

DOI: [10.20472/SS.2018.7.1.006](https://doi.org/10.20472/SS.2018.7.1.006)

A NEW GENERATION ON THE LABOUR MARKET AND CHALLENGES FACED BY CURRENT HUMAN RESOURCE MANAGEMENT PRACTICE

JANA MARIE SAFRANKOVA, MARTIN SIKYR

Abstract:

The goal of the paper is to define challenges of current human resource management practice in terms of dealing with the potential shortage of qualified and motivated people on the Czech labour market and in connection with the emergence of a new generation of economically active people from among university students and graduates. Achieving the goal of the paper is based on both the analysis of available scientific literature, academic journals, and statistical data focused on human resources, labour market and higher education as well as the results of the authors' questionnaire survey focused on students of selected Czech universities and their motivation to study at university and their expectations about the future career. The questionnaire survey was conducted by authors from September 2016 to March 2017. The respondents were full-time and combined bachelor's and master's students. The relevant data were obtained from 994 students. The data analysis was based on the calculation of relative frequencies (as a share from the total number of respondents) and the evaluation of the dependence of responses on age (students aged 29 or less and students aged 30 or more) using contingency tables and chi-square tests of independence. The results support the suggestion that from the perspective of potential shortage of qualified and motivated people on the Czech labour market employers should apply a positive approach to the employment of young people and apply proven strategies, policies and practices in talent, performance, knowledge, and diversity management to create appropriate and attractive employment opportunities for young people.

Keywords:

human resources, human resource management, labour market, work force, employment, higher education, university students, Czech Republic

JEL Classification: I23, J21, M12

Authors:

JANA MARIE SAFRANKOVA, College of Regional Development and Banking Institute- AMBIS a.s., Czech Republic, Email: jana.safrankova@vsrr.cz

MARTIN SIKYR, Czech Technical University in Prague, Masaryk Institute of Advanced Studies, Czech Republic, Email: martin.sikyr@cvut.cz

Citation:

JANA MARIE SAFRANKOVA, MARTIN SIKYR (2018). A new generation on the labour market and challenges faced by current human resource management practice. International Journal of Social

Introduction

In today's turbulent business environment all organisations that deal with radical changes and strong competition value people with appropriate professional and personal qualities as the most important source and the greatest wealth that determine their future prosperity and sustained competitiveness (Kucharčíková, Koňušíková and Tokarčíková, 2016, p. 151). On the other hand, people with appropriate professional and personal qualities significantly increase their chances on the labour market to reach a satisfying and rewarding career (Marginson, 2016, p. 413). However, the competition among job applicants is strong and the common job requirements are relatively high.

From the perspective of today's common job requirements, suitable job applicants must demonstrate relevant professional knowledge, skills and abilities, proper work and social habits, and appropriate development potential and personal aspirations for successful performance, professional growth and career advancement (Šikyř and Bušina, 2014, p. 1478). However, to find such job applicants on today's labour market is not easy. The problem is that the professional and personal qualities of many job applicants (especially young people) often do not meet the requirements of organizations. A common problem of employing young people (students and graduates) is that they lack relevant professional skills and social habits (Cordero-Cutillas, Huguet-Monfort and Escribano-Tortajada, 2011, p. 328). Many young people of various specializations have better theoretical knowledge than practical experience (Stanciu and Banciu, 2012, p. 821). Some young people also have no real idea about their future career, but often require positions that do not match their abilities, just to get a job promising them high earnings and rapid career (Garcia-Aricál and Van der Velden, 2008, p. 219).

1 Literature review

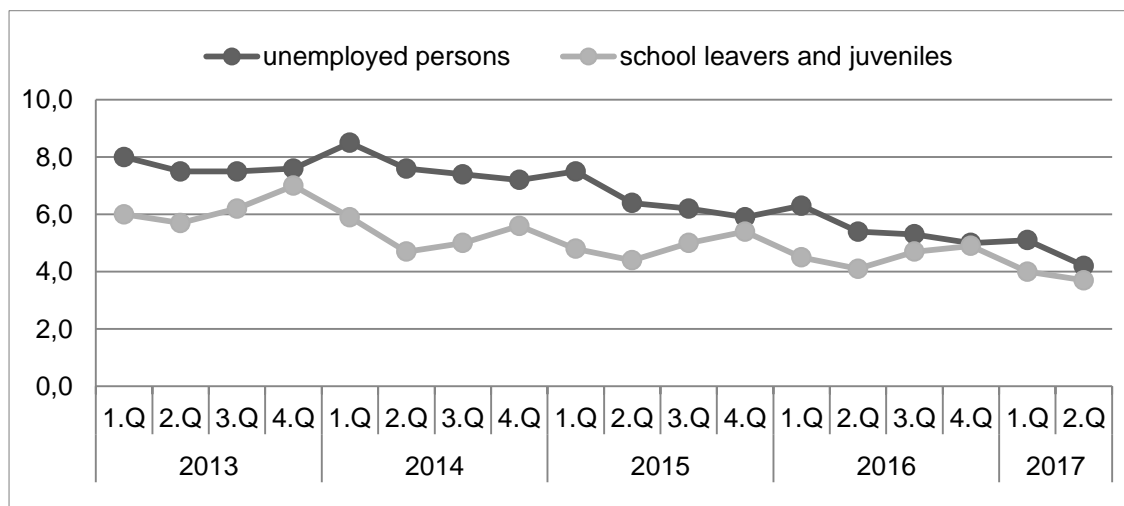
Both theory and practice show that in the developed world the competencies, values, attitudes and beliefs of young people that belong to the generation Y (individuals born from the early 1980s to the mid-1990s) are different from those of their parents and grandparents that belong to the generation X (individuals born from the early 1960s to the late 1980s) and that in the case of next generations these differences will be more apparent (Horváthová and Čopíková, 2015, p. 217). These facts are very important because millennials will constitute about fifty percent of the workforce by 2020 (Barbuto and Gottfredson, 2016, p. 59) and because millennials think of work and career differently than members of the older generation (Stewart et al., 2017, p. 45).

