UNIVERSITY OF LJUBLJANA
FACULTY OF ECONOMICS

MASTER THESIS

Career Development of Graduates in Economics and Business Administration in Croatia

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IZJAVA

Študentka Ivana Tadić izjavljam, sa sem avtorica tega magistrskega dela, ki sem ga napisala pod mentorstvom dr. doc. Nade Zupan in skladno s 1. odstavkom 21. člena Zakona o avtorskih in sorodnih pravicah dovolim objavo magistrskega dela na fakultetskih straneh.

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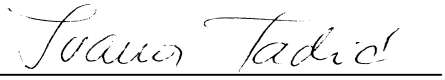
Podpis: 

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1. INTRODUCTION

Introduction part will provide approach to the master thesis's topic. In this part general definitions and explanations about main concepts such as career and its development as well as graduates in Economic in Croatia will be provided. Hereafter problem definition, main goals of the research, methodology of research and structure of the master thesis will be presented.

1.1. PROBLEM DEFINITION

The importance of educated graduates in Economics (and business administration)[1], as well as the quality education in economics are recognised by Croatian population. Future students of Economics show great interest in the enrolment on Croatian Faculties of Economics. This can be proved with the fact that Faculties of Economics in Croatia hold prime position regarding the number of opening positions for new students as well as the annual number of the enrolled and graduated students. At the Croatian labour market there is a great number of those graduates in Economics who are waiting for their first job opportunity (in Croatian regions that will be researched in the master thesis, the unemployed graduates in Economics form 25%-30% of total number of unemployed persons with faculty degree). On the other hand, it is important to mention that they represent those professionals whose process of employment is the most dynamic one. There is also a significant number of those who find their first employment immediately after their graduation. This can be applied to those students who proved themselves as successful students and hard working individuals who had part time jobs during their educational process. There are more and more companies in Croatia that require numerous skills and abilities from potential employees, and not only graduation diploma. Such requests can be seen as: creativity, challenge, incentive and finally potential for development, which is the main topic of this master thesis. These are the reasons why it is important and useful to study careers of graduates in Economics for improving the efficiency of labour market activities on both sides, supply and demand.

Before closely defining the term career development, it is useful to present the term of career, its meaning as well as its implications for individuals. It is necessary to distinguish career from the concrete job. Job represents a set of activities that a person undertakes to fulfil his/her tasks and duties in order to get his/her monthly compensation, monthly pay check (Bahtijarević, 1999, p. 829). Career is more complex and is more demanding than a job itself. While most people think that the term career means advancement in an organisation, a broader view defines career as an individually perceived sequence of attitudes and behaviours associated with the work-related activities and experiences over the span of a person's life (Bernardin, Russel, 1993, p.340). For an individual in an organisation, career is observed as a continuous movement among jobs, positions, challenges and different responsibility levels. It

[1] In further text term of this profession will be expressed just as graduates in Economics, but it will imply graduates in Economics (and business administration).

represents the main link between organisation and its employees, and also it defines the level which the individual in a company wants to reach. Individuals' goals, plans and wishes have to be in correlation with organisational core plans and goals in order to succeed in creation of personal career. The main goal of all companies is to create successful organisational development. In order to reach that level, companies should pay great attention to personal interests of their employees, because they represent the companies' most important capital. Companies should plan their achievement and make it possible hand by hand with their employees. In this way they will form a strong connection between their (companies') needs and personal needs of their employees. Those companies that treat their main resource, employees, in the stated way, will for certain have benefits in the future. Companies that are aware of that fact organise human resource (HR) departments whose most important task is professional planning and development of individual careers.

Besides career definition and its meaning, it is very important to define the process of career development and its influence on an individual in a company. Career development is represented by a set of correlated and integrated organisational and individual activities, where individuals and companies are seen as partners in the process of promotion and development of personal career (Bahtijarević, 1999, p.831). The overall process of career development can be defined as an ongoing process, by which individual persons progress through a series of stages, each of which is characterised by a relatively unique set of issues, themes and tasks (De Simone, Harris, 1998, p.347). Individual career development can be observed inside the same company and can be seen as a type of hierarchical promotion from simpler and less demanding jobs and positions to those more demanding, more challenging and those that involve certain level of responsibility. On the other hand, career can be developed horizontally, which means that a person changes jobs and positions from those where he/she started to work "by accident" to those which fulfil and satisfy his/her personal expectations and demands.

Career development can be observed through different stages, connected with personal and business life. Studies of career stages have found that needs and expectations change as the individual moves through the stages (Ivancevich, 1994, p.493). Also, different career stages require different demands from individuals, which include different activities that they have to deal with, but also different procedures during adaptation of personal and organisational needs. This leads to different roles that individuals play in an organisation. When talking about career and career development, it is necessary to mention numerous factors that can influence the process of career development. Those factors can be distinguished as those that act as a tool in career development process, but also personal factors which influence individual's behaviour. The last but not the least important factor influencing career development is education, because educated and skilled personnel represent the companies' main competitive advantage.

1.2. THE AIM AND GOALS OF THE RESEARCH

The general aim of the thesis is to form cognition about present conditions on the labour market of graduates in Economics in Croatia with regard to movements and employment dynamics. Using different tools and methods in the empirical part of the thesis the aim is to provide information for understanding regional differences in Croatia and also differences in the employment and career development between different generations of graduates in Economics in Croatia.

In line with the general aim, the empirical part of the thesis tests various hypotheses:

- The first set of hypotheses describes correlations among the number of unemployed graduate persons and unemployed graduates in Economics as well as the correlation between the enrolled students at Croatian Faculties of Economics and graduates in Economics.

- The second set of hypotheses looks at the careers of graduates in Economics who are an important segment among Croatian highly educated professionals. Their quality individual development can be valuable for revitalisation of Croatian economy. Analysis of the present situation at Croatian labour market (as a whole but also on regional level) among the graduates in Economics (according to different demographical characteristics), can be incentive for possible changes. Analysing a group of graduates in Economics, this research will try to reveal standards in Croatian economy regarding the issues that are relevant for this thesis. A set of hypotheses will test if there are significant differences among graduates in Economics in different parts of Croatia with regard to determined attributes. It is assumed that Croatian regions that are the subject of this research (Split-Dalmatia County, Primorsko-goranska County and Istria County) do not differ from one another regarding the graduates in Economics due to the fact that they have similar regional and developmental conditions and offer similar opportunities to new graduates regarding educational and employment possibilities.

- The third set of hypotheses will examine correlation between the students' success during faculty education and waiting period for the first employment after graduation. Based on the theory it is assumed that there is no link between excellent educational results and easier and better employment opportunities. For this purpose, the thesis will analyse changes occurred within one generation in the period of four year, and the way their individual careers developed. On the assumption that career develops over a period of several years, differences and similarities among two sequential generations will be presented. By doing so it will be possible to better understand the process of career development among Croatian graduates in Economics. It will also show connection between the career drivers established among Croatian graduates in Economics and career drivers from similar researches.

- The fourth set of hypotheses examines student population of final years from three different Croatian Faculties of Economics. These students are at the doorstep of Croatian labour market and represent the future Croatian economic experts and valuable human capital. Their opinions are important as well as their state regarding their future career development and opportunities in business world. Significant differences among Croatian students of Economics in different part of Croatia regarding determined attributes will be analysed. Non existence of regional differences is assumed due to similar educational and employment opportunities within these regions, providing them similar career opportunities.

- Finally, this work will analyse the correlation between the graduates in Economics and their future colleagues on the business market, the current students of final year. The correlation will be analysed on the basis of the results gathered from the experiences that the graduates in Economics have accomplished till now in real business situations and the students' expectations in the real business world. The final set of hypotheses will examine if there are significant differences between the experiences of graduates in Economics and students' expectations. Through the analysis of the students' expectations after graduation and career reality, it will be possible to understand potential discrepancies.

1.3. METHODOLOGY OF THE RESEARCH

In this master thesis results and information will be gathered through survey (questionnaire), statistical data and direct research. Empirical part of this work will be mostly done through survey, which will be divided in two parts. The first survey will be done among the graduates in Economics that graduated at the Faculties of Economics in Split, Rijeka and Pula in the generation 1997/98, with the exception that an additional generation of Split's graduates in Economics will be questioned, and that is the generation that graduated four years before, in 1994/95. The other survey will be done among the students of the final year at the Faculties of Economics in Split, Rijeka and Pula, generation 2004/2005. Both surveys will be in written form. Regarding the structure of the questionnaire and gathered and analysed data, the findings from the first survey will be dealing with the respondents' personal data, their first job, and their position in the company, process and of selection but also satisfaction on the current employment position, as well as the awareness of their career and developmental opportunities. On the other hand, findings from the other survey will be dealing with the final year students' expectations and opinions about their first job and developmental opportunities. Majority of questions will be structured questions, which means that they will specify the set of response alternatives, constructed in the multiple-choice and scale format. A few questions will be open-ended, but those will relate only to the answers where respondents will be required to write numerical answers.

Also, this master thesis will be supported not only by these surveys, but by the concrete data from different statistical reports and computerised databases from the Croatian Employment Service, Regional offices Split, Rijeka and Pula. These data will mainly present support or evidence about the movements of Croatian graduates in Economics, employed and unemployed Croatians graduates in Economics and their share among all occupations. Also, in the research numerous references, bibliographical and Internet sources will be used, and personal research will be done through direct contact with the persons and occupations which can be a valuable source of information concerning the topic of this research.

1.4. STRUCTURE

Due to the topic of this research as well as to the definition of the problem, this master thesis will be divided into six parts. Within the first part, the reader will be introduced to the definition and will be presented with the background of the problem. The main reasons and goals of this research will also be described as well as the methods of the research and work.

The topics of the second, third and fourth part will be theoretical ones, which will clarify the problem section in a more proper and clearer way. Theoretical foundations that will guide the whole research will be presented in this segment, as well as the research questions. These parts will include the definition of career with its development process as well as with career development stages. The importance of personal roles in career development will also be the issue of this subject. Further, the theoretical part of the thesis will continue with the stress on the factors that influence career development and these factors will be emphasised as organisational career planning and development tools as well as the personal behaviour and knowledge as drivers for continuous development. Finally, career drivers will be theoretically presented as well as the Croatian regional differences and similarities, which will be analysed in the empirical part of thesis.

The aim of the fifth part will be to present analytical findings from the labour market in Croatia regarding the graduates in Economics. The first part will be concerned with the structure of this market and the dynamics of employment of the graduates in Economics in Croatia. Structure of the graduates in Economics according to demographic factors in three Croatian counties will be taken into consideration in this segment of the work. The second part of the empirical research will deal with surveys and their results. All findings on the major topics will be presented here and supported by the conclusions and explanations gathered through hypotheses. Various comparative analyses will be done in this part of the work, as comparison among graduates in Economics within different counties, comparison of different generations of graduates in Economics tested in the same period, and comparison of the same generation of graduates in Economics but tested in two different periods. This part will also show the findings about the students' expectations regarding their first job after graduation and possibilities in career development. At the end, the empirical part of the

research will also explore correlations between two stated groups of respondents, between experiences of the graduates in Economics and the students' expectations.

The final part will present conclusions of the whole work supported by the summary of quantitative and qualitative analysis. Findings will be explained with regard to the presented problem and definitions from the theoretical part of the work. Also, some possible solutions of the problems will be presented. At the end of the work, all bibliography that will be used in the research will be presented, supported by computerised databases. A list of all tables, charts and figures will be included.

2. THEORETICAL ASPECT OF CAREER AND ITS DEVELOPMENT

This part theoretically introduces the complex term of career and its development through different stages of the individuals' work life. Extension of this part expresses influence of diverse factors on the individuals' career development and provides theoretical basis for further empirical research.

2.1. DEFINITION OF CAREER AND ITS DEVELOPMENT

Career is a complex term, and different authors define it in different ways. In the past, people did not consider this term to be so complex and important as now, and it was considered that when a person had a job, it was for a life long term. People used to start their job when they were young, and they used to stay in the same organisation, and even at the same position, till they retired. It was taken for granted that a person if hard worker, reliable, competent, loyal and making no problems, would have a job as long as he/she wanted it. In return for such behaviour of employees, companies offered them job security and stability of job. All the system, including organisation and employees, functioned like a family, where the organisation was the one that acted in paternalistic way. In those days career started as soon as a person finished his/her education and started to work, and did not require any additional knowledge or professional development.

Today the situation is quite different and much more complex, due to the numerous and constant changes in economics and technology. If a person wants to succeed in such a turbulent and changing environment, he/she has to adapt to it, and should continue acquiring new skills, abilities and training throughout the whole working life. It is obvious today that a person must constantly develop new and better personal skills. New jobs and new tasks are more demanding and more challenging, so individuals need to be available, ready and prepared enough to accomplish new and technologically more sophisticated tasks and duties (Ivancevich, 1994, p.490). However, the employee is not the only one who has to take many factors into consideration if he/she wants to succeed in professional life. Also, the organisation must be aware of many factors, one of them being how to best utilize talents of its employees. Companies must be aware of the fact that creating stable and fruitful future growth will be possible only with the help and support of human resources. The HR departments offer not only care for employees, but also coordination and correlation of personal and organisational needs, plans, goals and abilities (Bernardin, Russel, 1993, p 341). Relationship between companies and employees has drastically changed in a way that now both of them wants to derive benefit from that relationship. Changes are seen in the fact that employees do not have promise for a long term and secure employment any more, but have to be responsible for their own future. Taking into consideration that today career is considered to be a life long process more complex than it used to be, it is not strange that career is in a focus of many studies, and that many scientists in different professions (psychologists, sociologists, economists) are trying to understand the process of personal career. There are

various possibilities when one tries to define the term of career, and different authors define it in a narrower or broader way. Career can describe the individual's occupation, but on the other hand, it can denote one's progression and increasing success within his/her occupation or organisation, or it can denote sequence of related jobs (De Simone, Harris, 1998, p. 345). A career is the sum of total work-related experiences throughout a person's life (Jones, George, Hill, 2000, p.406). The popular meaning is probably reflected in the idea of moving upward in one's chosen line of work-making more money; having more responsibility; and acquiring more status, prestige and power (Ivancevich, 1994, p.492). A career is denoted by getting jobs, moving between the jobs, positions, levels of responsibilities and challenges, but even more than that (Bahtijarević, 1999, p.830).

To sum up, career is a life long process, which is composed of the person's working experience gained while performing different jobs and moving between diverse positions, but it is also fulfilled by achieving greater responsibility, power and progression on his/her career path. Career becomes the most important connection between an individual and organisation. Young, talented and well educated and skilled professionals put their career and development among the most important segments of their life, and they stay in certain position until they see perspectives for personal and career development. According to this, career can be subjectively determined and depends on the individual's explanation, as a sequence of attitudes and behaviours related to his/her working experience. On the other hand, it can also be determined objectively and means getting the first job, moving between different jobs and tasks, levels of responsibility and different challenges, or it can also be represented as a long sequence of different jobs and working experience.

2.2. CAREER DEVELOPMENT

Putting the term c*areer* and the term *development* together, it can be said that career development is the life-long process of fostering and cultivating the shape of the individual's working life so as to make the best use of inherent talents, skills, knowledge and interests for that person (Peel, 1992, p.13). The term *career development* is concerned with the potential of employees and the situations in which they are or may be at the moment and after that. It often carries a strong overtone of promotion and upward movement. Career development is vital to the individual employee. Taking into consideration the Masllow's[2] well known hierarchy of needs, which places self-actualisation at the top of pyramid as the goal to which all aspire, it can be concluded that career development is central to this self-actualisation. It will contribute at the deepest level to working effectiveness, motivation and personal fulfilment, not only in working life but spreading also at social spheres of individual's life (Peel, 1992, p.14). Before starting developing his/her own career, individual has to make thorough consideration of possible solutions. Those solutions imply all the connections and correlations between one's needs, abilities, preferences and wishes, and the organisation's

[2] See more on Maslow's hierarchy of needs theory in Daft, Marcic, 2001, p.413.

capabilities, needs and possibilities. If matches and correlations between those two important actors work, than both parties can achieve positive results. Matching will not happen suddenly and at once when it is needed, but it has to be planned, organised and required from both sides. As stated, individuals and organisations are those who have to take care about this process, but there are also the HRM specialists and experts, who need to help them to make correlations and connections. Those specialists in combination with organisations have to accomplish individual needs, while individuals, on the other hand, must be aware of the opportunities available now, and of course, those anticipated in the future. Important information and cognitions on actual situation and future needs, have to be share between individuals and organisations, and not kept for one side only.

