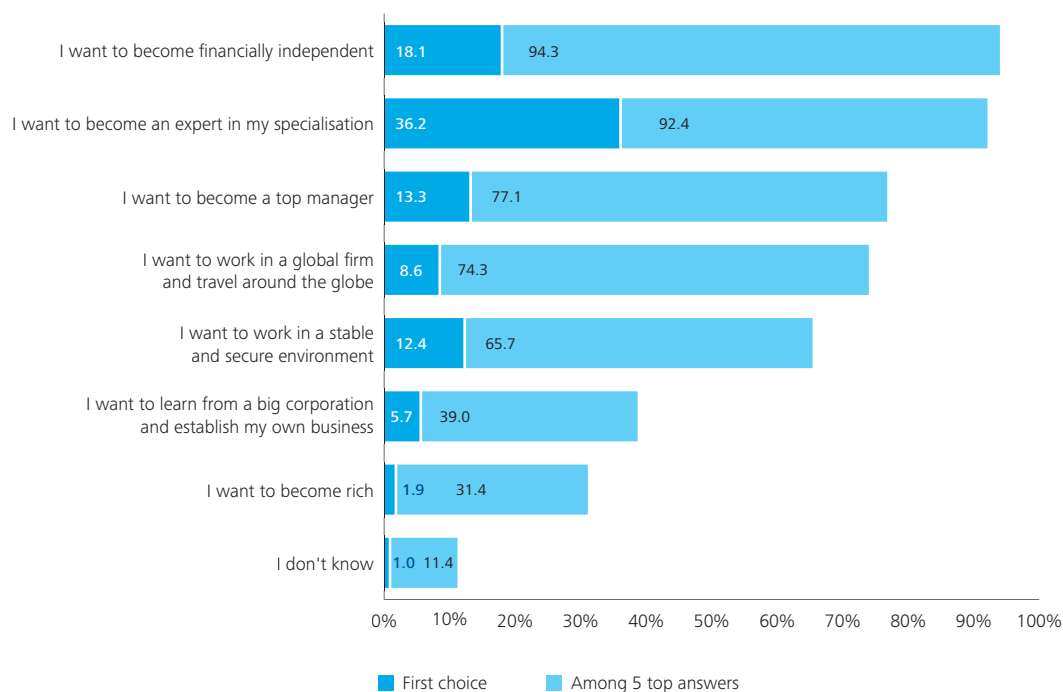
However, half of all respondents have planned how to look for an attractive job.

The most attractive professions include professional services, where more than 25% of respondents would like to work, followed by banking/insurance with 17% and marketing with 13%. The proportion of respondents selecting each sector is related to the proportionate popularity of the disciplines studied by those in the sample.

94.3 students and graduates in Slovakia would like to achieve financial independence in their career. Scarcely less important is becoming an expert in their specialisation (92.4%) or a top manager (77.1%).

Close to three quarters of respondents are attracted by the prospect of working in a global or international company and travelling the world.