People that belong to the generation Y are greatly influenced by modern technologies and high standard of living (Yazici, 2016, p. 291). Their easy approach to life is also reflected in the approach to study, work and career (Kopertynska and Kmiotek, 2015, p. 185). It is positive that many young people study to increase their chances on the labour market (Johnson et al., 2016, p. 193), but the real professional and personal

qualities of them often do not meet the requirements of organization. However, they crave for meaning-full work, flexible hours, work-life balance, personal development, friendly relationships or career changes (Inanc and Ozdilek, 2016, p. 473). Therefore most organizations tend to hire experienced workers than young people with inadequate experience and unreal expectations. This leads to the unemployment among young people that seems to be a serious social and economic problem (Sirůček and Pavelka, 2013, p. 1279).

Based on the data of the Ministry of Labour and Social Affairs of the Czech Republic (MoLSA, 2013-2017), the figure 1 shows the quarterly average share of unemployed persons (the ratio of available job seekers aged 15 to 64 years in the population of the same age) and the quarterly average share of school leavers with all levels of education and juveniles in the total unemployment from Q1 2013 to Q2 2017. By June 30, 2017 job offices registered altogether 297,439 job seekers (including 10,509 school leavers and juveniles) and 183,500 vacancies (including 51,504 vacancies for school leavers and juveniles). There were 1.6 job seekers for one vacancy at average. In comparison, by June 30, 2017 job offices registered altogether 384,328 job seekers (including 14,618 school leavers and juveniles) and 133,939 vacancies (including 39,898 vacancies for school leavers and juveniles). There were 2.9 job seekers for one vacancy at average.

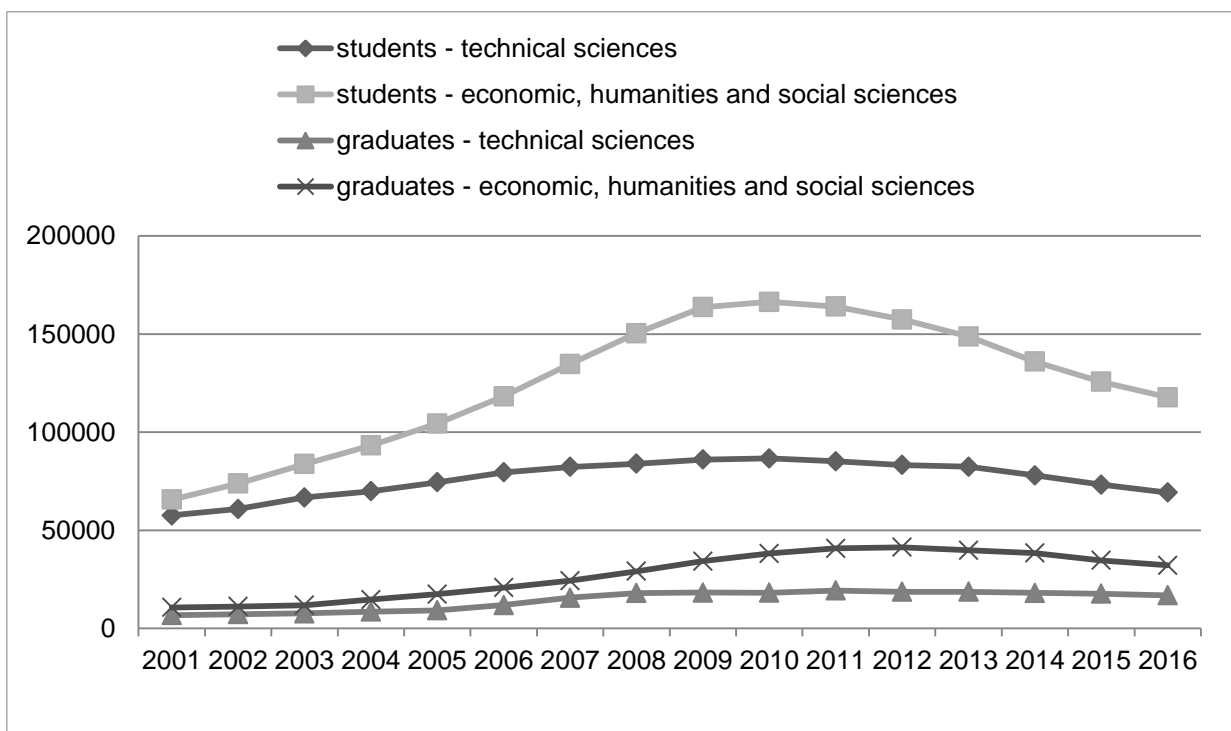
Figure 1: The quarterly average share of unemployed persons and the quarterly average share of school leavers with all levels of education and juveniles in the total unemployment in the Czech Republic (%)