Benefits of career development are equally important for the employee himself/herself and for the employer (Peel, 1992, p. 14). If the purpose of an organisation is to make profit, than the best developed employees will produce the greatest profit. The matching between the organisation's and individual needs and interests is of significant importance, because employees can give their best only when they are placed on the right job and provided with the right development and training but also supported with the best management. In unfavourable circumstances, the stressed and unhappy employees will be less efficient than those who find the match between job, career and personal satisfaction. If the organisation denies development opportunities to its employees, it may benefit in the short run but later it will be overtaken by those which make the fullest use of their human resources. It is also important to be aware of the needs, abilities and preferences of the other side. People change in time, they learn more, become aware of new the things that have never been aware before, they have new connections, improved abilities and skills, different wishes and opportunities, but also, as the time goes on, they acquire different needs. On the other hand, it is important to born in mind that organisations themselves are not a constant. They also change in a way that requires different organisation structure, changes in the hierarchical level and chain of command. Parallel with the changes in environment, organisations create new departments and require educated and skilled professionals for the new jobs and tasks. So, taken all these into consideration, it is clear that organisations and individuals live and work in a turbulent and changing environment, and require specialists who will help them match their needs and avoid certain discrepancies. This way, certainly, make the job of planning and meeting human resource needs much more efficient. If the matching process works well, the organisation and the individual will benefit. The organisation may experience an increased productivity, higher organisation's commitment and long-range effectiveness, and the employee may have higher satisfaction, security and personal development (Bernardin, Russel, 1993, p.341). Matching the needs stated above, is the process of career development supported by its particular segments, like career planning and career management, which will be described in more details in hereafter.

Every individual understands the term of career, as well as the process of career development in his/her own way. As mentioned in topic 2.1., career is a life long process composed of the

person's working experience gained while performing different jobs and moving between diverse positions, but it can also be attained by achieving greater responsibility, power and progression on career path. Career development has an individual and organisational aspect (Bahtijarević, 1999, 831). It is the process of many correlated and harmonised individual's and organisation's activities, where individual and organisation are perceived as partners in promoting and developing the individual career (Bahtijarević, 1999, p.831).

Besides proper and quality matching between the organisation's and individual's interests and needs, flexibility can be described as another precondition of the successful career development. Flexibility in this term would include changes and discoveries of new markets, involvement in new products and services, creation of new departments, changes and different types of employees with new skills, knowledge and attributes. All these can provide an individual with better conditions for career development, because as it was said before, no one today can be safe and secure that he/she will work at the same position and in the same organisation for the whole of his/her life. In order to help its own employees to develop their careers and to make their own profit out of it, organisations should employ those with a potential for further development. Also they should provide them jobs and tasks that offer challenge and possibilities to improve personal skills and abilities to award them for good individual and team success, but also provide them with the possibilities for constant professional improvement through the further educational processes in order to keep step with the contemporary cognitions. Only constant investments in human resources supported with the capital investments in new technology, and good and quality leadership, can provide a long-term success and competition for many companies, in the country as well as abroad. This also constitutes a base for planning the future needs and further development, for an individual as well as for an organization.

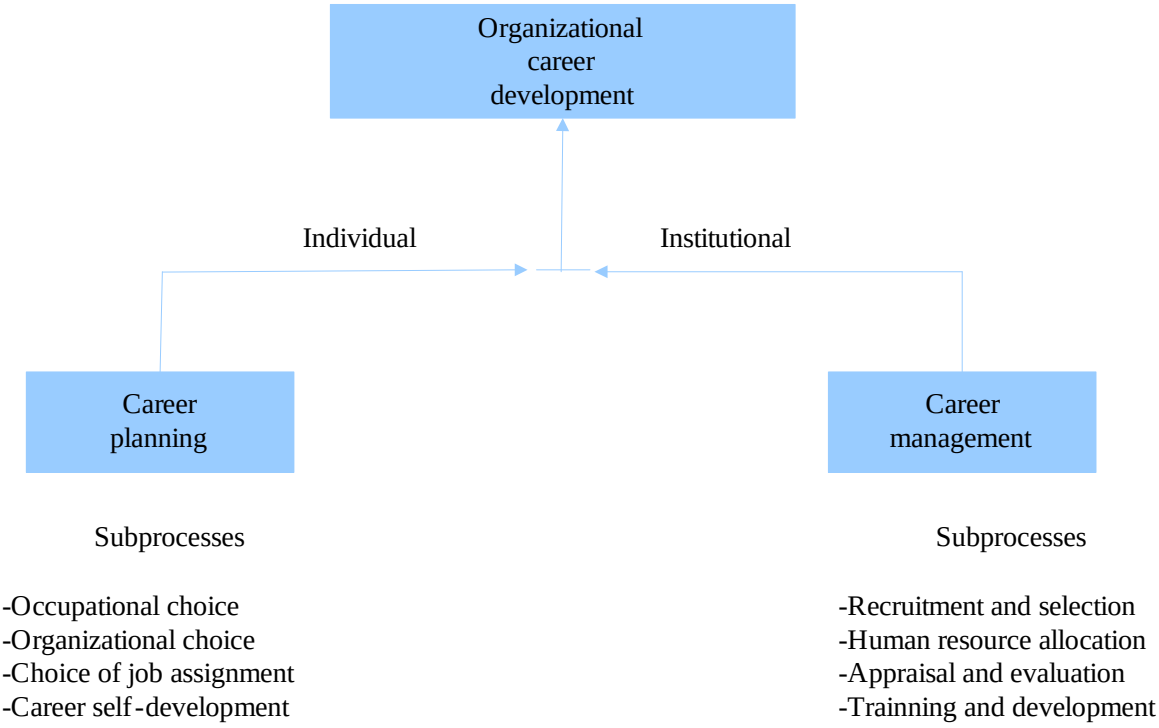
Career and successful career development, are supposed to be in tight correlation with satisfaction. On the other hand, it does not always have to be so, since the successful career development constitutes, for certain, satisfaction in professional life, but not necessarily in personal life too(De Simone, Harris, 1998, p. 346). Coordinating these two parts, i.e. professional and personal life, can be very difficult, especially if one wants to make both of them successful. Developing career can sometimes require neglecting of the personal life and family (of course it depends on the position and profession as well), because career development could demand complete involvement in job. This particularly can be true for women, and it is much harder for them to be successful on their positions in a company developing their careers, and at the same time being good mothers and wives (Bernardin, Russel, 1993, p. 354). There can be a question who is more satisfied and successful, that person who has great success in professional life, but not in his/her personal and family life, or vice versa? Also one can question and investigate the relationship between success in career and personal satisfaction. This could be an interesting topic for some other research, so it is just mentioned here without any detailed explanations and involvement in the subject. At

the end, it must be added that in spite of the all mentioned, there is great number of those who show perspective in both fields, the male and female.

2.2.1. Career planning and career management

Career development can be described as a term that has an internal focus and refers to the way an individual views his/her career, but it has also an external focus that refers to the series of jobs and positions held by an individual. Understanding career development in an organisation requires an examination of two processes: how individuals plan and implement their own career goals (career planning), and how organizations design and implement their career development programs (career management) (Bernardin, Russel, 1993, p.340). This process can be seen in figure 1.

Figure 1: A model of organizational career development



Source: Bernardin, Russel, 1993, p.341

Career affects both actors in the process of career development, an individual and an organisation, and it creates relationship between them (Milkovich, Boudreau, 1997, p.360). So, career development is a complex subject, fragmented in two important factors. These factors are: career planning, which represents the process through which employees identify and implement steps to attain career goals, and career management as the other factor, which represents the process through which organisations select, asses, assign and develop employees, to provide themselves with a pool of qualified people to meet their future needs.

The process of matching is important, because both, he individual and the organisation have their interests in the individual's career. Discussing individual interests, abilities, desires, needs, choices or constrains, it considers career planning, which is an individual aspect in the whole process. Career planning also involves identification of the career-related goals and establishing plans for achieving these goals. It is an activity performed by an individual in order to understand and be able to control his/her work life (De Simone, Harris, 1998, p. 347). It is not necessary that a person does his/her career planning alone, but in cooperation with the HR experts, counsellors and the organisation as a whole. Career planning should always be in correlation with the institution's focus. By pointing out organisations and their future needs, the focus is in another important factor of the process of career development - career management, which represents constant process of preparing, implementing and monitoring career plans that are undertaken by an individual (De Simone, Harris, 1998, p.347). It includes activities that help an individual to develop and carry out his/her plans. By helping the individuals, the organisation will provide realisation of its plans, programs, goals and future needs. To make successful correlation between these two segments, individuals, organisations and HR managers have to provide certain preconditions for achieving mutual satisfaction. Individuals have to make self-assessment of their abilities, interests and values, to analyse the career options and decide on their development objectives and needs. Organisations also have to do their part of work, i.e. to provide the career planning model, job development opportunities and a quality information system needed for the management's decisions. The strong emphasis in the whole process should be put on the constant and quality communication. Individuals have to communicate their preferences to their managers, and organisations have to provide proper information system with updated information. The HR managers in this case have to act as mediators, to counsel employees, follow and update their plans and provide the employees and the management with valid and update information on vacant positions and possible promotions and development solutions. The HR managers and the whole HR department are those who provide necessary professional help to organisations and to individuals.

When summarizing the career planning and career management, it can be concluded that the process of career development is trying to achieve balance between the individual's career needs and the organisation's workforce requirements. These activities are complementary and reinforce each other (De Simone, Harris, 1998, p.348). The plans and programs of career development, i.e. the correlation of these two stated factors, provides successful identification of talents, i.e. of employees with great development potential, improves satisfaction with the job and with organisation, and creates positive attitudes between employees. On the other hand, it may be very difficult to integrate individuals' with the organisation's career efforts, because sometimes the speed or rate at which an individual grows and develops may not be synchronized with the organisations' needs. Anyway, there is an evidence of growing importance of the mutual career development between the employees and their employers, i.e. the organisations. Both actors have to be more active in their career development efforts in

order to meet the changing needs from the side of company, but also from the side of individuals. A balance between these two will provide effective career development.

2.2.2. Career systems and strategy

The career systems in organisations are usually correlated with their strategies. Career development can vary and this can be observed with recruiting as well as with the career development and promotion (Bahtijarević, 1999, p.838). These two dimensions create four categories of career development which are tightly correlated with the organisation's strategy as well as with the strategy of competition (see Figure 2). The organisations recruiting can be internal or external. If organisations engage internal recruiting, they are able to fulfil almost all the positions except for the lowest ones. If, on the contrary, an organisation turns to the external recruiting, it recruits at least as much as it promotes within. Regarding the internal or external recruiting, the openness to the external selection can vary, and these staffing systems can be more open or more closed. Vertical dimension reflects the openness of the system, stressing that the more open or highly open systems are at the top while the more closed ones or the systems with low openness are at the bottom. Horizontal dimension reflects the quantity of individual competition for the internal staffing opportunities. The left end of horizontal dimension indicates lower competition, i.e. more group contribution, while the right end indicates higher individual contribution. Combinations of these two dimensions, i.e. combinations of the openness to the external selection and promotion competition among individuals, create four career systems, known as fortress, baseball team, club and academy.

The fortress (upper left) has low competition among individuals for internal staffing opportunities, but high openness to the external staffing at all levels. The organisations characterised as fortresses are not able to focus on individual members regarding their job security or awarding their individual merits, but want to secure educated employees with the abilities of changing orientation. This system often characterises industries with shortages in some areas and they are usually fighting for survival. Examples of this category are: publishing, textile industry, and retailing.

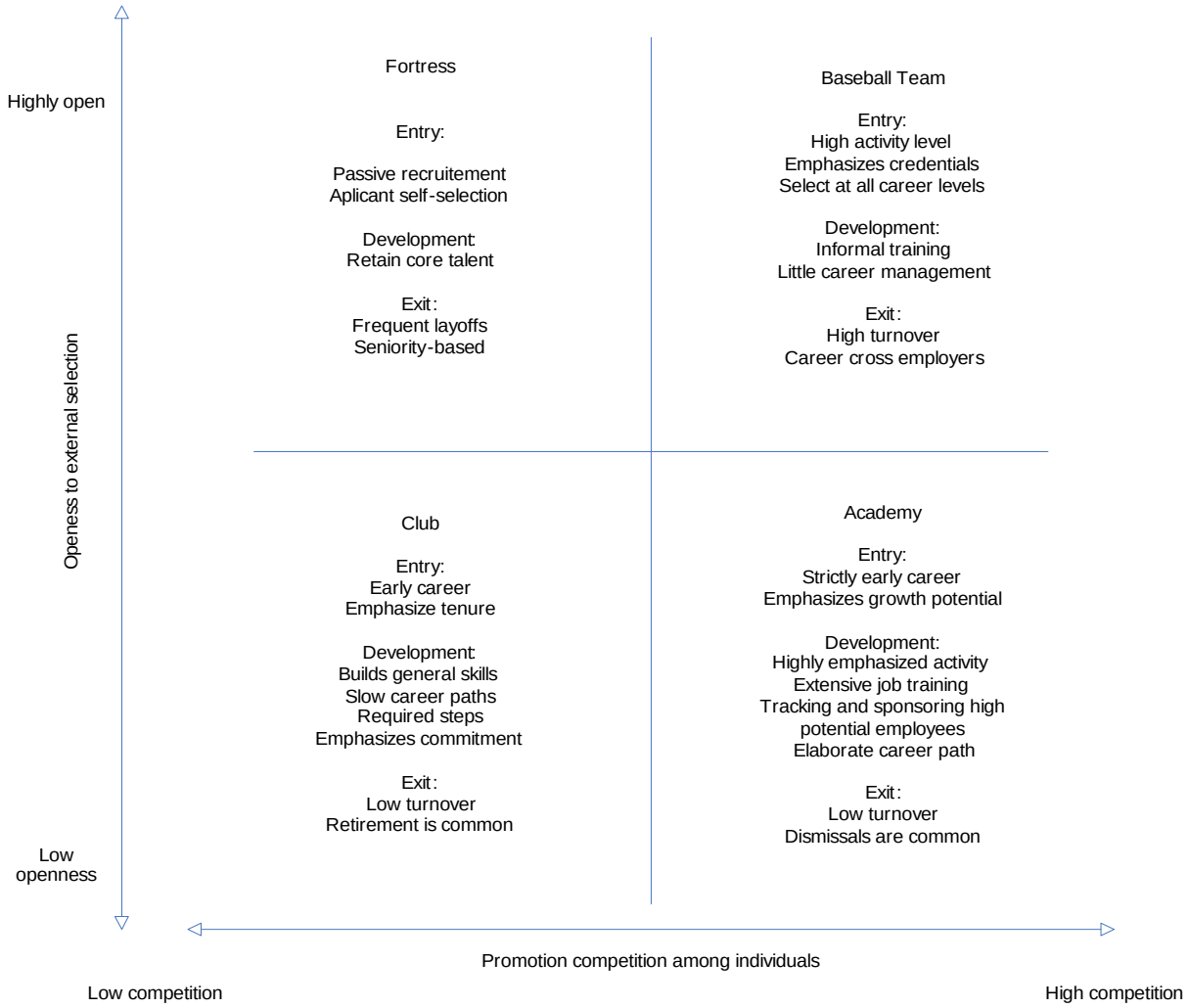
The baseball team (upper right) characterizes highly open systems with the possibility of entry at all career levels and high individual competition for the internal staffing opportunities. These organisations search for those employees who are ready to engage the highest possible individual contribution. The most important function of human resources in such organisations is recruiting and they are more oriented to attracting talents from the outside than creating them from within. Typical representatives of baseball teams are: law, consulting and accounting firms, medicine, entertainment, advertising, public relations, and biotechnological research.