**Figure SK4: What would you like to achieve in your career?**

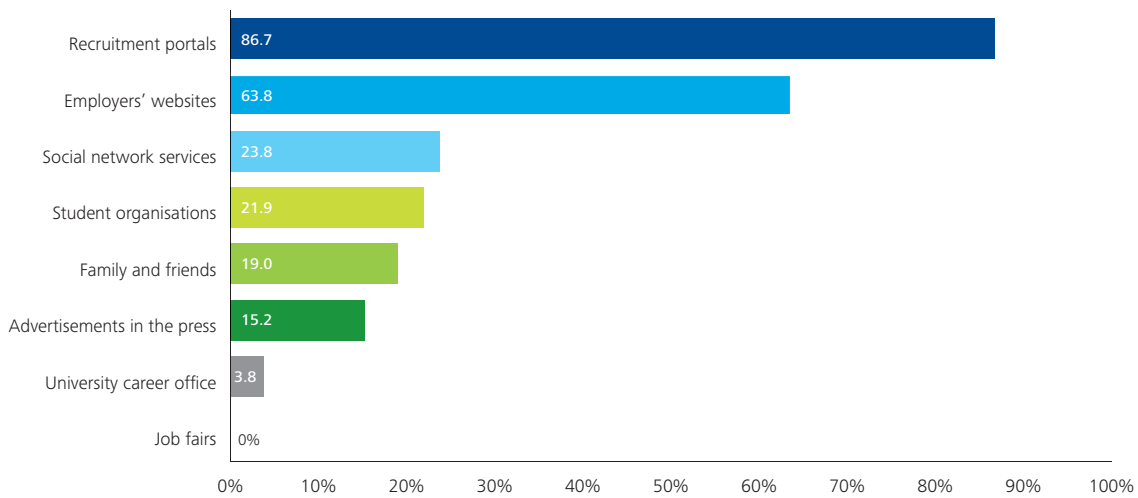


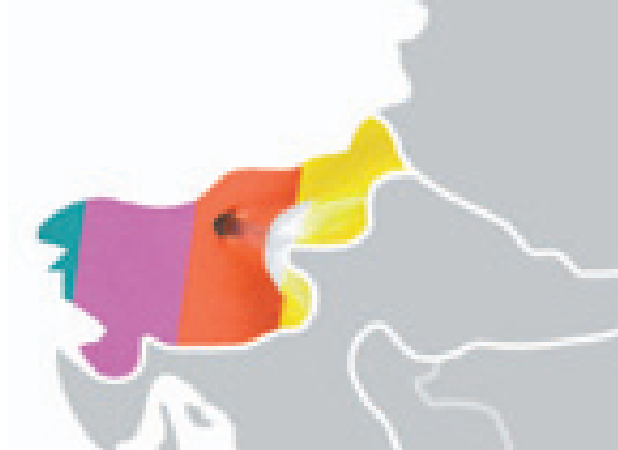
### Finding job offers

Respondents find the majority of job offers on specialist recruitment portals (86%) and on employers' websites (63.8%); this suggests that many students and graduates target particular firms for employment.

While more than a fifth of students find their job on social networks, no respondents identified a job fair as a place to find a job offer.

**Figure SK5: Where do you usually find job/internship offers?**





## Slovenia

### Gender

Female:	69%
Male:	31%

### Age

18-20:	5%
21-23:	41%
24-26:	54%

### Field of study

Accounting, economics, banking:	65.5%
Management, marketing, business, sales:	19%
Law, administration:	3%
Technical:	2%
Other:	10.5%

### Mode of studies

Full-time:	90%
Evening:	5%
External:	5%

Students:	53.5%
Graduates:	46.5%

Public:	96.5%
Private:	3.5%

The Slovenian labour market has radically changed over the last 15 years. Following decades of relatively full employment under the previous system, the change into a market economy took just a few years. Today, the current crisis situation is driving unemployment growth among young educated Slovenes.

The purpose of this survey is to find out what young people entering the Slovene labour market expect of employers and what the main causes of success or failure are.

### Work experience and competencies

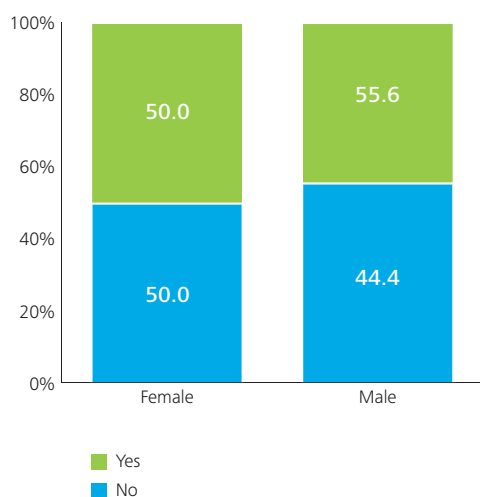
There are characteristics of young jobseekers that can be either a competitive advantage or disadvantage when looking for a job. Advantages include up-to-date knowledge and high levels of computing and internet skills. The main competitive disadvantage is usually a lack of working experience.

In Slovenia, young people looking for their first job tend not to be entirely without experience, which they gain through practical work during their education, comprising holiday, volunteering and other sorts of work.