Source: authors based on the data from the Ministry of Labour and Social Affairs of the Czech Republic (MoLSA, 2013-2017)

In the case of Czech university students and graduates, the figure 2 shows the number of students and graduates of technical, economic, humanities and social sciences in the Czech Republic from 2001 to 2016. The data show that the number of students and graduates of economic, humanities and social sciences is consistently higher than the number of students and graduates of technical sciences. The increasing quantity of students and graduates of economic, humanities and social sciences raises questions about their professional and personal qualities, especially in relation to the needs of the labour market and the requirements of employers.

Figure 2: The number of students and graduates of technical, economic, humanities and social sciences in the Czech Republic



Source: authors based on the data of the Ministry of Education, Youth and Sports of the Czech Republic (MEYS, 2017)

Subjectively organizations are afraid of organizational and performance problems of employing young people, but objectively organizations have lack of effective strategies, policies and practices of employing young people as well as lack of understanding of their specific needs (Grenčíková and Španková, 2016, p. 158). To deal with the potential shortage of people with appropriate technical and behavioural competencies on today's Czech labour market, organizations must learn how to create appropriate and attractive employment opportunities for young people and how to effectively develop their potential.

In other words, the young generation entering the labour market make employers change their HR strategies, policies and practices and employers must learn to effectively and efficiently attract, employ and develop young workers, whose expectations about work and career are different from those of their older colleagues and managers. If employers want to compete for and retain top young workers, they must make themselves attractive to them (Barbuto and Gottfredson, 2016, p. 59).

2 Goal and method

The goal of the paper is to define challenges of current human resource management practice in terms of dealing with the potential shortage of qualified and motivated people on the Czech labour market and in connection with the emergence of a new generation of economically active people from among university students and graduates.

Achieving the goal of the paper is based on both the analysis of available secondary data (especially the empirical data available in the scientific literature and academic journals focused on human resources or labour market and the statistical data provided by the Czech Statistical Office, the Ministry of Labour and Social Affairs of the Czech Republic or the Ministry of Education, Youth and Sports of the Czech Republic) and the results of the authors' questionnaire survey focused on students of selected Czech universities and their motivation to study at university and their expectations about the future career.

The authors' questionnaire survey was conducted by authors from September 2016 to March 2017. The goal of the survey was to explore motivation to study and expectations about the future career of students of selected Czech universities and to define related changes in current human resource management practice. The survey was based on the assumption that the current generation of university students, influenced by modern technologies and high standard of living, has relatively high expectations about work and career that may reduce its employability if it does not have the appropriate work experience and social habits.

The respondents were full-time and combined bachelor's and master's students of the College of Regional Development in Prague (Urban and Regional Development Management and Security and Safety Management in Regions), the Masaryk Institute of Advanced Studies of the Czech Technical University in Prague (Personnel Management in Industrial Enterprises and Management and Economy of an Industrial Enterprise), and the Education Management Centre of the Faculty of Education of the Charles University in Prague (Education Management).

The questionnaire included twelve multiple choice questions focused on university students' motivation to study at university and their expectations about the future career: (1) What reasons led you to study at university? (2) Would you change your decision to study at university? (3) How do you see the quality of teaching at the university? (4) How would you characterize your interest in study at the university? (5) Do you work during the

academic year? (6) Do you think that higher education give you more chances to succeed on the labour market? (7) What abilities are the most important for the success on the labour market? (8) Do you want to work in your place of residence? (9) Would you like to be a manager? (10) What do you expect in the field of work and career? (11) How do you see your chances on the labour market? (12) What monthly income do you expect after graduation?

The relevant data were obtained from 994 students. The respondents were characterized by gender (27% male, 73% female), age (74% 29 years or less, 26% 30 years or more), and form of study (64% full-time, 36% combined).