The club (lower left) has low openness for external selection, with an entry typically possible only at the entry levels and low competition for the opportunities among individuals. These

organisations are more focused to the internal labour market and they usually promote according to group contributions instead of the individual ones. They are more interested in seniority, loyalty status and equal relationship towards all the members than in innovations or profitability. Typical examples of clubs are: banks, utilities, insurance, army and state agencies.

The academy (lower right) involves a fairly closed system with an entry typically possible only at the entry levels in an employee's early career as well as a high degree of training and career development based on the individual's contribution. These organisations are characterised with stability and low fluctuation. Understandably, the most important function of human resources is development, since these organisations recruit the employees from outside with the expectations that most of them will stay in the organisation till retirement. Examples of academy are: pharmaceutics and electronics.

Figure 2: Four career systems



Source: Adapted from Milkovich, Boudreau, 1997, p. 357

2.2.3. Stages in career development

It is very important to now and understand the stages in career development cycle, because different stages in career development require different activities, different support and help from the organisation and from the managers and different procedures in coordination of the individual's and organisation's needs (Bahtijarević, 1999, p. 840). The individuals' values, goals, needs and even motives are not the same at the beginning, in the middle and at the end of their career development. Before starting their own career, people need to understand their desires and needs, but even more than that, they have to be aware of the skills and abilities they possess. Nobody is fit for every job, nobody is able to perform any job and start any career. Some people are better in synthesizing, analyzing and comparing and should work with figures in their vocations, the people skilled in mentoring, negotiating, consulting or coaching should work with people. Also those who are good in precision work, in operations, controlling or handling, should chose the jobs with things, and start developing their careers in that direction.

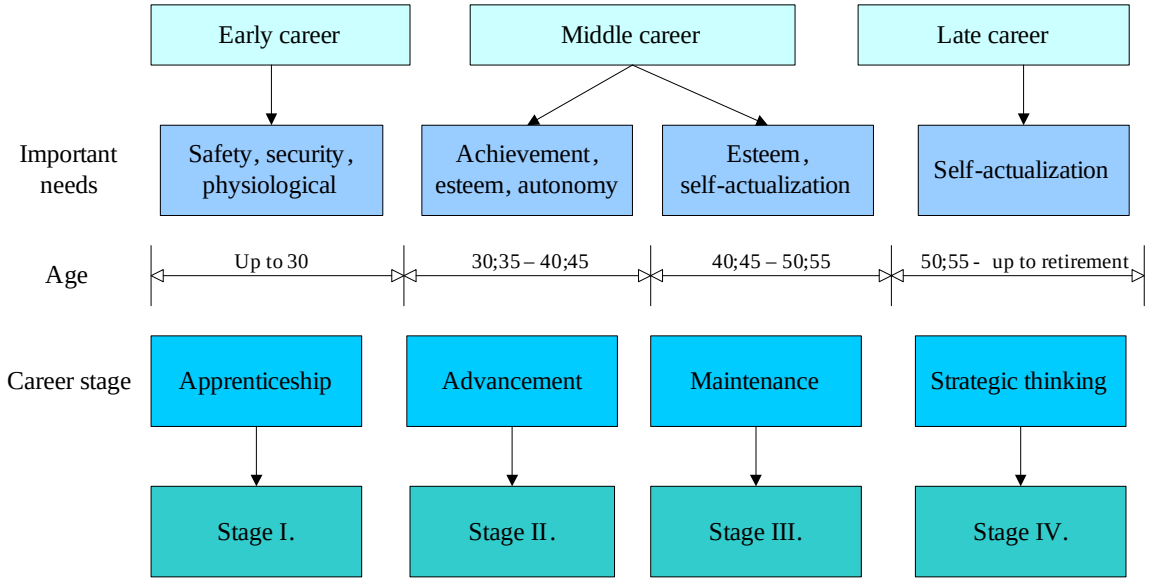
The stages in career development are usually correlated with the basic life stages (Bahtijarević, 1999, p. 840). The number of those stages can vary from 3 to 5 (according to different authors), but in most examples those stages can be differentiated as 4. They are determined by the time sequence or life periods (like early, middle and late career). Except of those life periods, every stage or period duration depends on the job itself, its complexity, duration of educational process or individual characteristics, but the majority of working people go through all the four stages. Individuals go through the life stages, but an interaction between the career stages and life stages is not easy to understand. Young person begins with the exploration, goes through the progression to becoming established in an organization and occupation, then comes a maintenance period of the stable and productive accomplishment, and finally the period of decline or transition from the work environment into retirement (Milkovich, Boudreau, 1997, p. 366). It is also true that the stages of development have their limitations. Firstly, they describe what happens to a typical individual. All individuals are not the same and will not have same experience. For example, many people experience a period of self-questioning and of re-evaluation at mid-career, but not all the people do (De Simone, Harris, 1998, p. 348). So, when using a stage approach, one gets only an average view, not the one that applies to all the people. In addition, many use the age or life experience, or both, to define when a stage is likely to begin and end. Some criticize using age as a criterion, arguing that the major life events such as marriage and one's first job occur at different ages for different individuals. This critique may be applied to those who begin new occupation late in their life, because they are those who will deviate from the suggested stages in their career development cycle (De Simone, Harris, 1998, p. 348). It is also important to mention that people change their roles during their career. They do not play just those roles that they have in organisations, but also have different roles in their private life, which change during the life cycles, too (Bahtijarević, 1999, p.845). All the people do not have the same roles. Those

appear in certain sequence and sometimes the private roles may be confronted with the professional ones.

Generally, the career development cycle can be divided into three periods, which are early career, middle career and late career. Inside these periods there are four career stages (Ivancevich, 1994, p. 493), (see Figure 2).

- Stage I. - Apprenticeship
- Stage II. - Advancement
- Stage III. - Maintenance
- Stage IV. - Strategic thinking

Figure 3: Career stages



Source: Adapted from Ivancevich, 1994, p. 494

2.2.3.1. Stage I. - Apprenticeship

The first stage of the career development cycle can be called the stage of apprenticeship and it is part of the early career development. In this stage an employee establishes himself/herself but also has to accept a psychological state of dependence. This stage begins after the education is completed (graduation) and the first job taken, so it can be characterised as a stage that starts somewhere about the age of 25, and lasts till about 30. This is the stage when employees are trying to adapt to being workers, getting established in their work, socializing with their working environment, getting familiar with the organisation and co-workers, starting to achieve some initial success, and developing relationships between their career and private part of their life. To overcome all the problems that characterise the beginning of the professional life, the newcomers have to work close to the more experienced people. They have to develop a professional and clear relationship with their supervisors, and that is the

reason why this stage is called apprenticeship. Some young professionals may understand this stage as the stage of authority since they are directed by an authority figure, like they were during the process of education, and usually anticipating that their first job would provide more freedom than it does. If young employees have not yet determined their abilities, needs and wishes, this stage is the last opportunity to do that. It is not unusual that lots of employees start their jobs "by accident", and just a part of them start with the job they have planned or they like and take pleasure in. That is the main cause of considerable fluctuation, which can be high in this stage. The first stage can be summarised as the part of professional life when a person starts developing his/her career, tries to become independent, to prove himself/herself, to confirm his/her abilities, and to establish himself/herself professionally by achieving his/her first professional results and recognitions of co-workers and supervisors.

2.2.3.2. Stage II. - Advancement

The advancement stage belongs to the second part of the career development cycle, i.e. to mid-career. The major tasks that employees deal within this stage are confronting and reappraising their early career decisions, as well as their future productive work. This stage starts when an individual is aged 30-35 and lasts till his/her 40-45. The former stage is characterised with the high need of safety during the initial years, what can be seen in the figure 2, while this stage is more concerned with the achievement, esteem and autonomy. The employee has already chosen his/her area of interest, has already shown his/her potentials, has socialized with the organisation’s culture and with the organisation itself; also he/she has already acquired certainty, self confidence and independence in his/her work. The most crucial element of this stage is independence, which implies high competence in solving business problems and dealing with the important business tasks without directions or control of supervisors. By achieving all the skills and abilities stated, the employee moves from the role of an apprentice to the role of a colleague.

Passage to the second stage of career development depends on the employee’s having demonstrated competence in some specific area. If an employee is satisfied with his/her career, he/she will become more attached to the organisation, success achieved will make his/her aspirations higher; while dissatisfaction with the achievements and with further prospects can cause search for other possibilities outside of the actual organisation. In this stage horizontal and vertical movements are highly expressed and promotion is highly valued. Advancement is the most dynamic and the most creative part of professional life. Those who fail in this stage most often do not have necessary self-confidence, or have not yet faced up to their aspirations regarding their further career development. This stage is highly important for the professional's future career growth since the employees here make some important decisions on the role and importance of their career life.

2.2.3.3. Stage III. - Maintenance

The maintenance stage belongs also to the period of mid-career development. It is characterised with efforts to stabilize the gains of the past. New gains may be achieved here, but it may also happen that the new gains are not made in this stage; nevertheless, this stage is the period of creativity. Till now the employee has satisfied his physiological and financial needs, has become an independent worker, and this is the time of self-actualisation. This stage starts when an employee is 40-45 and lasts till his/her mid 50-ies. This is the period when an employee has confirmed his/her position in a company possesses required knowledge and abilities, and does the most for an organisation. The professionals in this stage are supposed to become mentors to apprentices. Their main activities are training, mentoring, leading and influencing others and taking care and responsibility for the work of the younger colleagues. In the previous stages, an employee was concerned with his/her own work only, but in this stage, the work of the others becomes his/her primary concern. Those who cannot cope with these new requirements may decide to move back and stay in the second stage.

In this stage, an employee can go on with his/her professional development, can remain at the present position or can start with the phase of declining. For majority this is the stage when they have already created stable career, and the position they want to remain at in the future. This stage may be a period of reconsideration of the personal and professional life style and values. Employees may want some new challenges and new satisfactions, this begin characteristic mid-career crisis. That crisis is due to the fact that they possibly do not achieve satisfaction in their work, and may experience psychological discomfort caused by the problems of recognition and mortality, have changed their relationships with the members of their family, have financial problems and similar. To overcome these problems, individuals have their goals and ambitions, and decide how important their career is going to be in their lives. Organisations must help those employees, by understanding them and by providing them other opportunities, such as lateral transfers and new assignments, to create possibilities for further involvement and creativity. This stage can also be significant for some employees, because they are reaching their plateau, i.e. a point in career at which the chances for promotion are rare. So, for some employees this stage can be the last one, but for certain there are those who are forwarding to the next stage.

2.2.3.4. Stage IV - Strategic thinking

The final stage is a preparation for retirement. It starts in the mid 50-ies and lasts till the retirement. It can be divided in two parts; the first one is maintenance and the other part is withdrawing and preparing for retirement. The main task of those who are in this stage is to remain productive and to prepare for retirement, but some of them move up to the senior leadership roles, in accordance with the organisation’s plans. This stage is not experienced by all the employees, particularly that part of this stage which is preparation for the executive roles. It is reserved only for the chief executives, and for the key personnel of certain

departments. In that status, professionals may have the roles of the executive managers, entrepreneurs and idea generators, but the most important are the roles of sponsors and counsellors. Being a sponsor or a counsellor, an individual can influence the organisation, particularly the strategy and directions of the organisation's development.

The second part of this stage is preparation for retirement, in psychological and professional terms, this being the final end of someone's career. In this stage the employee is responsible for the transfer of his/her responsibilities, power and knowledge to the younger peers this being an attempt to find an adequate substitution. Also, an employee has to reduce his/her activities and involvement in business tasks and problems. Many of those who come to this stage, experience this as a major problem, because people who used to be involved in numerous activities, now are forced to stay at home without any particular things to do. This is the moment when the organisation has to help its employees by preparing them for retirement. One of the many steps that an organisation can undertake to provide its employees with an easier acceptance of retirement is to offer them part time jobs for a certain period of time. The employees who have experienced full self-actualisation till now, may now have opportunity for self-actualisation in some other fields of life which they did not have time before, such as leisure, family and grandchildren. In this stage an individual can face again some lacks of safety and other physiological problems, which can be caused by possible financial and health adversities.

Table 1 is summarises the major issues of the four stages of the career development cycle. They are analysed through: main activity, relationship and psychological content of all the stages.

Table 1: Stages in professional career development

	STAGE I.	STAGE II.	STAGE III.	STAGE IV.
Main activity	Helping, learning, following directions	Independent collaborator	Training, connecting	Forming organisational strategy and direction
Relationship	Apprentice	Colleague	Mentor	Sponsor
Psychological content	Dependency	Independency	Taking over responsibility for others	Showing power

Source: Bahtijarević,1999, p.845

2.2.4. Facing a plateau in career development cycle

One of the typical ways for describing a career that has already been mentioned, and one of the most used expressions for defining the meaning of career, is a constant movement and hierarchical growth. In spite of the career and hierarchical growth, many employees are faced

with a plateau in their professional life (Bahtijarević, 1999, p.846). The employees faced with the plateau can be by analogy described as "entrenched", "obsolescent" or even "trapped". These words describe an extreme position in the career development, which does not offer any further development or progress, or if any, they are very low. Those employees have reached their limit in the career development and progress, which is measured by their hierarchical movements or even by their working skills. Plateau is also a signal for the organisation to undertake certain actions, maybe in the form of substitution of the present employees and their preparation for the retirement, or on the other hand, in the form of advancements and renewals of their professional skills (De Simone, Harris, 1998, p. 381). This is a common problem of mid-career development and it is usual during the third stage. In the situation when there is no chance for further development, mid-career employees are not faced just with the problem of lack of further promotion, but also with obsolescence, with situations when they recognise that their knowledge and skills are no longer appropriate to enable them to perform their job effectively.

The situation when an employee is able to perform certain job but there are no openings or no positions, and the situation when there are openings but a person does not posses required abilities or do not desire to fill some position, are the two most important reasons for plateau (Ivancevich, 1994, p.505). If the reason for plateau is the lack of the new openings, we can say that it is organisationally caused. If, on the other hand the reason for plateau is the second one, the employees are likely to exhibit poor performance and poor job attitudes. In such circumstances the organisation should redesign its process of selection and improve its training and feedback system. The cause of this type of plateau can be described as individual one. Apart from this, there are several other reasons that create plateau and cause mid-career crisis among employees. Other individual impacts, like low individual needs and values, can cause the mid-career crisis, too. Those constrains are self-imposed and employees continue to have solid performance, but an organisation should continue to reward and provide good career information system (De Simone, Harris, 1998, p.381). If the lack of intrinsic motivation exists in form of the low task identity or low task significance, or even if the extrinsic rewards are not present, if the raises are small and there are just few promotions, bad impact on performance will be created. In such circumstances the employees' performance will be very poor as well as their job attitudes. In those conditions, an organisation is the one that should undertake certain actions, by combining the tasks, by creating natural working units, or by redesigning the compensation and promotional systems.

Mid-career crisis can be dangerous if it is not properly handled, because it has significant psychological and physical influence on employees (Ivancevich, 1994, p.505). This situation can hit anybody who is not involved in continuous improvement, learning and development, or in strengthening their own competitive advantages in more demanding business conditions. Career counselling, expansion of one’s theoretical and practical knowledge, skills and abilities and improvements in flexibility can be "cures" for solving the problems of the plateau and keeping the high level of success and efficiency.