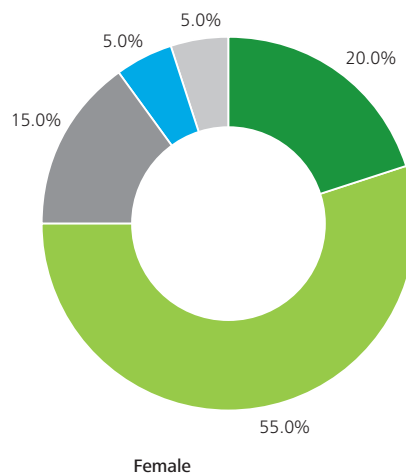
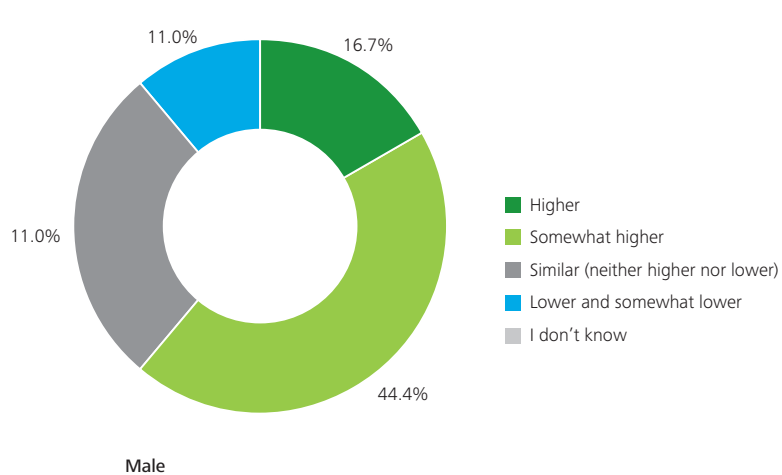
Half of the respondents are currently working (Figure S11). This employment is clearly for a finite period; however, as further information indicates that many are also looking for a regular or first job. Around 72% of women and as many men confirm that they work while studying to gain professional experience. It is also interesting to see that most respondents have had just two jobs.

Men and women also consider themselves to be highly competent (Figure S12). However, this is somewhat dubious, since half of the respondents are currently without jobs and most have had no more than two jobs.

**Figure S11: Currently working or at an internship**



**Figure S12: How do you rate your competency levels with those of your job-seeking competitors?**



### The value of education

After leaving school in Slovenia, young people wait for 10 months on average before landing their first job.

In Slovenia, there is little correlation between the subjects that students study and those market sectors where there is most demand for graduates.

Formal educational institutions are only linked to a small extent to the business sector, which makes practical experience hard to find for young people. In addition, this poor connection between the education system and the labour market makes it tough for young people to find a good job.

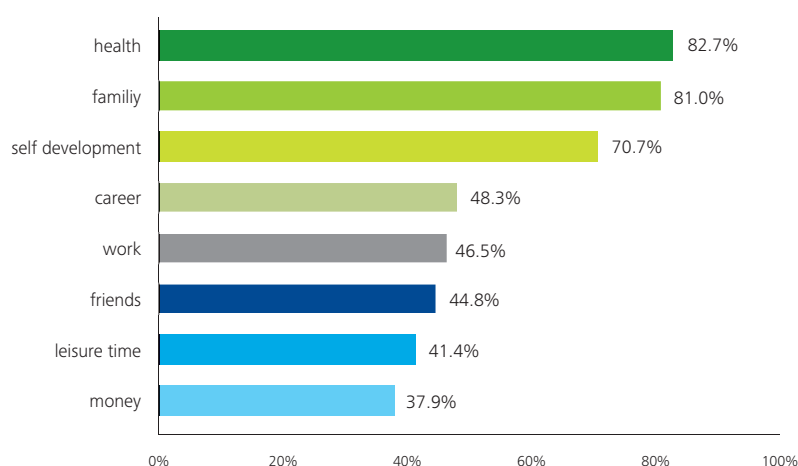
Those who participated in the survey therefore do not believe that education prepares them well for work. And because their education has failed to deliver the necessary experience and skills for work, the respondents feel a lack of trust in their educational institutions and courses.

### Work as a value

Another important topic of the survey was its analysis of the values of today's job seekers. These do not appear to have changed significantly from the past; health (83%), family (81%) and self-development (71%) are all seen as very important.

While this last fact could to some extent be connected with work and career development (figure S13), other results suggest that today's Slovene young are more focused in terms of further development and education on personal growth.

Figure S13: How are the following values important in your life?