The data analysis was based on the calculation of relative frequencies (as a share from the total number of respondents) and the evaluation of the dependence of responses on age (students aged 29 or less and students aged 30 or more) using contingency tables and chi-square tests of independence. Chi-square tests of independence were applied to determine whether responses of respondents expressed in contingency tables were related to age of respondents (students aged 29 or less and students aged 30 or more). The test procedure included the following steps: (1) formulation of null (H_0) and alternative (H_A) hypothesis, (2) selection of a level of significance α , (3) calculation of the chi square statistic χ^2 , (4) calculation of the degrees of freedom f , (5) selection of the critical chi-square value $\chi^2_{\alpha}(f)$, and (6) comparison of the chi square statistic χ^2 to the critical chi-square value $\chi^2_{\alpha}(f)$ and acceptance or rejection of the null hypothesis.

3 Results

The results of the authors' questionnaire survey are summarized in three parts, focusing on the motivation of students to study at university, the expectations of students about the future career, and the related challenges of current human resource management practice. Although the current survey results do not allow authors to draw general conclusions, they confirm main findings of earlier studies cited in the paper and they show some interesting tendencies in the students' attitudes to study, work and career that are worth attention both from the point of view of universities and from the point of view of employers and their current human resource management practice.

3.1 Motivation of students to study at university

From the perspective of employability of young people, the most important condition needed to succeed on the current labour market is the capability and motivation to learn and develop necessary professional knowledge, skills and abilities as well as suitable work and social habits.

According to the authors' survey results, students stated that they are motivated to study at university by an effort to increase their chances on the labour market (66%), by an effort to obtain the university degree (60%), by the possibility of higher earnings (50%) or

by the possibility of professional development (41%). In this context, 92% of students agreed that higher education gives them more chances to succeed on the labour market. On the other hand, 73% of students stated that they see their chances on the labour market as medium. They were afraid of the strong competition and the lack of work experience. The data analysis showed no significant difference between students aged 29 or less and students aged 30 or more.

The feeling of the lack of work experience can affect the interest of students in studying. 51% of students stated that they are interested in the selected field of study, but it does not meet their expectations. Students complain of theoretical subjects without obvious connections and practical applications. 68% of students stated that the quality of teaching at the university is medium.

Table 1: Contingency table. Question: “How do you evaluate the quality of teaching at the university?”

	High	Medium	Low	Σ
Students aged 29 or less	80* (108.40)**	499 (504.13)	159 (125.47)	738
Students aged 30 or more	66 (37.60)	180 (174.87)	10 (43.53)	256
Σ	146	679	169	994
*observed frequencies (O)				
** expected frequencies (E)				
(1) H_0 : There is no difference between students aged 29 or less and students aged 30 or more regarding the evaluation of the quality of teaching at the university. H_A : There is a difference between students aged 29 or less and students aged 30 or more regarding the evaluation of the quality of teaching at the university.				
(2) Level of significance $\alpha = 0.05$				
(3) Chi square statistic $\chi^2 = \sum \left[\frac{(P_{r,c} - E_{r,c})^2}{E_{r,c}} \right] = 63.870$				
(4) Degrees of Freedom (f): $(r - 1) \times (c - 1) = 2$				
(5) Critical chi-square value $\chi^2_{0.05}(3) = 5.991$				
(6) The chi square statistic (χ^2) is greater than the critical chi-square value $\chi^2_{0.05}(2)$. The null hypothesis is rejected in favour of the alternative hypothesis.				
r – the number of rows in the contingency table				
c – the number of columns in the contingency table				

Source: authors

The data analysis showed a significant difference between students aged 29 or less and students aged 30 or more ($p < 0.05$). We tested the null hypothesis that there is no difference between students aged 29 or less and students aged 30 or more regarding the evaluation of the quality of teaching at the university (table 1). Since the chi square statistic χ^2 was greater than the critical chi-square value $\chi^2_{0.05}(2)$ we rejected the null

hypothesis in favour of the alternative hypothesis. There was a difference between students aged 29 or less and students aged 30 or more regarding the evaluation of the quality of teaching at the university.

The general dissatisfaction with the quality of teaching can reduce the motivation of students to study. The attendance of students is generally poor. Students do not attend the university to learn something new, but to take the test or pass the exam. Many students go to work rather than to school. On the one hand, they can earn money and get experience, but on the other hand, it is not easy for them to study and work at the same time. Students do not focus on their study because of their work. This is a big challenge for universities to change the attitude of students.

The universities should be able to persuade students that the adoption of theoretical knowledge is important, but at the same time they should be able to provide students with enough practical applications, ideally in collaboration with potential employers. The higher education should be directed to the development of both professional and personal qualities of students, who must gain relevant theoretical knowledge, practical skills and social habits.

Table 2: Contingency table. Question: “Do you work during the academic year?”