2.2.5. Vertical, horizontal and lateral movements

Employees in an organisation are occasionally faced with horizontal, vertical and lateral movements. Vertical movements are the upward or downward changes through the hierarchy, known as promotions and demotions (Bahtijarević, 1999, p.847). On the other hand, horizontal movements include extension of one's knowledge and abilities, i.e. movements on the same hierarchical level but towards the more complex and more important tasks (Bahtijarević, 1999, p.848). Finally, lateral movements involve moves at the same organisation's level from one department to another (Ivancevich, 1994, p.506). These changes are mostly obvious in the second stage of the career development cycle. In this stage an individual is aware of his/her abilities and potentials for advancement, of his/her development and benefits in an organisation. A person does not start a job by intending it for the whole of his/her life, without any changes or advancements. Employees are looking for advancements and management has to take advantage of it. This can be valuable opportunity for management to comprehend the prospects of the company's future development, development of human resources and optimal changes and promotions through different departments and business levels. Advancements and promotions, particularly the vertical ones, are possible only in correlation with the learning process and with socialisation in an organisation.

Individuals like to be engaged in planning to the extent that they have vertical aspirations and are selected to participate in the organisation's development activities. In situations of the constant progression and development, and in those organisations that have firmly structured hierarchy, promotions are possible and are oftentimes occasions. Vertical promotions are progression of movement up an organisational hierarchy to the positions of greater responsibility and authority. Those employees are motivated by desire for power and achievement (De Simone, Harris, 1998, p.357). Of course, there are those who desire little upward movement in a traditional hierarchy, from apprentice to expert. Those employees are on the other hand motivated by desire for competence and stability. Besides all the advantages or disadvantages, many companies use promotion from within to fulfil the vacant positions in their companies, if not for all, then at least for some of them. Promotions from within help companies to retain and develop their productive employees. They provide challenging assignments, prescribe new responsibilities, and help employees to grow by developing their abilities (Daft, Marcic, 2001, p.305). That kind of promotion requires certain preparations, like proposals of the potential candidates, evaluation of their performances and abilities for new position, making decisions and, finally, supervising their career development. The new, vacant positions can be announced inside the company and if some employees are interested, they should notify the human resources department which will help them in the process of matching.

Traditionally, changes and promotions within the company are seen as the vertical movements through hierarchical levels. Not all the movements should be so characterised. Potential employee can also move towards or from the centre of the core activities, tasks, people or

power. In this way an employee can remain at the same level, but more or less close to the tasks and activities which will provide him/her more experience and higher confidence. In time, an employee will undertake and perform the tasks and deal with the job that will make him/her more important for the functioning and success of the organisation. This kind of movement is called horizontal movement.

A person can be also promoted in another way, but he/she does not need to climb or move upwards through hierarchical levels. It can be sufficient for an employee to move through the different departments, units, projects and functions. That kind of transfer is called lateral transfer; this term can also stand for diagonal movements (Ivancevich, 1994, p.506). It can provide substantial relief to those employees who have experienced plateau in their careers. Organisation helps in a way that transfers them to new departments and offers them new project assignments, challenges and responsibilities in order to make him/her involved and productive (Bernardin, Russel, 1993, p.344). It is a kind of rotation for professionals, intended to improve their performance by providing them new prospects in their work. At the beginning of the lateral transfer, there would, for certain, appear some demands of the new position, and that period would be a period of reduced performance and, of course, a period of learning. After acquiring new knowledge and responsibilities, and achieving higher level of competence in a given area, an employee can be perspective worker in both departments. Those transfers can be useful, because besides acquiring new experience and skills, they include variety and independence in several areas, and can be seen as foundation for the future vertical movements.

2.2.6. Turnover

An absent employee is less valuable than the one who attends regularly; an employee who leaves after a short time is less valuable than the one who stays. Therefore, organisations carefully track how many employees leave, whether the organisation or the individual made the decision to separate and how long employees stay (Milkovich , Boudreau , 1997, p.125). Turnover can be defined as the rate at which employees leave an organisation (Leap, Crino, 1993, p. 57). There are two kinds of turnover. The first kind is a voluntary turnover and it stands for those employees who have decided to leave the organisation by themselves for various reasons, but the most usual being better working conditions and better promotional or career development chances. Organisation does not have any influence on their decision, but can undertake certain actions to decrease voluntary turnover. The second kind of turnover can be described as the involuntary one, when an employee is discharged or has to leave the company for the reasons that are out of his/her control, such as layoff, illness, retirement or death. Involuntary turnover can be influenced neither by the organisation nor by the employee. For this particular work, voluntary turnover is more important segment then the involuntary one, and the accent in the further work will be laid on the voluntary type of turnover.

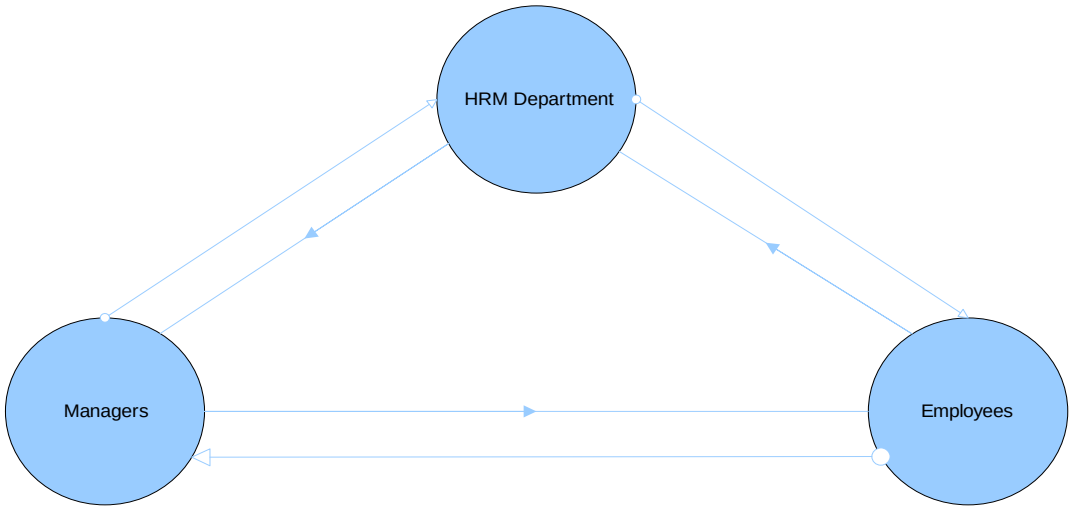
Only a minor part of the total turnover rate can be forecasted and known in advance (Bahtijarević, 1999, p. 940). It is very significant for a company if it is able to be familiar with this rate in advance. Retirement is one cause of turnover that can be known in advance and in this case the company can plan, recruit and select necessary substitutes for certain positions on time. On the other hand, when the turnover rate appears as a result of the personal decision for leaving the company, it can produce negative or dysfunctional effects on the organisation, because the experts and employees who are of the greatest interest for a company are leaving their positions and accepting the new ones. Negative effects are mostly seen as great expenses, which include costs of recruiting and selection, as well as the cost of training and development of newcomers (Bahtijarević, 1999, p. 942). Other problems that can result from turnover can be recognised as troubles in performing business, because if the key people leave the organisation, they cause distractions of the team functioning or demoralisation of the team members. Positive effects of turnover are not so obvious as the negative ones (Bahtijarević, 1999, p. 945). This is particularly the case when unproductive employees leave the organisation, and in this case positive effects will be seen as an increase of production, of the new and fresh ideas, as decrease of conflicts inside the organisation or even as an increase of innovation and adaptability inside the organisation. In such a situation employees will be replaced by the better, more productive, more educated and more skilled ones, who will be enthusiastic, ambitious and have potential for work.

Employees decide to leave an organisation for variety of reasons (Bahtijarević, 1999, p.940). These include dissatisfaction with the job (work, compensation, co-workers, supervision, promotion opportunities, and working conditions) and the prospects of the better job opportunities elsewhere. Voluntary turnover may be reduced by careful selection and job placement, by high-quality orientation and training programs, by competitive and equitable pay, and by attention to the employee's job satisfaction (Leap, Crino, 1993, p. 57). Companies should be careful in preventing voluntary turnover, because here they loose the employees who are of the greatest importance for the organisation. The turnover rate will absolutely be increased when the competition is high and when the competitive companies pay great attention to the capable employees, to their promotional chances and further education and development. In order to prevent voluntary turnover, companies should pay great attention to planning and managing human resources (Bahtijarević, 1999, p. 953). They should undertake certain actions like job enrichment, which will provide higher job satisfaction, or organise and provide rewarding, training, developing and other possibilities for advancement. Also, recruiting and selection should be done very carefully, as well as the match between the career planning and career management. Close relationship between the managers and the employees is also necessary and can solve many problems, provide better communication channels inside the organisation and among the employees and all levels of management.

2.3. ROLES IN CAREER DEVELOPMENT

For successful career development it is very important to establish quality correlation and coordination between the most important actors; employees, managers and human resource department or the organisation as a whole (Bahtijarević, 1993, p.833). All of these roles are important, but some of them will be more important in certain circumstances and at certain time than the others. A role is a set of specific tasks that a person is expected to perform because of the position he/she holds in an organisation (Jones, George, Hill, 2000, p.16). An individual as an employee, performs different roles in his/her career, starting from the first job and developing toward higher degree of responsibility, power and hierarchy, this requiring specific types of behaviour. Also, during that process, he/she meets various people, who also perform different roles or have different expectations and behaviours in that relationship.

Figure 4: Career management



Source: Bahtijarević, 1999, p. 833

In the career development process, employees must determine their job and career preferences and must be consistent in submitting any necessary information related to that issue, to the management or the organisation as a whole. Organisation or its HR department is the one who is involved in searching relevant career related information for use in the company. Also, it provides information feedback to the employees about the possibilities in the organisation and offers support in the career efforts. Finally, manager is an integrator in the career development process. Manager correlates the needs and requirements of his/her organisation with the individual's needs, interests and abilities and tries to find the perfect match.

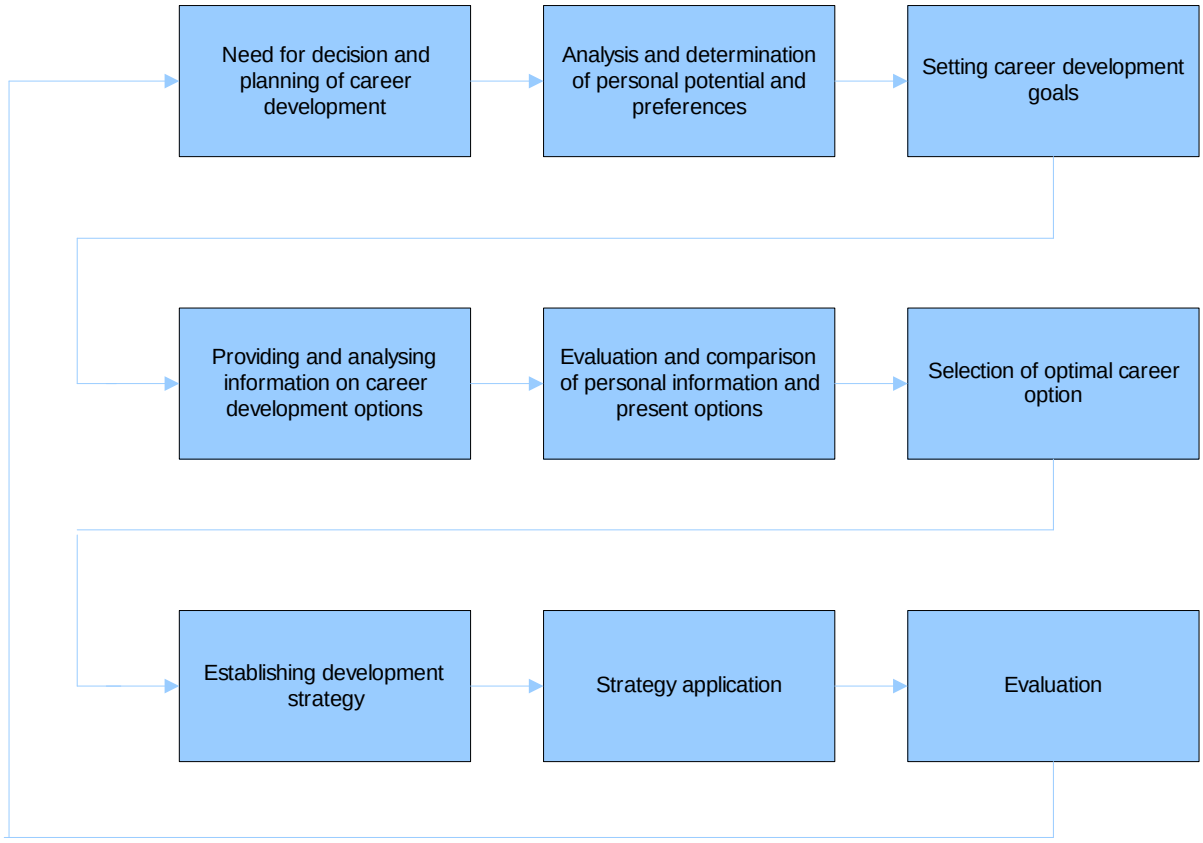
2.3.1. Individual's role

It is quite understandable that every individual is primarily responsible for his/her own career and its development. An employee has to play an active role in this process and he/she is the one who needs to alert the organisation on his/her needs and wishes as well as to make an

effort for those to come true. As it has already been said, the employees felt safe in an organisation in the past. If they were hard workers, reliable and loyal, their job could last for a life time, but at the same time could not influence their career progress, because it depended mostly on the organisation. Today the employees are those who need to recognise and accept responsibility. Also, some important segments in the career development process have changed from the past till now. Loyalty to only one organisation has disappeared, and the employee develops his/her career not only in the organisation where he/she started his/her work, but moving from one organisation to another. In old days, an individual was the instrument for the goals of an organisation, while today organisations become more and more instruments for the personal career development (Bahtijarević, 1993, p. 867). An employee has to consider and plan his/her career actively and train himself/herself for more demanding and more qualified job positions. He/she is finally responsible for his/her knowledge, skills and capabilities to be correlated and matched with the professional ones, as well as they are matched with the environmental and economical changes and needs. To sum up, an employee needs to manage his/her personal career actively and responsibly, by providing his/her own permanent competitiveness and by employing on more and more demanding and responsible jobs (Bahtijarević, 1993, p.867). Successful career development starts with one's own understanding of his/her personal opportunities and weaknesses (Bahtijarević, 1993, p.867). To accomplish the first step in a successful career development process, coordination and correlation with the others can be very helpful. One of the most important factors is the match between an employee and his/her organisation, this being provided by regular information circulation. To realise his/her career an employee has to set his/her goals, this mostly depending on his/her personal abilities and shortcomings, as well as on his/her skills and talents needed for effective performance. After setting the goals, an employee has to make the plans for their accomplishments and to specify the steps and activities to provide them. A set of the activities that an individual has to undertake in order to realise successful career development, is shown in figure 5.

While developing his/her own career, an employee changes his/her roles towards the personnel inside the organisation. When starting his/her first job, an employee plays the role of an apprentice, where he/she acquires necessary knowledge and specialises by following given directions. By stepping in the stage of advancement, the employee changes the role of an apprentice into the role of a colleague. This role is characterised by independence and by capability of solving the problems without instructions or the supervisor's attendance. In the third stage, an employee plays the role of a mentor, where he/she takes care and responsibility for the others by teaching, leading and influencing them. In the last stage, the employee's influence spreads over the whole organisation. He/she plays the role of a sponsor who acts like a manager and innovator, but also inspires, supports, counsels and provides resources for the others inside the organisation.