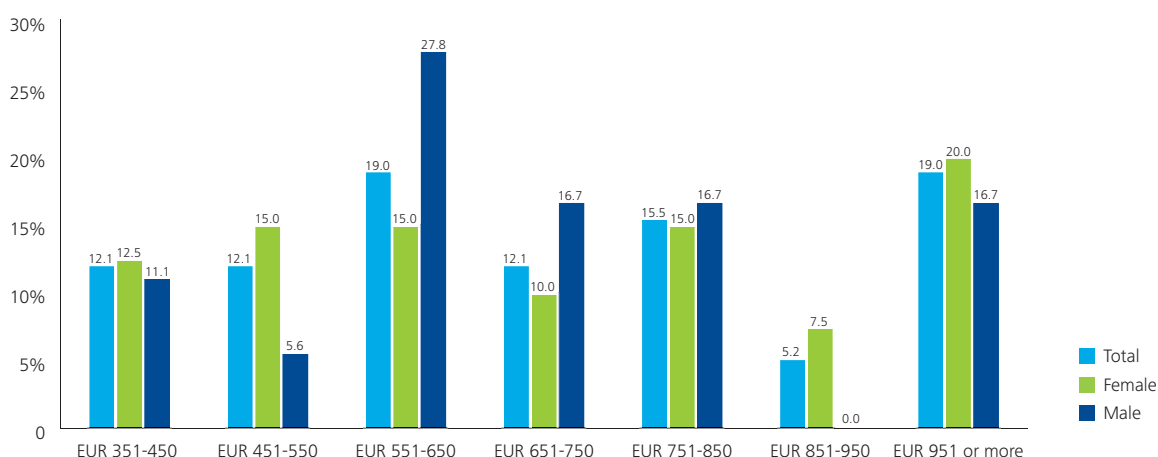
## Remuneration

Expectations regarding payment are always interesting. In this case, we can see some differences between the genders as shown the following two graphs (Figures SI4 and SI5).

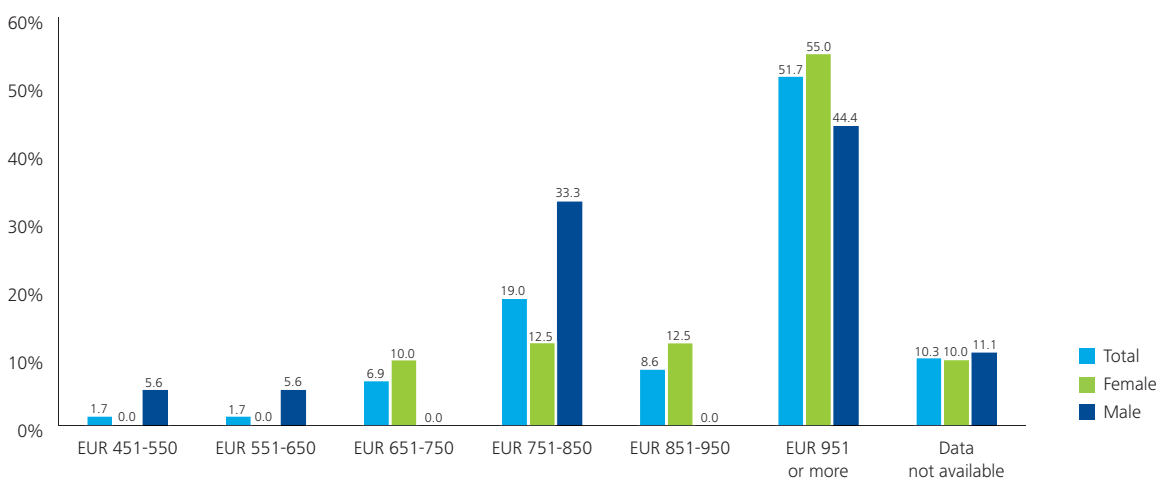
Men's expectations for a monthly net salary were between EUR 550-650 EUR. Women more deployed their expectations. Both genders expected a monthly net salary of around EUR 1.004 for their first job.

If these expectations are compared with the minimum net monthly wage (EUR 565) and average salary (EUR 1.000) in Slovenia, we can see that they are very high. In Slovenia it is usual that employers offer the minimum wage for a first job, which is often a cause of disappointment for young job seekers.

**Figure SI4: What is your expected monthly net salary (EUR) for your internship (40h/week)?**



**Figure SI5: What is your expected monthly net salary (EUR) for your first job (40h/week)?**



### Finding a job

There is a general lack of employment options and opportunities facing young people. One problem affecting the Slovene job market is that it is too flexible in some ways; it fails to provide security, especially where employees are mostly young (involved in part-time, occasional and different forms of student work).