	Yes, in the field of study	Yes, outside the field of study	No, but I am looking for a job	No and I do not want yet	Σ
Students aged 29 or less	108* (180.42)**	498 (456.61)	74 (55.68)	58 (45.29)	738
Students aged 30 or more	135 (62.58)	117 (158.39)	1 (19.32)	3 (15.71)	256
Σ	243	615	76	61	994

*observed frequencies (O)

** expected frequencies (E)

(1) H_0 : There is no difference between students aged 29 or less and students aged 30 or more regarding the work in the field of study.

H_A : There is a difference between students aged 29 or less and students aged 30 or more regarding the work in the field of study.

(2) Level of significance $\alpha = 0.05$

$$(3) \text{ Chi square statistic } \chi^2 = \sum \left[\frac{(P_{r,c} - E_{r,c})^2}{E_{r,c}} \right] = 164.672$$

(4) Degrees of Freedom (f): $(r - 1) \times (c - 1) = 3$

(5) Critical chi-square value $\chi^2_{0.05}(3) = 7.815$

(6) The chi square statistic (χ^2) is greater than the critical chi-square value $\chi^2_{0.05}(3)$. The null hypothesis is rejected in favour of the alternative hypothesis.

r – the number of rows in the contingency table

c – the number of columns in the contingency table

Source: authors

89% of students stated that they work during the academic year to earn money and get experience, but only 24% of them stated that they work in the field of study, which may be the problem. Of course, every work experience is good to get needed work and social habits, but working outside the field of study does not develop professional knowledge, skills and abilities needed to find a job in the field of study.

The data analysis showed a significant difference between students aged 29 or less and students aged 30 or more ($p < 0.05$). We tested the null hypothesis that there is no difference between students aged 29 or less and students aged 30 or more regarding the work in the field of study (table 2). Since the chi square statistic χ^2 was greater than the critical chi-square value $\chi^2_{0.05}(3)$ we rejected the null hypothesis in favour of the alternative hypothesis. There was a difference between students aged 29 or less and students aged 30 or more regarding the work in the field of study.

3.2 Expectations of students about the future career

From the perspective of today's common job requirements, suitable job applicants must demonstrate relevant professional knowledge, skills and abilities, suitable work and social habits, and appropriate development potential and personal aspirations for successful performance, professional growth and career advancement. Although many young people do not meet the common job requirements, their expectations about the future career are relatively high. According to the authors' survey results, the students' expectations about the future career included meaningful work (73%), self-fulfilment (62%), friendly team (59%), fair wages (56%), favourable environment (54%), job security (49%), professional management (41%), personal development (41%), employee benefits (31%) or career prospects (31%).

Many young people do not want to start from scratch, overestimate themselves and require positions that do not match their abilities. According to the authors' survey results, 65% of students stated that they want to be managers (manage people), which is normal when they study to become managers, but they forget that it is a long way and that they have a lot to learn. The data analysis showed no significant difference between students aged 29 or less and students aged 30 or more.

When it comes to wage expectations, the starting expectations of many young people are usually higher than the real wage that an employer can offer to a newcomer with the lack of relevant work experience. According to the authors' survey results, 50% of students stated that they are motivated to study at university by the possibility of higher earnings and 51% of students stated that after graduation they expect the monthly income between EUR 750 and EUR 1,050. According to the data of the data of the Czech Statistical Office (CZSO, 2017), in Q1 2017, the average gross monthly nominal wage was approximately EUR 1,069 (CZK 27,889). The data analysis showed a significant difference between students aged 29 or less and students aged 30 or more ($p < 0.05$). We tested the null hypothesis that there is no difference between students aged 29 or

less and students aged 30 or more regarding expected monthly income after graduation (table 3). Since the chi square statistic (χ^2) was greater than the critical chi-square value ($\chi^2_{0.05}$) we rejected the null hypothesis in favour of the alternative hypothesis. There was a difference between students aged 29 or less and students aged 30 or more regarding expected monthly income after graduation.

Table 3: Contingency table. Question: “What monthly income do you expect after graduation?”

	EUR 700 and less	EUR 750– 1,050	EUR 1,100– 1,450	EUR 1,500 and more	Σ
Students aged 29 or less	94* (74.35)**	446 (378.42)	128 (185.12)	71 (101.11)	739
Students aged 30 or more	6 (25.65)	63 (130.58)	121 (63.88)	65 (34.89)	255
Σ	100	509	249	136	994

*observed frequencies (O)

** expected frequencies (E)

(1) H_0 : There is no difference between students aged 29 or less and students aged 30 or more regarding expected monthly income after graduation.

H_A : There is a difference between students aged 29 or less and students aged 30 or more regarding expected monthly income after graduation.