Figure 5: Model of the individual's planning career development



Source: Bahtijarević, 1999, p. 868

2.3.2. Manager's role

Manager has very important and responsible role in the process of his/her subordinates' career development. He/she identifies and links individual needs and preferences of his/her employees with the needs and possibilities of an organisation (Bahtijarević, 1993, p. 859). The career management process offers a number of opportunities for the managers and supervisors to become involved. Their importance can be noticed during the career appraisal when a manager serves as a source of information on the employee's capabilities and shortcomings. Manager is also important in providing accurate information about the career path and opportunities inside the organisation, for supporting of the employee's career plans and serving also as a key source of feedback to the employee on his/her career progress. Managers have many roles in an organisation, and those roles are the part of their managing job. Mintzberg[3] has summarised 10 of those roles used while planning, organising, leading and controlling the organisation's resources. He has grouped those roles into tree categories: interpersonal role, informational role and decisional role. Most of those roles are concerned with other managerial tasks, but those which make part of interpersonal roles can be applied also to the managerial roles in the career development. Managers assume an interpersonal role

[3] See more in Daft, Marcic, 2001, p.10

in order to coordinate and interact with the members of an organisation and to provide direction and supervision for both the employees and the organisation as a whole (Jones, George, Hill, 2000, p. 17). Manager's role of a leader is to encourage subordinates to perform at a high level and to take steps to train, counsel and mentor subordinates to help them reach their full potential (Jones, George, Hill, 2000, p.18).

2.3.2.1. Manager as a coach

In contemporary organisations, managers behave more like coaches and less as those who just order and demand. Coaching stands for a dialogue between the manager and his/her subordinate, held so as to get the subordinate to stop acting in an undesirable way and to start acting in a desirable way (De Simone, Harris, 1998, p.280). This desirable behaviour will lead to superior performance, sustained improvement and positive relationship. Manager explains to employee the mission, strategy, organisational goals, future needs and directions of organisational development as well as his/her results in the past and future expectations. This role requires interpersonal and communication skills, since the manager spends most of his/her time contacting with people. Besides having the communication skills, the manager has to be able to comprehend the employee's potential. Manager and employee have to discuss his/her career, plans and possibilities for improvements of his/her professional knowledge and skills. In this way the employee will fortify his/her own capabilities, skills, professional interests and area of development, while the manager will fortify those who are ready for development and also will carry forward an information about perspective and capable employees.

2.3.2.2. Manager as a mentor

Mentoring refers to a relationship between junior and senior members of an organisation that contributes to the career development of both members (De Simone, Harris, 1998, p. 376). A mentor is an experienced member of an organisation who provides advice and guidance to a less-experienced worker (the protégé) (Jones, George, Hill, 2000, p. 409). Good potential mentors are the successful managers who have had great working experience, are willing to help younger colleagues and are interpersonally compatible with them (Jones, George, Hill, 2000, p. 409). There are different types of help and advices that a mentor can provide to his/her protégé, starting from everyday working questions and problems, to the greater problems such as disagreements with supervisors, what subsequent position to strive for an advice on how to handle a tricky job assignment.

There are certain preconditions that have to be fulfilled for successful mentoring programs. These are management support, careful selection of both parties, an extensive orientation program with clearly stated guidelines on goals of the program and roles expectations, clearly stated responsibilities and duration and frequency of contact between the mentor and protégé. Monitoring procedures should also be set up for providing feedback to the organisation

concerning how the program affects the employee's development through the passage of time. This relationship provides social support for an employee and enhances his/her sense of competence, identity and effectiveness in a professional role. An employee wants to become established in the organisation, and the mentor ensures that by providing him/her with his/her full support, by "opening the doors", by teaching him/her about the ropes of the organisation, by creating potential opportunities to demonstrate competence and by providing challenging work (De Simone, Harris, 1998, p. 377). The mentor himself/herself also gains benefit because he/she serves as a role model and remains productive at work by sharing what he/she knows with someone who can benefit from his/her knowledge. It is a reciprocal process because learning flows both ways. This relationship yields also benefits for the organisation (De Simone, Harris, 1998, p.377). Those are seen in better socialisation of the new members in the organisation, in reduced turnover, minimised mid-career adjustment, enhanced transfer of beneficial knowledge and values and facilitated adjustment to retirement.

While mentoring can yield many individual and organisational benefits and serves the needs of both the mentor and protégé, it can also cause potential problems and limitations (De Simone, Harris, 1998, p. 377). One of those problems is small number of the mentor pairs that can be accommodated, this causing dissatisfaction with this relationship and negative feelings of those not involved in the program. Those employees who are matched in the mentor-protégé relationship may feel coerced and confused about their responsibilities. Some other disadvantages can be mentioned, too, such as the cross-gender, cross-racial or cross-national relationships. Considering all those disadvantages, one can question the value of mentoring as such. Mentoring is not essential and employees can gain same benefits by learning from their current supervisors and by good relationship with their peers. On the other hand, by considering all potential benefits for both the individual and the organisation, it can be concluded that mentoring is a viable and appropriate career development strategy.

2.3.2.3. Manager as a counsellor

The most important period for an employee is his/her first encounter with an organisation, because he/she meets his/her job position for the first time, and also meets his/her obligations, responsibilities, colleagues and supervisors. Here the manager has an important role for career development, in the first stage of career development cycle. Career counselling is usually provided by the HR department and the HR manager. The managers who provide career counselling, in most cases are the HR staff and specialised as the staff counsellors, but in certain occasions an organisation can employ an outside counsellor to provide this type of assistance. The career counselling involves the talks with the employees about their current job activities and performance, about their personal and career interests and goals, their personal skills, and about suitable career development objectives (Bohlander, Snell, Sherman, 2001, p.286). An employee himself/herself can stimulate the need for the counselling activities, but it can also be stimulated by the organisation itself. The organisation will do it in case of the need for the internal fulfilment of the vacant positions, promotions, quits,

education plan or plateauing. Manager as a counsellor helps an employee to identify the organisation's environment and cultural norms and problems which could influence his/her career development. The counsellor will also help the employee to discuss about his/her career goals, interests and current job activities. This could be done by teaching an employee to understand the issues of the formal and informal organisation, to comprehend different departments' needs and job requirements, to explain the opportunities and possibilities inside the organisation as well as possible alternatives of the career development. The results of the counsellor-employee relationship will be better if the manager has developed skills of interpersonal relationship, if he/he knows and understands his/her subordinates and deals with them with respect and trust, and if he/she is acquainted with the organisation and can estimate potentials for the career development (Bahtijarević, 1993, p. 862). In his/her capacity of counsellor, manager has to build an open and sincere relationship with the employee. For his/her good performance, the manager has to be good speaker, but in the counsellor-employee relationship he/she primarily has to be good listener in order to make adequate evaluation of the employee's capabilities, interests and wishes. Thus, the employee will receive the organisation's performance evaluation and realise his/her possible career development alternatives.

2.3.3. The organisation's role

If the career development is to succeed, it must receive complete support of the top managers. Department managers and the HR managers should work together to design and implement a career development system (Bahtijarević, 1993, p. 856). This system should reflect the goals and culture of an organisation, as well as clear expectations and directions. For a program to be effective, the managerial personnel at all levels must be trained in the fundamentals of job design, performance appraisal, career planning and counselling. Organisations today become more active in implementing career development. This happens trough all departments, especially the HR department which creates methodology, collects and analyzes information and provides professional help in the career development decisions for the managers and for the employees. Organisations can help new employees to engage in the career exploration and establish their careers during the early-career stage by developing effective recruitment, orientation and mentoring, by providing job challenges and responsibilities, and by offering constructive performance feedback (Bahtijarević, 1993, p.857). In addition, organisations should encourage employees to participate in self-assessment exercises, should work with them so as to help them to determine the realistic and flexible career path and to formulate their career plans. To succeed in this mission, different types of information are needed, like information on the organisation's mission, strategy, goals and development plans, information on employees and their skills, possibilities, preferences and potentials and information on the job positions that will appear as a result of the organisation's needs and development.

The most important person of the organisation's role of career development is the HR specialist. An organisation together with the HR specialist has to create information and

support for the individual's own efforts and development, has to be a professional communicator of the career development, has to be an expert of the career information, has to be the organisation's interventionist, to promote learning and career planning. The most important step that an organisation has to undertake in creating the career development program is matching of the organisation's needs with the individual ones. Some of the individual's needs are career path, education and training, promotion aspirations, along with the age and family concerns. On the other hand, most of the organisation's needs can be presented through the current and future organisation's competences, market changes, growth or downsizing, productivity, employee turnover and absenteeism and talent pool. By successful matching of those needs, the organisation would provide most help to those employees who find themselves in the second or the third stage of the career cycle (Ivancevich, 1994, p.494). Also, the organisation must not neglect those employees who are in the last stage of the career cycle, because some employees use to be disappointed once when they reach retirement. Organisations can help to the late-career employees by understanding the specific problems they encounter and by helping them to retire in the easiest possible way. Employers may offer some pre-retirement planning programs to help the employees be aware of the adjustments they may need to make when they retire.

At the end of section 2.3. a summary of the most important individual's, manager's and organisation's roles is given.

Table 2: Summary of individual's, manager's and organisation's role

Individual's role	Manager's role	Organisation's role
1. Self-asses personal preferences, interests, abilities and values 2. Observe indoor and outdoor possibilities for career development 3. Analyze career options 4. Decide on development objectives and needs 5. Develop knowledge, skills and abilities 6. Provide manager with information regarding personal preferences, KSA and interests 7. Plan activities for career development	1. Provide information regarding the organisation's needs and possibilities for career development and validate information provided by employee 2. Determine possibilities and talents 3. Evaluate concrete goals, employee's development potentials and achievement 4. Update the employee's career development plan 5. Match individual and organisation's needs 6. Counsel, train, direct, mentor and provide support to employees	1. Provide information system on the regarding organisation's needs 2. Provide career-planning model 3. Provide training in the career development plan, provide skills training program and professional directions 4. Provide counselling for career development and retirement 5. Evaluate achievement 6. Provide career-planning model

Source: Author

3. FACTORS WHICH INFLUENCE CAREER DEVELOPMENT

This part of the master thesis presents theoretical approach to the factors which have certain influence on the individual's career development. The first group of factors are the different types of development tools which organisations use in order to accomplish the career development. Career development does not only depend on the career development tools, but also on the personal factors, which are going to be presented in following text. Finally, knowledge as the basis factor for further development is presented here. This section ends with the presentation of the career drivers.

3.1. ORGANISATION'S CAREER PLANNING AND DEVELOPMENT TOOLS

Many employees are in need of career planning, if they are interested in the career development process. Career planning is not meant just for the top managerial positions, but also for the lower-level managers, professionals and other non-exempt employees who hope for satisfying careers and will leave an organisation that does not offer appropriate opportunities. Career planning can start by self-assessing and by understanding personal values, skills, abilities, potentials and future accomplishments. In the second step the employee gathers different types of information with the assistance of his/her employer or supervisor. After the organisation's assessment activities are finished and the organisation's and individual's accordance made, employee starts formulating his/her career goals and makes plans for achieving them. Organisations have a wide range of possible career development tools and activities. Some of the most popular tools are presented hereafter.

3.1.1. Self-assessment tools

The techniques of self-assessment are the first ones among the techniques implemented by organisations in their career development efforts (Bernardin, Russel, 1993, p. 351). These techniques provide an employee with systematic way to identify his/her capabilities and career preferences. Self-assessing can be conducted individually, in groups or in some other combination. By these techniques, the employees can explore their values, interests, skills, work attitudes, preferences, life roles and goals in more proper and easier way. The two tools often used to assist individuals in their self-assessment include the career planning workbooks and the career planning workshops (Bernardin, Russel, 1993, p.351).

Career planning workbooks consist of a series of questions and exercises designed to guide individuals to realize their own abilities, weaknesses, career opportunities and the organisation's resources. Workbooks also help an employee to understand the organisation's career development policy and provide information on the organisation's structure, career path and job specification; it helps an individual to get the insight into development programs. Major advantage of this tool is structured approach to the career planning, which is self-scheduled and self-paced. In addition, this instrument is not expensive and can be widely used

in various organisations and at various career stages. Disadvantage of this tool is the fact that it can not be used with groups and have no feedback.

Workshops offer similar assistance as the previous tool. While workbooks are focused on the current job performance and development plans, workshops deal with the career plans and values. Workshops are organised in groups, so they provide a chance to compare and discuss the attitudes, concerns and plans with the others in similar situations. They provide an experience in which participants develop, share and discuss personal information and receive the feedback. Feedback from the facilitator and from other group members may help an individual to detect any self-deception or self-ignorance that may pass unnoticed if self-assessment workbooks were the only to be used. Major disadvantage of this tool can be noticed in designing an experience that is supposed to suit to the needs of all participants, especially if those come from different organisation levels, different career stages and different age groups.

3.1.2. Individual counselling

Career counselling usually involves one-on-one talks between an employee and the organisation’s representative. Since these counselling sessions are mostly conducted on one-on-one basis, they are time consuming and may not be as cost-effective as other career development methods. These sessions vary from the brief, informal talks to the annual performance evaluation discussions with the counselling professionals. Session starts by determining the employee's goals for the session and continues with the counsellor’s assistance in establishing his/her career goals and strategies provided with the support for implementing career strategy as well as with feedback about the employee's ideas and actions taken so far. Counselling is important during all the career development stages, so it is equally important for the continuous employees as well as for those who are approaching retirement or those employees who are laid off. Counsellors should be those managers who are acquainted with the organisation and are also familiar with the employee's performance and capabilities.

3.1.3. Information services

Information systems and two-way communication are of high value for an organisation, but also for employees (Bernardin, Russel, 1993, p. 352). This type of communication constitutes an internal communication system. It alerts organisation and employees to the employment opportunities at all levels, including the upward, downward and lateral transfers. Besides an accurate self-assessment, the employees engaged in a career planning need also information. All sorts of information are also valuable to the organisation itself, because they provide records on the employees' skills, knowledge, work experiences and preferences pointing out possible candidates for the job openings within organisation. The most popular information systems usually include: job posting systems, skill inventories and career paths.

Job posting systems mean that open positions in an organisation are made known to the current employees before advertising them to the outsiders (De Simone, Harris, 1998, p. 373). The organisation publishes vacant positions leaflets and puts them on the places frequented by employees. They serve for information purposes and contain job descriptions, job requirements, pay range, application procedure for vacancies, and outline minimum requirements for the position. These systems also serve as a motivational tool, implying that the organisation is more interested in the employees from within the company than the outsiders.

Skill inventories are another important information system or database, containing files with the particulars on the employees' skills, abilities, experiences, education, performance evaluation and career preferences (De Simone, Harris, 1998, p. 374). Skill inventories are often part of the organisation's human resource information system. The HR department usually uses these pieces of information during the assessment phase of their organisational needs, to identify the capabilities of workforce and to focus on skill shortages. It also helps an organisation to identify its shortages of critical skills among the internal employees, this being useful to determine their training needs and different types of training programs.

Career pathing is another answer to the employees' questions about their career progression and future job opportunities in an organisation providing them with a kind of information service (Bohlander, Snell, Sherman, 2001, p. 278). Path can be explained as a line of advancement or sequence of jobs in an occupational field within an organisation that employee desires to undertake in order to achieve his/her personal and career goals. Addressing career path within career development process, in this work, usually focuses on promotion. Promotion is an assignment to a higher level job within organisation (Bohlander, Snell, Sherman, 2001, p. 279). Some organisations prepare interesting descriptions of the available career paths for their employees. These descriptions can be very useful, because they acquaint employees with the possibilities for job movement, along with the descriptions and specifications of job. Paths can aid an employee in developing his/her career strategy. Another job is reached when an individual has accumulated required experience and ability and has demonstrated readiness for promotion. On the other hand, failure can occur whenever an individual does not move up after a certain amount of time has elapsed. Besides the career paths, some organisations use dual career paths or dual track system where the path to greater responsibility includes both the management and non-management tracks (De Simone, Harris, 1998, p. 374). The most obvious places where the career paths have changed are in technical and professional fields. The most successful engineers, scientists or professionals are promoted right out of their field of specialisation into management. They may offer excellent results in their skill area and desire to grow further within that area, but feel that they are limited since the organisation's technical career track has early ceilings, so they are promoted into the managerial area. So the organisation forces its best people to leave their technical careers to advance, and from the top technical performers provide mediocre managers, who really do not want managerial positions.