On the other hand, for employees in the “standard” model of employment (with permanent contracts, full-time and regular working hours) the Slovene job market is highly secure and largely inflexible. It is interesting to note that in Slovenia most young job seekers tend to target multinationals (Figure S16).

That is interesting, because until recently multinationals were not seen as particularly attractive. General opinion several years ago was that young and inexperienced workers would be more unprotected and possibly open to exploitation in multinationals. Over the years it has been shown that this is not true.

Women are more active in job-hunting, making more applications (Figure S17). Most of the respondents sent only around five applications, a relatively low figure for a six-month period. This may suggest a lack of seriousness about finding a job or a general absence of opportunities.

It is still an issue in Slovenia that young graduates think that some jobs are beneath them because they overestimate the value of their education and their own levels of competence. This latter belief can prove to be untrue, since their lack of experience can cause problems at work meaning that they need time to gain the necessary skills for the workplace.

**Figure S16: What kind of companies do you usually send applications to?**

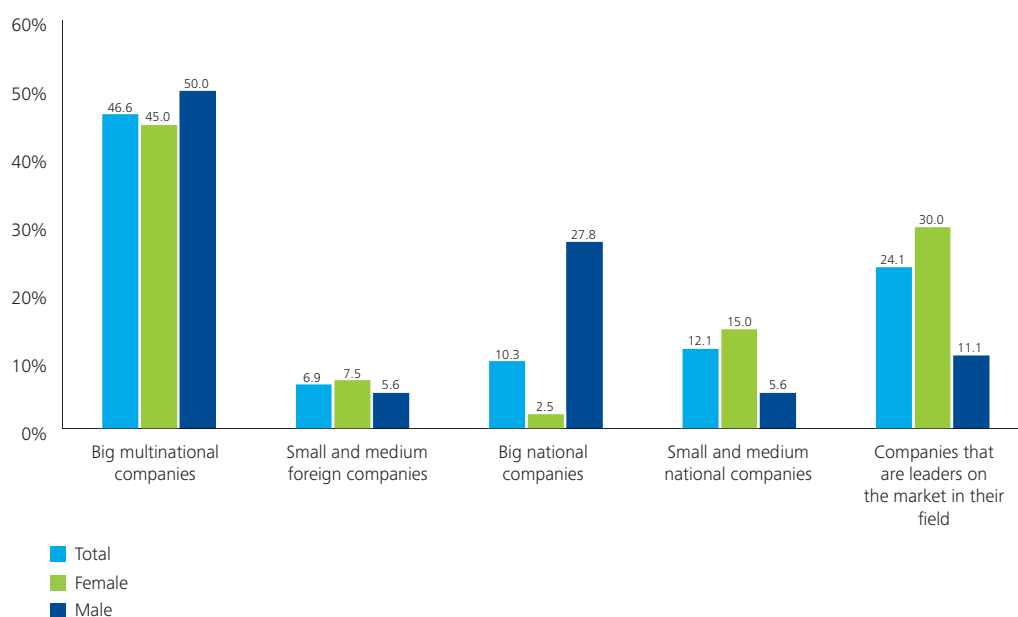
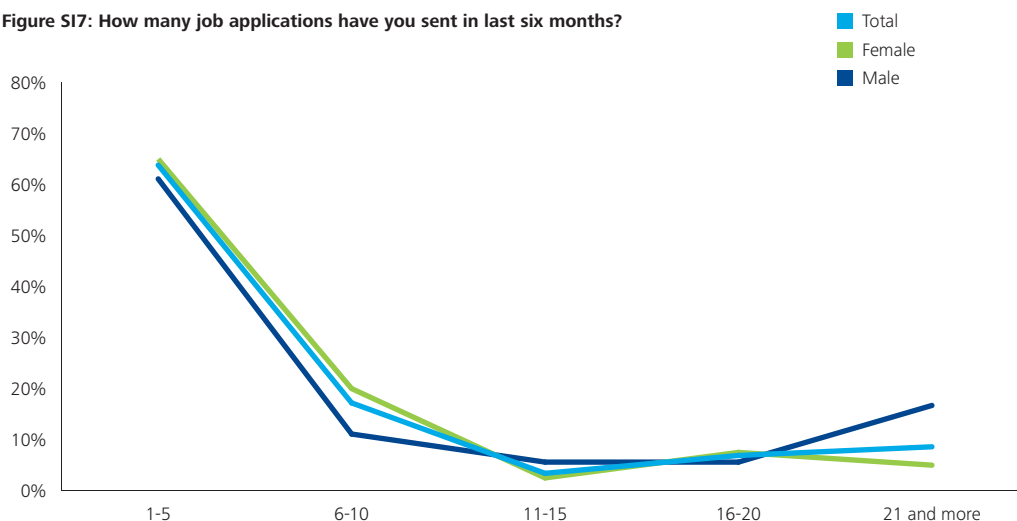