(2) Level of significance $\alpha = 0.05$

(3) Chi square statistic $\chi^2 = \sum \left[\frac{(P_{r,c} - E_{r,c})^2}{E_{r,c}} \right] = 170.954$

(4) Degrees of Freedom (f): $(r - 1) \times (c - 1) = 3$

(5) Critical chi-square value $\chi^2_{0.05}(3) = 7.815$

(6) The chi square statistic (χ^2) is greater than the critical chi-square value $\chi^2_{0.05}(3)$. The null hypothesis is rejected in favour of the alternative hypothesis.

r – the number of rows in the contingency table

c – the number of columns in the contingency table

Source: authors

A specific problem of many people (young and old) is unwillingness to commute to work. According to the authors' survey results, 47% of students stated that they want to work in their place of residence, 37% of students stated that they are willing to commute to work, and 16% of students stated that they are willing to move for work. The data analysis showed no significant difference between students aged 29 or less and students aged 30 or more.

Despite all the expectations and problems, students are aware of the fact that the success on the labour market is determined by their abilities. According to students, the most important abilities necessary for the success on the labour market include the ability to communicate with people (77%), the ability to solve problems (74%), the ability to

acquire new knowledge (59%), the ability of team work (58%) or the ability to apply own knowledge (56%). Generally, students should continually improve their knowledge of foreign languages, their computer skills or their knowledge of management, economics, psychology, sociology, marketing, informatics or law.

3.3 Challenges of current human resource management practice

Many employers value experienced workers as the most important source in their organizations. Employers require and appreciate workers with relevant professional knowledge, skills and abilities. It seems reasonable, but from the perspective of potential shortage of qualified and motivated people on the Czech labour market, this is not a sustainable approach. Employers should apply a positive approach to the employment of young people and focus on their strengths, not weaknesses.

Employers should also apply proven strategies, policies and practices in talent, performance, knowledge, and diversity management to create appropriate and attractive employment opportunities for young people.

In terms of talent management employers should establish and maintain effective relationships with suitable secondary schools and universities to have a chance to meet, attract, and select talented young people and potential workers. An attractive employee value proposition should include meaningful work, flexible hours, friendly relationships, personal development or career prospects. People with a talent that cannot be easily copied by competitors represent a competitive advantage of the organization (Rofaida, 2016, p. 615). The processes of talent management (i.e. talent planning, resourcing and developing) can help people with a high potential to align with goals of the organization and become aware of what attitudes and behaviour the organization requires and appreciates (Khoreva, Vaiman and Van Zalk, 2017, p. 19). Therefore, it is important for organizations to create motivating working conditions for people to encourage the application and development of their individual knowledge, skills and abilities (Ingram, 2016, p. 443).

In terms of performance management employers should ensure continuous improvement of workers' abilities, motivation, and outputs. Through a written or verbal agreement between managers and workers about particular aspects of their performance employers should ensure that abilities, motivation, and outputs of workers are consistent with expected goals of the organization. In view of effective management of workers' abilities, motivation, and outputs it is important to ensure regular feedback from managers to workers through a regular performance review (Armstrong and Taylor, 2014, p. 120). The purpose is to assess and discuss workers' abilities, motivation, and outputs, find way to solve eventual problems or use potential opportunities and agree on necessary changes or performance requirements. The continuous improvement of workers' abilities, motivation, and outputs can be ensure through Plan-Do-Check-Act cycle, it means to plan

what you expect to do, try to do it according to plan, compare the actual result the expected result and standardize what works (Rother, 2010, p. 133).

In terms of knowledge management employers should develop conditions for voluntary and mutual storing and sharing of knowledge in the organization. Knowledge management is concerned with managing available knowledge in the organization that may be divided into explicit and tacit knowledge (Armstrong and Taylor, 2014, p. 78). Explicit (expressible) knowledge is stored in databases of information systems. It is relatively easy shared and it can be managed through management of information systems and information and communication technologies. Tacit (hidden) knowledge is stored in memory of workers. It develops from interaction of explicit knowledge and other knowledge of workers. It is not easy shared and it can be managed only through management of workers. The purpose of knowledge management is to continually improve the storing and sharing of knowledge in the organization and so continually improve performance of individual workers and the organization as a whole.

In terms of diversity management employers should create age diverse groups of people to mix the new ideas of young people with the life and work experience of other people in the organization. This approach should allow employers to understand the needs and perspectives of different groups of people to create appropriate and attractive employment opportunities for them. Diversity management means creating and maintaining employment opportunities and working conditions with regard to the natural diversity of people (Armstrong and Taylor, 2014, p. 579). In terms of the age of workers, the aim of diversity management is to gain a competitive advantage by employing people of all ages. It requires changing some stereotypes associated with the employment of young and older people (Němec and Surynek, 2015, p. 1180). Young people usually do not meet the employers' requirements for professional skills and experience, as well as social behaviour and professional motivation. Older people (aged 50 and over) are usually seen as loyal and hardworking, but inflexible, ineffective and unpromising. This leads to the fact that employers are not willing to invest in them. In addition, many young and older people believe that the age alone is a barrier for getting a job, but the fact is that age diverse groups of people have various knowledge, skills and abilities that add value to the workplace and play a key role in achieving success of the organization.