3.1.4. Organisation assessment programs

The assessment programs consist of the methods for evaluating the employees' potentials for growth and development in an organisation (Bernardin, Russel, 1993, p. 353). Many organisations evaluate potentials for promotion, mostly among the managerial, professional and technical employees. They want to be provided with the individuals ready to fill key positions when vacant. The most frequently used potential assessment programs are the assessment centres and succession planning.

The assessment centre works on the principle of small groups of employees who simulate a variety of exercises (De Simone, Harris, 1998, p. 375). These exercises simulate typical job requirements and consist of group discussions, tests, interviews, in-baskets and business games. Assessors are usually the managers who are few organisational levels above the assessees and are specially trained for this task. After having performed all sorts of exercises, the assessees are also interviewed. The assessors write a detailed report on each assessee and usually make an overall judgement about possible promoting and also provide feedback to employees. The career assessment centres provide a rich source of data, because they make various kinds of evaluations, such as oral communication, planning and organising, control, initiative, adaptability, and delegation. In this way, the assessors in assessment centres try to estimate how individuals behave in typical business situations

Succession planning is a process when senior executives periodically review their top executives and those in the next-lower level to identify the employees who should be developed so as to be able to replace them (Bernardin, Russel, 1993, p. 353). Succession planning is usually restricted to the senior level management positions and can be informal and formal. Informal succession planning is a process when a manager identifies his/her own substitute. Formal succession planning includes an examination of strategic plans, HR forecasts and particulars on all the candidates, such as ratings of current performance, promoting, judgement of knowledge, skills and abilities. Succession planning identifies not only the top candidates but also those who need development and those unwilling to progress further. Many succession planning systems fail to live up because they are largely subjective, they also fail to adjust to the changes in position over time or fail to warn managers when one candidate is in line for several positions. Other weakness of succession planning can be seen in the fact that they rarely include an input from individuals, regarding their own career interests, and often serve just as a yearly paperwork exercise that does not produce any decisions.

3.1.5. Developmental programs

Developmental programs consist of skill assessments and training programs that an organisation may use to develop its employees for future positions (Bernardin, Russel, 1993, p. 353). These programs provide employees with the opportunities to learn new ideas and

skills, and prepare them for future positions. Mentoring is one of among developmental programs, consisting of an established formal relationship between the junior and senior colleagues that contribute to their career and psychological functions. Mentoring has been described in more details previously, as one of important managerial roles.

Another type of development programs is job rotation (De Simone, Harris, 1998, p. 376). It stands for assigning an employee to a series of jobs in different functional areas of an organisation. It systematically moves an employee from one job to another, thereby increasing the number of different tasks an employee performs, without increasing the complexity of jobs. It also provides an employee with a chance to learn and use new skills, to understand better different organisational functions and to build network within the organisation.

3.2. PERSONAL FACTORS

It is not possible to find two persons who are completely the same. Consequently, different individuals have different relations and different preferences in their careers. A whole lot of different factors influence the choice and development of one's career. Those factors can be related to social status, family, friends, organisation and possibilities it offers, economic status, but first of all these are personal characteristics such as attitudes, personality, skills or abilities (Bahtijarević, 1993, p. 851). The career is greatly influenced with environmental and personal factors. It develops through different stages and each of these stages is influenced by the factors stated above.

3.2.1. Attitudes

An attitude can be described as a factor that highly influences the employee's behaviour in an organisation and as such can fortify or deny the possibilities for someone's career development. An attitude is a positive or negative feeling or mental state of readiness, learned and organised through the experience that exerts specific influence on the person's response to people, objects and situations (Gibson, Ivancevich, Donelly, 1994, p.114). An employee has some attitudes towards his/her career. Also, his/her attitudes in terms of work factors such as job design, company policy or benefits, influence his/her behaviour on the job. These factors also cause three types of responses, such as: cognitive (thoughts), affective (emotions) and behavioural. The cognitive component of an attitude includes beliefs, opinions and information the person has about the job or any other object relevant for observation. An employee can have positive or negative thoughts about his/her job, for instance whether it is interesting or not. Cognition causes affection, so if a person has positive thoughts about his/her job, his/her feelings about the same object will be positive also. This will be manifested in the employee's love for his/her job. Finally, we come to the behavioural component of attitudes. This is the employee's intention to behave toward the job or any other object in a certain way. In this case, positive thoughts and positive feelings towards the

employee's job will create positive behaviour in a way that, for instance, the employee will come to work on time with a smile on his/her face.

3.2.2. Personality

Some employees are concerned with quality of the job they perform, while the others are not. Some co-workers' behaviour is pleasant while some others' one is aggressive. Some of them perform their jobs more actively, while the others are passive. The manner in which a person acts and interacts is reflection of his/her personality, which is unique for each employee. An individual's personality is a relatively stable set of characteristics, tendencies, and temperaments that have been significantly formed by inheritance and by the social, cultural, and environmental factors. This set of variables determines the common and specific traits in the behaviour of an individual (Gibson, Ivancevich, Donelly, 1994, p.124). Managers should not conclude that personality is not an important factor, just because belongs to something outside the organisation. They also have to be aware of the individual's personality in order to predict their behaviour and to accomplish the organisation's goals in a proper way, with the help of their employees. That's way the managers should try to match the employee's and job's characteristics so that the work is done by the people who are well suited to do it.

3.2.3. Knowledge, skills and abilities

Knowledge, skills and abilities (KSAs) form another group of factors which also have significant influence on the employee's behaviour and consequently on the employee's performance. Some employees, although having required knowledge, and being highly motivated, will fail in their performance if do not poses appropriate abilities or skills. Abilities can be defined as general capacities related to the performance of a set of tasks (De Simone, Harris, 1998, p. 43). Abilities develop over time, in an interaction between heredity and experience, and are long-lasting. Skills are similar to abilities, but differ in the way that they combine abilities with the capabilities that are developed as a result of training and experience. Finally, knowledge is defined as un understanding of factors or principles related to particular subject (De Simone, Harris, 1998, p. 43-44). Knowledge, as a result of learning, due to its long-lasting effect and its complexity, deserves a separate section, and shall be discussed in more details in hereafter (De Simone, Harris, 1998, p. 44). The abilities and skills that can be learned or trained can be obtained at home, at school or at work. Some abilities and skills reside in an individual himself/herself, accumulating in time, each new experience adding something to the total ability. Also, there are certain abilities and skills that are demanded by the job may or may not match those abilities and skills possessed by an employee. Not everyone has the same abilities and not everyone has the abilities required to perform specific job. It is the manager's responsibility to place the employees with specific abilities on the job requiring those abilities. The same situation is with skills, because not everyone is skilled to perform all the jobs, and managers, once again, have the obligation to find and make the most perfect matches between the jobs and recruited employees. At

otherwise, the employees will end up in the jobs where they will not be productive, satisfied and fulfilled.

3.3. KNOWLEDGE AND CONTINUOUS DEVELOPMENT - PRECONDITIONS FOR CAREER DEVELOPMENT

Education and learning processes today become one of the most important factors of managing human resources and one of the main preconditions for continuous career development. This is an investment in the organisation's most important resources - human resources, this being the most effective way for creation of the organisation's competitiveness. Basic education has been achieved before individuals enter an organisation; it ensures free enter to the world of business. Further education, training, learning and continuous development is an individual's task but also the task of the entire organisation. Organisations today are aware of the fact that an investment in their employees is an investment in the whole organisation and not the cost, because for the survival in today's fast-changing business climate, individuals and organisation must be continuous and lifelong learners (Honey, 2001, p. 7).

Many terms are involved in creation and realisation of one's career development. Those terms are sometimes used as synonyms but have to be distinguished because they make significant differences. Those terms are education, learning and training. Education creates base for further development by expanding the individuals' total cognition, knowledge, skills and abilities, and qualify him/her for independent performance and decision making (Bahtijarević, 1993, p. 721). Education broadens an individual so that he/she may be prepared to assess a variety of situations and select the most appropriate response. Learning is the process of acquiring skills and knowledge and it results in a relatively permanent change of behaviour (Bahtijarević, p. 1993, p. 721). Training is directed to the employee's better performance on their current jobs, through the activities planned for gaining new skills, abilities and knowledge, and required for the stated job or for certain activity (Bahtijarević, 1993, p. 721). New skills, abilities and knowledge that are gained through training are designed to create behaviours preferred by employer. Finally, development, and especially career development, occurs as the result of the positive usage and application of education, learning and training. It is in tight connection with gaining new set of knowledge, skills and abilities that an employee need for quality performance with the new and more demanding tasks and positions during his/her career (Bahtijarević, 1993, p.721).

3.4. PRINCIPLES OF LEARNING

Learning is defined as a change in behaviour or performance that occurs as the result of experience (Daft, Marcic, 2001, p. 370). Change in behaviour includes acquiring something new (like gaining new skills) or modifying something that already exists (like achieving greater accuracy in dealing with certain tasks). The change has to be permanent or long

lasting before it could be said that learning has occurred. Also, if one wants the process of learning to succeed, learner has to be ready and motivated (Fisher, Schoenfeldt, Shaw, 1993, p. 379). The learners' readiness means that the learner possesses the background skills and knowledge necessary to learn the material that will be presented to him/her. The other precondition for learning is the learners' motivation. Ideally, the learner should feel the need for the new skills and understand how the successful learning would benefit him/her. Although some learning can occur without any motivation, learning is much more efficient if learners want to learn. In addition to motivation, individual also needs to posses an ability to learn. Otherwise, if either is lacking, learning will not occur. Also, if employees get little support in their working environment for learning new knowledge or skills they will be less likely to learn and use them. Effective learning is one of the goals of human resources development. Upon learning sessions, the absorbed material should be transferred to the employees' job positions and enable them to perform their job activities more effectively. Otherwise, if the learning that has occurred is not transferred to the job, the learning program was waste of the company's resources, mostly time and money (Fisher, Schoenfeldt, Shaw, 1993, p. 382). The transfer of learning material will be easier if the trainer underlines usefulness of the new material as well as similarities between the situations that have been learned with the situations that are likely to happen on job.

In defining the principles of learning, some additional concepts beside those presented above have to be explained in more details. Some of those concepts affect learning and the others affect retention of what has been learned. Learning is affected by active practice, this meaning that learners should be given an opportunity to perform repeatedly the task or use repeatedly the knowledge being learned. Automaticity results from the practice and requires insignificant quantity of conscious thinking. Learning can be affected by overlearning, this being defined as the practice beyond the point at which the learner has mastered and performed the task successfully several times. It provides additional practice in using skills or knowledge. Decision whether learning and practicing would be done for the whole task or divided into several separate steps, depends on its difficult. Proper decision on learning program design will positively affect the learning process. If the task is simple, it can be learned and practiced as a whole. On the other hand, if the task is complex, the results should be better if it is broken into several steps. Similar dilemma appears with the massed versus spaced practice sessions. When the task is complex and has to be remembered for a long period of time, it is better to apply the spaced practice sessions. In situations when simple tasks have to be taught, the massed sessions can be used. During the process of learning, it is very important for a learner to receive the feedback about his/her performance, i.e. objective information on his/her learner's performance (Fisher, Schoenfeldt, Shaw, 1993, p. 381). Learning without any knowledge of the results achieved is less effective since it is very hard to eliminate errors when the performer does not know what mistakes he/she has made. When the learner overcomes the process of learning it is very important for him/her to retain the newly learned material. The retention will be optimal if the material is meaningful or if the presentation has been made in a meaningful way. New information presented to the learner has to be rich in

associations and connected with the things familiar to him/her. Interference can cause problems with retention (Fisher, Schoenfeldt, Shaw, 1993, p. 381). It happens when the material or the skills that are learned before, prevent absorption of the newly learned material. These material or skills that have been previously learned have strong stimulus response, totally different from the new one. To overcome interference, the trainer should clearly explain the principles, underlie correct response and provide an active practice which will increase connection between the learned segments and retention.

3.4.1. Adult learning principles

Individuals perform things in a different way, so it is natural that different individuals learn at different rates and in a different way. This has nothing to do with their intelligence but with their personality, motivation or even age. Since personality and motivation have been previously discussed, now the emphasis will be placed on the learners' age. For their career development, employees (adults) sometimes have to take learning sessions in order to improve their skills or even to gain new knowledge and skills. Teaching adults requires different approach than teaching children (Fisher, Schoenfeldt, Shaw, 1993, p. 383). Instruction technique for teaching adults is based on the science called *andragogy*. Many principles of the learning and instruction techniques developed for children are significantly different from those developed for adults. Key differences between the adult and child learners can be noticed in the following assumptions (Fisher, Schoenfeldt, Shaw, 1993, p. 381). Firstly, adults already have substantial knowledge gained during their basic education, by performing their job, or reading, listening and discussing with other adults. Secondly, adults take responsibility for themselves and for their learning; they are self-directed and feel internal incentives as motivational factors of learning. They show great interest in and readiness for learning the tasks that will be relevant for their future. In addition, adults want to learn innovative and creative facts that will enable them to solve the problems. Furthermore, adults are eager to apply immediately what they have learned, they create collaborative and supportive learning atmosphere and create interdependent and mature relationship with their teachers as well as with their peers. But some difficulties may also arise in teaching adults. Those can be seen in the fact that adults take longer to learn new knowledge and skills and tend to make more errors during learning sessions. In spite of that, adults can and do attain the performance level equal to those achieved by youngsters. In order to overcome those difficulties and to attain more effective learning, attention must be paid to motivation, structure, familiarity, organisation and time.

3.5. TRAINING

The distinction between training and development has been discussed previously. However, the terms of training and development very often appear together so the relationship between them has to be clearly explained. The term *training* is often used casually to describe almost any effort initiated by an organisation to foster learning among its members. However, many

experts make distinction between *training*, which tends to be more narrowly focused and oriented toward the short-term performance concerns, and *development* which tends to be oriented more toward broadening the individual's skills for his/her future responsibilities. The two terms tend to be combined into a single phrase - *training and development* - to indicate the combination of activities used by organisations to increase the skill base of employees (Bohlander, Snell, Sherman, 2001, p. 222). The overall training cycle to be explained hereafter can be divided into three phases (Fisher, Schoenfeldt, Shaw, 1993, p. 369). The first phase is known as the *need assessment phase*, the second one as *the training phase*, and finally the third one as *the evaluation phase*.

3.5.1. The need assessment phase

For any training to be successful it is important to undertake a thorough need assessment to determine which employees are to be trained, what they are to be trained and which methods will best provide required KSAs. Need assessment and training can be created only for those employees who need to improve their performance, secondly, for the current employees who are intended for promotion; and finally for the new hires. Depending on what group of employees the training will be directed to, the choice of methods and sources is made. If main intention is to improve the employees' performance in the current job, training must be designed in a way that the present employees' performance is find out and differences in performance or the areas where an improvement is needed are identified. After having gathered all important information on poor job performance it is important to state if training is needed to eliminate potential problems, or the situation can be solved by increasing motivation or redesigning tasks. If training is made for the current employees intended for promotion, than the need assessment must be done in different way. The current job of those employees, as well as their current level of performance, may not indicate their abilities for the future job. To meet those demands, the HR specialists and trainers must measure the demands of the future job in order to assess the abilities of the employees intended for promotion. Finally, training can be designed for those employees who are not intended for promotion and development, but for those who are new hires in organisation. Those employees are not employed yet, so the trainers are not aware of their KSA. In order to prepare the new hires for their new positions, tasks and responsibilities of the job, trainers can make some tests to assess their abilities and provide them some needed improvements, if needed.