Figure SI7: How many job applications have you sent in last six months?



## Conclusion

The usual advantage that young people have in the job market depends on their education and its continuation to a tertiary level. In Slovenia, however, we are faced with an educated workforce that cannot easily find employment.

Of course, graduates lack true work experience due to this prolonged education and their relatively late entry into the labour market. And while their extended education gives them a sense of their own high competency levels, this can unfortunately often be deceptive. The competencies expected in the workplace are just not the same as in the education system.

One solution may be for young people to have more jobs during their studies so that they might acquire different skills in the real economy. This experience could then usefully complement the competencies that they have acquired in the education system, effectively strengthening their advantage in finding a job.

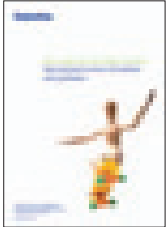


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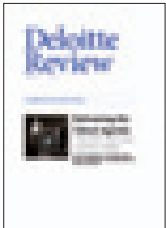
# Thought leadership



## **First steps into the labour market 2011**

[www.deloitte.com/1steps](http://www.deloitte.com/1steps)

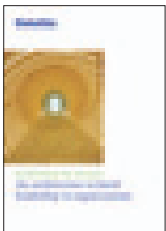
The survey focused on a number of fundamental areas of most concern to today's students, including a deep analysis of their attitudes towards work, and particularly the most important factors that make them choose one employer over other options. The 2011 First steps into the labour market project was carried out in 5 CE countries: the Czech Republic, Slovakia, Poland, Lithuania and Latvia.



## **Reframing the talent agenda: The shift, the race, and the riddle**

<http://dupress.com/articles/reframing-the-talent-agenda>

Talent remains a top concern for business leaders - not the availability of workers so much as the shortage of critical skills, experiences, and specialized capabilities of leaders, managers, creators, and producers required in changing industries. Yet the employee view of this talent paradox is also revealing and points to an emerging agenda around a "war to develop talent."



## **Leadership by design: An architecture to build leadership in organizations**

[www.deloitte.com](http://www.deloitte.com)

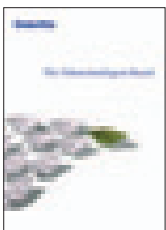
While organizations may have the elements necessary to link business and leadership strategy, many are searching for an integrative and guiding framework to bring the parts together. In this whitepaper we take an in-depth look at the advantages of pursuing leadership by design as opposed to – the all too common approach of – having leaders who emerge and are prepared by accident or chance.



## **Talent 2020: Surveying the Talent Paradox from the Employee Perspective**

<http://dupress.com/articles/talent-2020-surveying-the-talent-paradox-from-the-employee-perspective>

This report is the fourth in the Talent 2020 series and it explores the talent paradox from the employee perspective—while there is a surplus of job seekers, some companies are unable to attract and keep highly skilled talent. The report features results from a survey that polled 560 employees at large businesses, across all industries, in the Americas, Asia Pacific, and Europe, the Middle East, and Africa.



## **The Talent-Intelligent Board: The essential resource**

[www.deloitte.com](http://www.deloitte.com)

With insights from Deloitte global leaders, the report from the Intelligent Board series offers a guide to critical talent related risks and considerations for today's boardroom. The report focuses on six important issues that impact the strategic management of talent in today's organizations.



## **Strategic Moves 2012: The Global Mobility Island**

[www.deloitte.com](http://www.deloitte.com)

The survey reveals that organisations are not taking the necessary steps to align global mobility strategies with business' issues and talent goals. This report discusses the need to better manage an organization's global supply and demand of skills and talent.

More information on our recent publications can be found at [www.deloitte.com](http://www.deloitte.com)

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