On the other hand, young people should be ready to continually learn and develop necessary technical and behavioural competencies needed to succeed on the labour market. These competencies include knowledge of foreign languages or information technologies, as well as the knowledge of management, economics, psychology, sociology, marketing, informatics and law or the ability to communicate with people, to solve problems, to apply own knowledge or to collaborate and communicate with others.

4 Conclusion

The authors' survey results support the suggestion that from the perspective of potential shortage of qualified and motivated people on the Czech labour market employers should apply a positive approach to the employment of young people and apply proven strategies, policies and practices in talent, performance, knowledge, and diversity management to create appropriate and attractive employment opportunities for young people.

The authors' survey results include answers of 997 Czech university students focused on their motivation to study at university and their expectations about the future career. 66% of students stated that they are motivated to study at university by an effort to increase their chances on the labour market, but 73% stated that they see their chances on the labour market as medium. They were afraid of the strong competition and the lack of work experience. The data analysis showed no significant difference between students aged 29 or less and students aged 30 or more.

89% of students stated that they work during the academic year to earn money and get experience, but only 24% of them stated that they work in the field of study. The data analysis showed a significant difference between students aged 29 or less and students aged 30 or more. 50% of students stated that they are motivated to study at university by the possibility of higher earnings and 51% of students stated that after graduation they expect the net monthly income between EUR 750 and EUR 1,050. The data analysis showed a significant difference between students aged 29 or less and students aged 30 or more. 47% of students stated that they want to work in their place of residence. The data analysis showed no significant difference between students aged 29 or less and students aged 30 or more. The other students' expectations about the future career included meaningful work (73%), self-fulfilment (62%), friendly team (59%), fair wages (56%), favourable environment (54%), job security (49%), professional management (41%), personal development (41%), employee benefits (31%) or career prospects (31%). This all can lead to the fact that most employers tend to hire experienced workers than young people with inadequate experience and unreal expectations.

Many employers value experienced workers as the most important source in their organizations. Employers require and appreciate workers with relevant professional knowledge, skills and abilities. It seems reasonable, but from the perspective of potential shortage of qualified and motivated people on the Czech labour market, this is not a sustainable approach. Employers should apply a positive approach to the employment of young people and focus on their strengths, not weaknesses. Employers should also apply proven strategies, policies and practices in talent, performance, knowledge, and diversity management to create appropriate and attractive employment opportunities for young people.

In terms of talent management employers should establish and maintain effective relationships with suitable secondary schools and universities to have a chance to meet, attract, and select talented young people and potential workers. In terms of performance management employers should ensure continuous improvement of workers' abilities, motivation, and outputs. In terms of knowledge management employers should develop conditions for voluntary and mutual creation, sharing, and use of knowledge in the organization. In terms of diversity management employers should create age diverse groups of people to mix the new ideas of young people with the life and work experience of other people in the organization.

On the other hand, young people should be ready to continually learn and develop necessary knowledge of foreign languages or information technologies, as well as the knowledge of management, economics, psychology, sociology, marketing, informatics and law or the ability to communicate with people, to solve problems, to apply own knowledge or to collaborate and communicate with others.

These issues open up new possibilities for further research focused on the labour market and employability of the new generation of work force.