A thorough need assessment has to be based on three segments; organisation analysis, task analysis and individual analysis (Fisher, Schoenfeldt, Shaw, 1993, p. 375). Organisation analysis is the process of examination of the organisation’s environment, strategies and resources, in order to determine where the emphasis of training should be laid. It is also important for training to be in correlation with the organisation's goals, culture and future plans. The second stage of need analysis is called the task analysis and it is focused on the duties and responsibilities of the job. This stage implies a thorough inspection of the

description and specification to identify all the activities performed in a particular job and to determine the KSAs needed for them. The task analysis starts with listing all the tasks and duties included in job. Finally, the individual analysis determines which employees require training and what their current levels of skill and knowledge are. A thorough individual analysis helps an organisation to avoid the mistake of putting all the employees into training and when some of them might not need it. Also, it helps the managers to determine what has to be done to resolve the problems of those areas where the employees are deficient.

3.5.2. The training phase

Upon identifying the training needs, the second important step is design and implementation of the training program. Proper design and implementation of the training program will ensure meeting the goals, this being accomplished through the second stage called the training phase. This phase starts with selecting training methods and developing training materials which are to make better results by understanding how people learn by determining the level of their readiness and motivation (Fisher, Schoenfeldt, Shaw, 1993, p. 379). The situation with learning is the same as with training, when the trainee's readiness and motivation are concerned. Trainee's readiness depends on his/her maturity and experience, which means that he/she should have the background knowledge and skills necessary to absorb the content of training programs. Also, one must know that only conscientious, goal-oriented and self-disciplined employees are motivated for training. They are able to grasp the correlation between the effort they put into training and higher performance on the job.

After the training program has been designed it is important to implement it adequately. There are different teaching methods suitable for different groups of employees. In most occasions those techniques are different for non managerial and managerial employees. These are separated because non managerial employees require different training methods from the managerial ones, since their needs in terms of development and improvement are different. Most techniques for both groups of employees can be divided in on-the job techniques and off-the job techniques (Fisher, Schoenfeldt, Shaw, 1993, p. 385). The first ones are conducted at the work site and in the context of actual job, while the others are performed in classrooms.

3.5.3. The evaluation phase

The final phase of the training process is evaluation phase. Training should be evaluated to determine its effectiveness, i.e. to define the extent to which the training activities have met the goals set. Unfortunately, organisations usually make poor evaluation or even ignore it. There are four criteria of proper evaluation, these being: reactions, learning, behaviour and results (Fisher, Schoenfeldt, Shaw, 1993, p. 405). The first criterion is reactions of trainees. Participants can tell whether they liked the program or not, but also can give insights into the content and techniques they found most useful. The next criterion is learning, which measures to what degree the trainees have mastered the concepts, information and skills presented by

training. Knowledge and skills testing made before the training is the control base for subsequent evaluation. Another criterion is on-the-job behaviour. In many occasions the knowledge obtained is not transferred to the job, but this does not mean that training was not effective. The transfer of training will be reinforced if the conditions on training are the same as on the job. The final level is the result of training, which can be measured by utility and benchmarking. Utility refers to the benefits derived from training, relative to the costs incurred. Also, an organisation can measure the results of training by means of benchmarking – a process of measuring one's own services and practices against the recognised leaders, in order to identify the areas to be improved.

3.6. CAREER DRIVERS - FOUNDATION FOR CAREER DEVELOPMENT OF NEW-AGE EMPLOYEES

The expectations regarding career and its prospects have changed lately from the traditional concepts, characteristic for the past decades in business environment, to the modern concepts. Being employed at his/her first job and starting his/her own career, an individual enters into a psychological contract between himself/herself and his/her employer. The first months of employment are considered to be decisive for a positive psychological contract between an employee and employer (De Vos, 2004, p.4). These contracts are defined as the beliefs employees hold about the terms and conditions of the exchange agreement between themselves and their organisations. The employees' evaluation of their psychological contract affects the important employee's attitudes and behaviours, like commitment, turnover and organisation's citizenship behaviours. Psychological contracts in the relatively stable environment and in the existing dynamic context seem to differ in many aspects (Maheshwari, Krishnan, 2004, p. 2). Being the member of the stable business and technological environment, an employee expects from his/her organisation steady employment, guaranteed rewards, upward mobility, few lateral entries, formal training, career management by organisation, fair and equitable human resources management practices. In return, the organisation expects from its employees: loyalty, commitment and hard work. On the other hand, if an employee is the member of a dynamic business and technological environment, he/she expects from his/her organisation employability, continued professional education, balanced work/life requirements, individually driven career management, career managed by an individual and not by organisation, resources to develop identity and adaptability of employees. In return, organisation expects flexibility to employ, deploy and retrench people according to the changing needs for skill and knowledge.

On the other hand, flexibility as an imperative of our time imposed to organisation in the current competitive environment has made it difficult for them to provide traditional job security to its employees (Singh, 2005, p.3). Certain career drivers that were part of psychological contract have changed during the time. These drivers can be defined as the short-term/long-term aspirations or preferences of an individual, which influence his/her decisions regarding his/her career. Aspirations and preferences can be related to the specific

features of a job or an organisation, so that career drivers are either job-related or organisation-related. Career drivers can be broadly classified as traditional and progressive (Singh, 2005, p. 4). Traditionally, the career drivers related to the old psychological contract have are: upward mobility in the hierarchical layers, social status, and assured future. These career drivers are characteristic for the old psychological contract. However, the motivation backing the career moves may no longer be limited to money or status, but these moves may be motivated by an opportunity to learn new things or proper utilisation of current skills on the job. Progressive career drivers are those related to the new psychological contracts, focused on improving employability, employee performance and employee growth. Singh in his work tried to prove that progressive career drivers are dominant over the traditional ones with the new-age employees. He also tried to prove that the new-age employees always try to improve their employability and are eager to learn new skill-sets. This research has been conducted in 2003 within the software professionals. They were chosen because they were typical new-age employees working in new-economy industry. Data from this research can be correlated with the data of the empirical part of this master thesis.

The research has proved that the progressive career drivers dominate over the traditional ones (Singh, 2005, p.9). The research conducted by Singh gave the results similar to those from the research of this master thesis with young Croatian professionals. New age employees in both cases are more oriented towards the progressive career drivers, this being specially true for an opportunity of acquiring new abilities and skills in order to improve their current status. In the case of Singh's work as well as in the empirical part of this research, one traditional career driver is also stressed: the possibility of better pay and better reward for accomplishment. Better pay will hereafter be pronounced as one of the main reasons for new job opportunities with the Croatian graduates in Economics.

3.7. GRADES AS INFORMATION

When finishing their faculty education, the graduates, who will in future become significant human resource to a certain employer, carry along their average graduate grade. Is this average grade valuable information for employers on their future employees and what information do grades provide at all? In academic environment, incentives, rewards and information are provided through grades (Grant, 2005 p. 1). Good grades are reward for diligent students and they could be used outside of education institutions, perhaps by an employer in the entry-level labour market, seeking to identify an applicant's academic skills from his/her grade point average. There are always variations in grades even among the students taking classes from the same teacher, because some students are more willing to trade off their leisure for study, or they learn more easily. On the other hand, there can be variations in grades among different educational institutions, this depending on teachers and their skills, potentials, and readiness to transfer their knowledge to students. The grades variations by regions will be the subject of the empirical part of this thesis, which will try to prove that regarding the grades, there are no differences between the different Croatian

faculties of Economics. Another topic regarding the grades, i.e. the influence of grades on employers and possibility of easier employment, will also be discussed in the empirical part, and their correlation will be proved. Each grade is a function of the instructor's quality, student's characteristics, and nature. One can make certain conclusions on the teacher's effectiveness from his/her average grade, as well as one can make certain conclusions on the student's abilities from the student's grade. Employer can combine this information on the student's abilities with his/her own knowledge of the relationship between these abilities and requirements of the job in question, to make more accurate assessment of the potential hire's value to the firm.

In 1990-ies a research was conducted in Croatia in order to find the correlation between the grades on different educational levels and job success (grades on job performance) (Marušić, 2001, p. 155). The research was conducted among 650 employees in 10 companies. The research has found the correlation between these two parameters, but with a very low correlation coefficient (Marušić, 2001, p. 158). This reveals that it is very difficult to predict the future job success from the grades from the education process. If grades are to be taken as a measure for selection, then they should not be taken as criteria for employment, but only as an indicator which can provide advantage if the candidates are equal in all other criteria. Moreover, literature and researches show that the past performance in education process has no influence on whether the young applicants will get the job they want or the pay they want (Grant, 2005 p. 2). Also, the employers always want to employ strong human resources, but very often complain about not being able to get such employees, since graduates are not enough prepared for the workplace. Finally, the researches show that employers do not use educational information on their applicants, and fail to reward the graduate's academic skills in terms of hiring, better job, or better pay.

4. REGIONAL VIEW OF CROATIAN LABOUR MARKET

The definition of region is important in the research of regional labour markets (Mrnjavac; Grčić, 1996, p. 463). The usual procedure is to use administratively defined areas in which local authorities can design and implement a relatively independent and consistent policy relevant to the labour market. These administrative regions in Croatia are counties. The analysis of the regional labour markets is necessarily a synthesis of economic and demographic factors and their interaction. Natural growth and migration change the size of the population, which by given activity rates determine the labour supply. However changes in population size affect the demand for goods and services, which in turn determine the demand for labour as one of the basic production factors. In a dynamic economy regional differences should be short-term, because market forces automatically balance them. Owing to lower wages firms should be attracted to areas of higher unemployment, and, vice versa, workers would migrate to more attractive areas. Market forces do not always alleviate regional differences, more frequently they intensify them. It is very logical; rich regions with abundant resources and high quality resources attract free capital and develop faster than less developed ones. In such a situation direct or indirect government intervention is really a necessity, and in radical cases it is not only a complement to the market, but it must be strong enough to overcome and redirect market forces.

Development of Croatian regions, besides inherited problems and imbalances, is additionally burdened by the consequences of the war, i.e. by the fact that some regions were directly exposed to destruction and devastation of material resources as well as to forced emigration - outflow of labour force (Mrnjavac, Grčić, 1996, p.458). Forced migration from the occupied Croatian territory as well as the destruction of housing, infrastructure and production facilities caused an interregional allocation of population which was utterly independent of the usual economic determinants. The immediate consequence was an increase of labour supply and change of supply structure in the labour markets of immigration regions. On the other hand, occupied regions were affected, besides other loses, by the long term loss of human capital immanent to the territorially defined social group. The same factors had a direct impact on the production possibilities in the affected regions and thus indirect effect on the labour market. Due to that it is expected that special attention will be paid to reconstruction and development of these regions, and that the above mentioned regional management process will be delayed, i.e. in the immediate future the central government will play an important role in the development of these regions. Besides war aggression many Croatian regions are slowing down in their economical development due to other reasons such as their territorial positions. This relates to rural areas, areas of great industrial decline, border areas, mountain areas and islands.

Focusing on the three regions that are the subject of this master thesis (Split-Dalmatia County, Primorsko-goranska County and Istria County), it can be pointed out that they were spared from the direct war aggression and war destructions. On the other hand problems of

imbalance between the labour force supply and labour force demand were caused by migrations of labour force from the counties that were directly affected by the war aggression, because these regions encountered with the same problem of refugees. This can be the basis for the formulation of master thesis hypothesis which states that there are no differences between the Croatian graduates in Economics and the students of final years of various Croatian Faculties of Economics in the stated counties. Similar developmental opportunities, opportunities of employment as well as similar enrolment opportunities (more in further text) provide approximate opportunities for career development among graduates in Economics in stated regions. In other Croatian counties greater regional differences are noticed (http://www.hzz.hr/docslike/24032004-H-NAPZ.doc), starting from City of Zagreb which offers significant employment opportunities, then Istria County were employment opportunities are related to tourist sector, Mediterranean agriculture, fishing and steadily established entrepreneurial culture, and finishing with Central Dalmatia which still suffers from war consequences.

Among the main indicators that can be pointed out for the future Croatian and regional development, belongs the need for increase of employment, higher participation of science and new technology in economy as well as the need for natural growth of Croatian population. The increase of total employment is a top priority of Croatian and regional economy and politics (and of course has to remain priority in the future, as well). The increase of total employment mainly considers the young Croats aged between 15 to 29 which, according to the last Croatian census, form 20.25% of total Croatian population (http://www.vlada.hr/Download/2004/08/04/34-10.htm). According to the same census the unemployment of the stated group of population is 34.4% which makes them the most affected group. At the same time the Croats of the age group 15-29 make the main power of economic development on the country's as well as on the regional level. Specific problems that create such a situation are the absence of a mechanism which would enable transition from passive to active segment of population, the absence of a process which would enable gaining the first working experience and the lack of financial support for those entering the world of work. One of the solutions for the problems is incorporated in several programmes that Croatian Government has made. One of the programmes relating to the graduates in Economics is called "From Faculty to Job" and is intended for young graduates up to 27 who graduated within the scheduled period. Government, by this program, participates in co-financing of their employment and it also rewards employers that employ new graduates with certain benefits. Another indicator of Croatian development is the development of new technologies. Once again, Government offers programs of support for those employers and entrepreneurs whose main function is in tight connection with science and technological development. The main goals of this process are possibilities of receiving information in due time, closer connections with Croatian economy and the interchange of information within the world of business. Last among the stated indicators of Croatian development is the need for natural growth of Croatian population. This is stated because of the several reasons that Croatia is dealing with presently. Those are drastic changes within Croatian demographic

structure noticed in the decrease of natural population growth, war migrations, population ageing and decrease of active segment of population (http://www.mzopu.hr/doc/BiltenHABITAT.pdf). At the end of this section some other indicators, apart from those stated, can also be mentioned in order to the present possibilities for the development of regions and towns that are the subject of this research. Due to the fact that all three regions are costal regions, their viability and development are tightly connected with their natural environment. According to this, one of the main indicators of their development is tourism which is main driver in the process of development (especially for Istria County and Split-Dalmatia County). Primorsko-goranska County, according to its specific location within highland area, costal area, sea area and islands, has to establish balance among economical and social development (http://www.mzopu.hr/doc/BiltenHABITAT.pdf).

4.1. REGIONAL VIEW OF EMPLOYMENT AND UNEMPLOYMENT

Table 3 shows the similarities among three stated Croatian counties regarding the employment. Data in the table show the number of employed persons within counties demonstrated through indexes. Year 1999 is taken as a base year and other years are compared to it in order to demonstrate increase or decrease within the employed persons.

Table 3: Indexes regarding employment in Croatian counties 1999-2003

County/Year	1999	2000	2001	2002	2003
Split-Dalmatia County	100	96.61	96.30	96.82	102.02
Primorsko-goranska County	100	98.89	99.13	99.85	101.7
Istria County	100	98.47	100.14	101.53	101.63
Range		93.13-104.73	93.18-104.53	92.73-106.56	86.22-117.63

Source: Various editions of Statistički ljetopis Republike Hrvatske

The last row of the table represents the ranges within all Croatian counties. For instance, in year 2003 index for Split-Dalmatia county was 102.02, which means that employment in this county increased by 2.02% compared with the same county in 1999. Similar changes happened in the remaining two counties. Employment in Primorsko-goranska county increased by 1.7% and in Istria County by 1,63% compared with 1999. The greatest decline in a particular county was recorded as the decline of 13.78% compared with 1999 (value of index is 86.22), while the greatest increase in a particular county is registered as an increase of 17.63%. The greatest increases are recorded for City of Zagreb, while the greatest declines are recorded for the north-east parts of Croatia. Significance for this test is 6.48 (P >5%), which shows that there are no significant differences regarding the employment within the three stated counties.

Another indicator for the similarities among the three stated counties is the latest data of Croatian average monthly received pay. The stated counties disperse similarities regarding this issue too. In Split-Dalmatia County the average monthly received pay (summer 2005) was 1,6% above the Croatian average, as well as in Istria County, while Primorsko-goranska county was 0,5% above the Croatian average. The greatest differences are once more noticed among other Croatian counties, such as: the City of Zagreb where monthly average received pay is 22% higher than Croatian average. Those data can be also connected with the above stated, that the City of Zagreb offers the greatest employment opportunities. On the other hand the greater disparities with the Croatian monthly average received pay, regarding the greatest decline were 23% bellow Croatian average (north-east part of Croatia) (http://www.slobodnadalmacija.com/20050907/ekonomija01.asp). These similarities regarding the average monthly received pay, can also point at quite similar opportunities that the Croatian graduates in Economics possess regarding the career development in three stated counties.