References

- ARMSTRONG, M. and TAYLOR, S. (2014). *Armstrong's Handbook of Human Resource Management Practice*. 13th ed. London: Kogan Page Limited.
- CORDERO-CUTILLAS, I., HUGUET-MONFORT, J. and ESCRIBANO-TORTAJADA, P. (2011). Labour Market Access of Graduates in Law: Teaching and Learning of Skills and Abilities in the European Higher Education Area. In CHOVA, L. G., TORRES, I. C. and MARTINEZ, A. L. (Eds.). *5th International Technology, Education and Development Conference*, pp. 328-332.
- BARBUTO, J. E. and GOTTFREDSON, R. K. (2016). Human Capital, the Millennial's Reign, and the Need for Servant Leadership. *Journal of Leadership Studies*, Vol. 10, No. 2, pp. 59-63. <https://doi.org/10.1002/jls.21474>
- CZSO (2017). Average wages – Q 1 2017. *The Czech Statistical Office*. Retrieved August 28, 2017, from <http://www.mpsv.cz/en/1614>
- GARCIA-ARACIL, A. and VAN DER VELDEN, R. (2008). Competencies for Young European Higher Education Graduates: Labor Market Mismatches and Their Payoffs. *Higher Education*, Vol. 55, No. 2, pp. 219–239. <https://doi.org/10.1007/s10734-006-9050-4>
- GREŇČÍKOVÁ, A. and ŠPANKOVÁ, J. (2016). Labour Migration Trends in the Slovak Republic. *Economics and Sociology*, Vol. 9, No. 2, pp. 158-167. <https://doi.org/10.14254/2071-789X.2016/9-2/11>
- HORVÁTHOVÁ, P. and ČOPÍKOVÁ, A. (2015). Generation Y and its Impact on the Performance of Personnel Activities. In KLIESTIK, T. (Ed.) *15th International Scientific Conference on Globalization and its Socio-Economic Consequences*, pp. 217–223.
- INANC, E. E. and OZDILEK, E. (2016). Work Values as Predictors of Boundaryless Career Attitudes of Generation Y Turkish Higher Education Students. In USLU, F. (Ed.), *3rd International Conference on Education and Social Sciences*, pp. 473-482.
- INGRAM, T. (2016). Relationships Between Talent Management and Organizational Performance: The Role of Climate for Creativity. In WACH, K., ZUR, A. (Eds.), *8th International Scientific ENTRE Conference on Advancing Research in Entrepreneurship in the Global Context*, pp. 443-452. <https://doi.org/10.15678/EBER.2016.040315>
- JOHNSON, C. L., GUTTER, M., XU, Y., CHO, S. H. and DeVANEY, S. (2016). Perceived Value of College as an Investment in Human and Social Capital: Views of generations X and Y. *Family & Consumer Sciences Research Journal*, Vol. 42, No. 2, pp. 193-207. <https://doi.org/10.1111/fcsr.12195>
- KHOREVA, V., VAIMAN, V. and VAN ZALK, M. (2017). Talent Management Practice Effectiveness: Investigating Employee Perspective. *Employee Relations*, Vol. 39, No. 1, pp. 19-32. <https://doi.org/10.1108/ER-01-2016-0005>
- KOPERTYNSKA, M. W. and KMIOTEK, K. (2015). Engagement of Employees of Generation Y – Theoretical Issues and Research Experience. *Argumenta Oeconomica*, Vol. 35, No. 2, pp. 185-201.
- KUCHARČÍKOVÁ, A., KOŇUŠÍKOVÁ, L. and TOKARČÍKOVÁ, E. (2015). The Quantification of Human Capital Value in Digital Marketing Companies. In ČÁBYOVÁ, L. and PETRANOVÁ, D. (Eds.). *International Scientific Conference Marketing Identity 2015: Digital Life*, pp. 151-163.

- MARGINSON, S. (2016). The Worldwide Trend to High Participation Higher Education: Dynamics of Social Stratification in Inclusive Systems. *Higher Education*, Vol. 72, No. 4, pp. 413-434. <https://doi.org/10.1007/s10734-016-0016-x>
- MEYS (2017). Data on students and graduates 2000-2016. *The Ministry of Education, Youth and Sports of the Czech Republic*. Retrieved August 28, 2017, from <http://www.mpsv.cz/en/1614>
- MoLSA (2013-2017). Unemployment in the Czech Republic. *The Ministry of Labour and Social Affairs of the Czech Republic*. Retrieved August 28, 2017, from <http://www.mpsv.cz/en/1614>
- NĚMEC, O. and SURYNEK, A. (2015). Age Management as a Part of Corporate Social Responsibility. In LOSTER, T. and PAVELKA, T. (Eds.). *The 9th International Days of Statistics and Economics*, pp. 1180-1190.
- ROFAIDA, R. (2016). Competitive Advantage through Talent Management. In ABDULLAH, A. G., HURRIYATI, R. NANDIYANTO, A. et al. (Eds.). *1st UPI Global Conference on Business, Management and Entrepreneurship*, pp. 615-617. <https://doi.org/10.2991/gcbme-16.2016.115>
- ROTHER, M. (2010). *Toyota Kata: Managing People for Improvement, Adaptiveness and Superior Results*. New York: McGraw-Hill Education.
- STANCIU, S. and BANCIU, V. (2012). Quality of Higher Education in Romania: Are Graduates Prepared for the Labour Market? In BEKIROGULLARI, Z. (Ed.). *3rd International Conference on Education and Educational Psychology*, pp. 821–827. <https://doi.org/10.1016/j.sbspro.2012.12.004>
- STEWART, J. S., OLIVER, E. G., CRAVENS, K. S. and OISHI, S. (2017). Managing Millennials: Embracing Generational Differences. *Business Horizons*, Vol. 60, No. 1, pp. 45–54. <https://doi.org/10.1016/j.bushor.2016.08.011>
- ŠIKÝŘ, M. and BUŠINA, F. (2014). Human Resource Management in the Czech and Slovak Building Industry. In LÖSTER, T. and PAVELKA, T. (Eds.). *The 8th International Days of Statistics and Economics. Conference Proceedings*, pp. 1477-1486.
- SIRŮČEK, P. and PAVELKA, T. (2013). Youth Unemployment in the Czech Republic and the Impact of Economic Crisis. In LOSTER, T. and PAVELKA, T. (Eds.). *The 7th International Days of Statistics and Economics*, pp. 1278-1287
- YAZICI, B. (2016). Attitudes of Generation Y toward Luxury Products and Youth-led Change in Luxury Consumption Behaviour. *Turkish Online Journal of Design Art and Communication*, Vol. 6, No. 3, pp. 291-306. <https://doi.org/10.7456/10603100/001>