4.1.1. Population and unemployment in general

The Republic of Croatia is divided into 21 counties, including the City of Zagreb as a separate county. As mentioned already, in this work the three separated counties are taken into the field of research, and those are Split-Dalmatia County, Primorsko-goranska County and Istria County.

The data presented in the first part of this section are gathered from the last census that took place in Croatia in 2001. Here the population that inhabits the three counties important for this research is presented, and is divided according to their different statuses. These statuses include: total number of population, population capable for work, and which is of grater importance, number of active and number of employed inhabitants, all patterned into groups of male and female. The total number of Croatian population is 4.437.460. Split-Dalmatia County, with its number of inhabitants, holds the second position among all Croatian counties (10.44% of Croatian population), just after the City of Zagreb. Split-Dalmatia County is followed by Primorsko-goranska County, which is according to its number of inhabitants at the fifth position among all Croatian counties (6.88% of Croatian population), while Istria County is on the sixth position (with 4.65% of Croatian population). The first subgroup of Croatian population presented in this table is the population capable of work. This group includes the Croatian population of particular age, specifically female population 15-59 years and male population 15-64 years, who are physically capable of work. The average of Croatian population capable of work is 78.71%. The three stated counties follow this average on the country's level, with minor exception of Split-Dalmatia County which is slightly below this average with its percentage of 75.64%. Another subgroup of Croatian population forms the active population. This group consists of work capable individuals who were at the time of census registered as employed or unemployed. The ratio of active Croatian population to Croatian population capable of work is 56.96%. The average of active population to all

Croatian inhabitants is 44%, but observing these three counties the highest rate of active population belongs to Istria County, while the lowest rate belongs to Split-Dalmatia County. Finally, active population is divided into employed and unemployed persons. The unemployment in Croatia is rather high. The percentage of employed persons, to active population in Croatia is 79.57% (unemployment rate 20.43%), while the percentage of employed population to that capable of work is 45.30% and the percentage of the employed to total the number of Croatian population is 35.01%.

Table 4: Data of population in three Croatian counties

	POPULATION			POPULATION CAPABLE OF WORK		
	Total	**Male**	**Female**	**Total**	**Male**	**Female**
Split-Dalmatia County	463.676	226.131	237.545	350.707	167.428	183.279
Primorsko-goranska County	305.505	147.215	158.290	248.827	116.501	132.326
Istria County	206.344	99.969	106.375	165.466	78.114	87.352
CROATIA	4.437.460	2.135.900	2.301.560	3.429.541	1.613.679	1.815.862

	ACTIVE POPULATION			ACTIVE EMPLOYED POPULATION		
	Total	**Male**	**Female**	**Total**	**Male**	**Female**
Split-Dalmatia County	194.082	106.834	87.248	143.526	81.042	62.484
Primorsko-goranska County	141.139	76.204	64.935	113.424	62.375	51.049
Istria County	95.694	52.363	43.331	79.876	44.275	35.601
CROATIA	1.952.619	1.085.137	867.482	1.553.643	871.054	682.589

Source: www.dzs.hr (Census, 2001.)

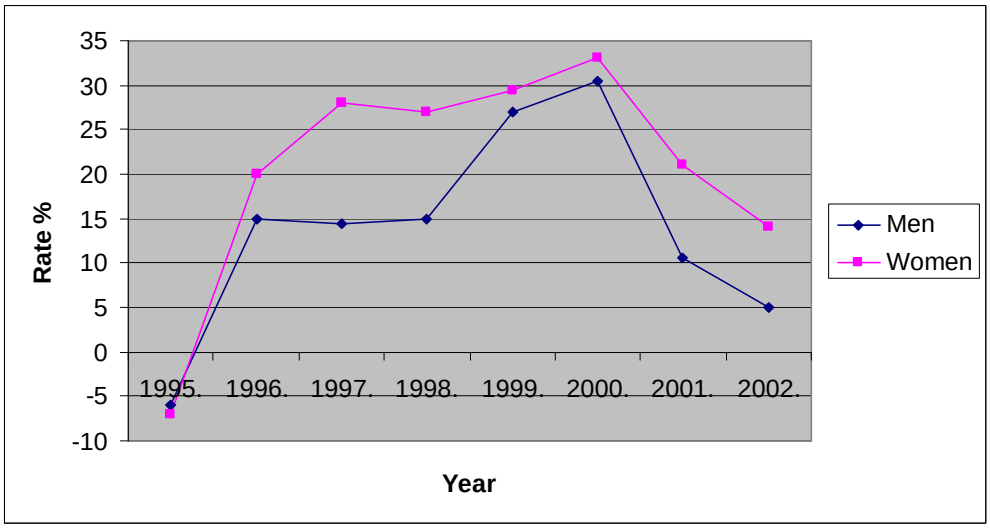
4.1.2. Unemployment in Croatia according to gender and age

According to HZZ[4] data, the strongest correlation of the increased unemployment with gender is noticed in the 50-54 age groups. This correlation relates to the period 1995-2002, and is shown in the chart 1. Correlation coefficient of the increasing unemployment with the unemployed men and unemployed women of the stated age groups is 0.93 (HZZ). In other age groups the movements of unemployment among genders are significantly lower. The age group with the weakest correlation coefficient among genders is 30-39 years, with coefficient value of 0.63 (HZZ). Lower correspondence between men's and women's unemployment in this age group is the result of significant discrepancies of unemployment in 1998, which can

[4] Croatian Employment Service (Hrvatski zavod za zapošljavanje - HZZ)

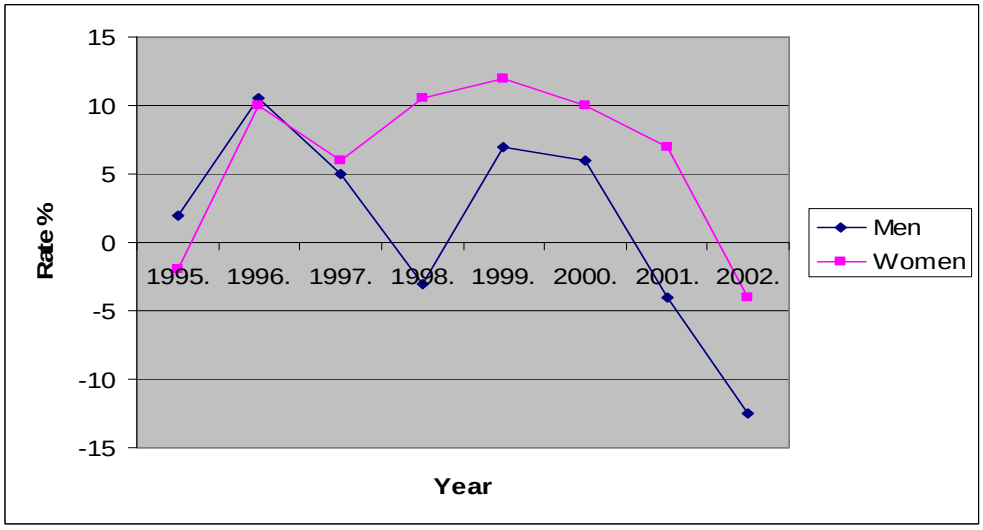
be seen in chart 2. Afterwards the movements among men and women became again parallel, but not as tight as it used to be before 1998.

Chart 1: Unemployment in 50-54 age group in 1995-2002 in Croatia



Source: Analitički bilten, 1/2003

Chart 2: Unemployment in 30-39 age group in 1995-2002 in Croatia



Source: Analitički bilten, 1/2003

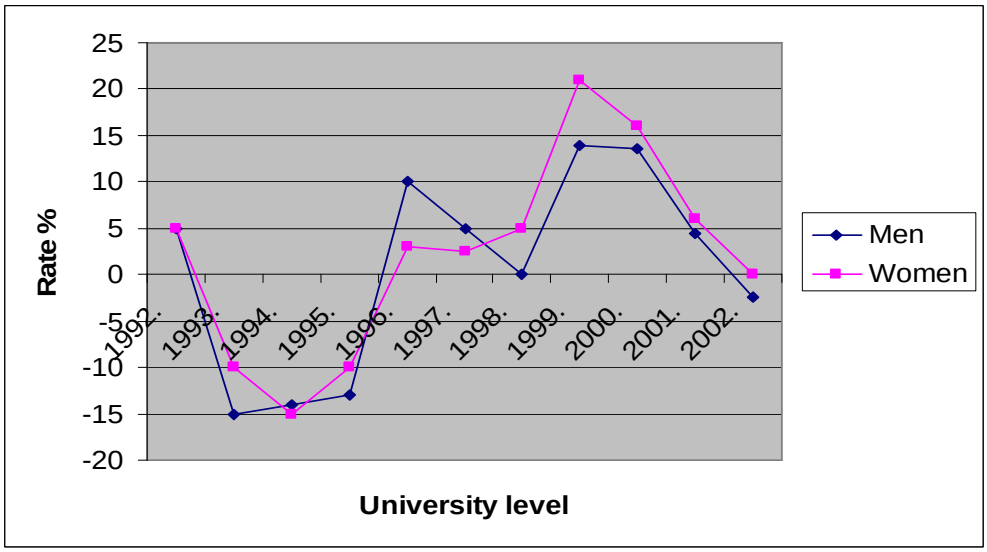
It is interesting to mention, that more pronounced correlation between genders can be noticed, but of different age groups. For instance, a pretty strong correlation is perceived among men aged between 30-39 years and women aged between 15-24 years. That coefficient is calculated as 0.79 (HZZ). Also, this group of unemployed men is highly correlated with the group of women aged between 40-44 with the same value of correlation coefficient. These deviations of unemployment between men and women of the same age group are the result of decreased women participation in work. Younger women (25-39) are less participating in labour force than younger and older women, and that is due to the fact that women of this age

group are oriented towards giving births and taking care of young children. Also very weak correlation is noticed among the oldest age group (60 and over), with the value of coefficient just 0.07 (HZZ), and this is the result of the fact that women are those that first step out from the working force. Women in Croatia are defined to work to 60, while this age limit for men is increased till 65.

4.1.3. Unemployment in Croatia according to educational background

Educational background in Croatia is divided into 6 groups, consisting of: university level (4 years of Faculty), non-university level (2 years of Faculty), secondary school, highly skilled, primary school, and unskilled persons. Persons with university level are the most important for this research, but for certain correlations and deeper explanations also those with other levels of educational background are taken into consideration. From data that are gathered from Croatian Employment Service (for the period 1992-2002) the greatest coincidence among the unemployed men and women is noticed for those with university level. Correlation coefficient for this group of the unemployed is 0.93 (HZZ), which notifies that movements of unemployed women and unemployed men with university level are in the same direction.

Chart 3: Unemployment rate for university level according to gender in 1992-2002 in Croatia

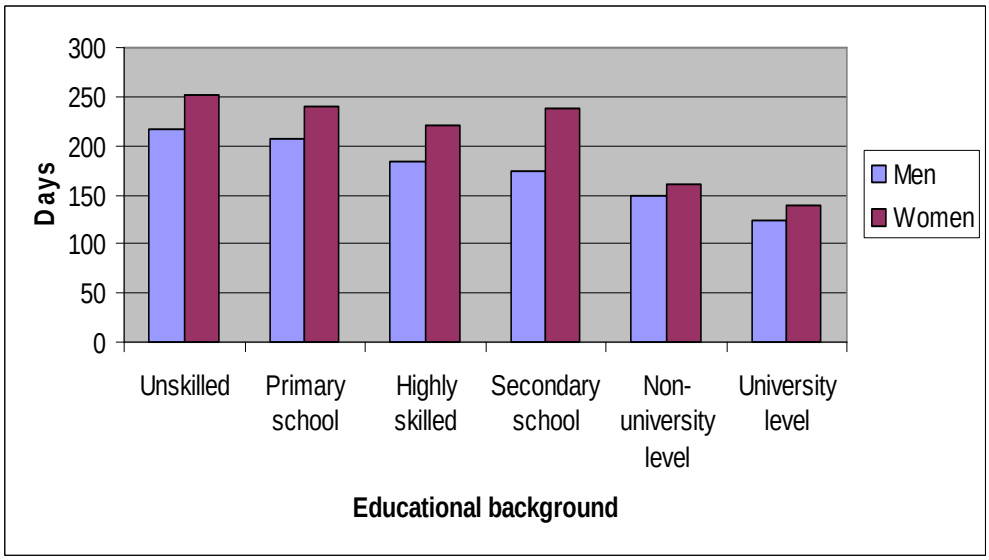


Source: Analitički bilten, 1/2003

According to chart 3, women with university level reached the highest peak in 1999, as well as men. The lowest unemployment rate for women with the same educational background was in 1994, and it was also followed by the lowest men's rate for the period 1993-1995.Other educational levels are not so much correlated among genders. What can also be mentioned as interesting is the fact of high correlation of unemployment rate between men and women, but of different educational levels. The same correlation (0.93) (HZZ) is noticed among men with university level and women with finished primary school and even unskilled women. In 2002,

duration of unemployment was measured for men and women of different educational background. It is noticed for men that higher educational levels are characterised by shorter waiting period for employment. Unskilled workers have the longest waiting period after registering at Croatian Employment Service, which is on average 217 days. Increase in educational levels leads to decreased waiting period, thus the waiting period for men with university level is 124 days.

Chart 4: Median for employment waiting period according to educational levels in 2002 in Croatia



Source: Analitički bilten, 1/2003

Regarding women, higher level of education is also related to shorter waiting period, with the exception of women with secondary school degree, where the waiting period is pretty the same as with unskilled workers. Women as unskilled workers have the longest waiting period of 251 days, and the shortest waiting period for employment characterises the unemployed with university levels and it is 140 days long on average.

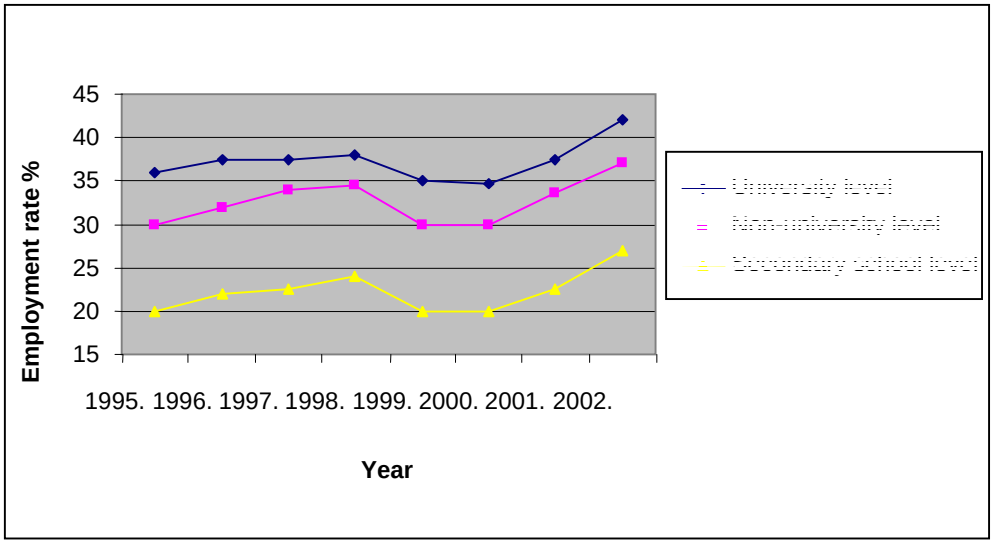
The average duration of unemployment is shorter for men than the women in all groups of educational levels. Gender difference measured within days is the most obvious at secondary school level and the shortest at university level.

4.1.4. Employment in Croatia according to educational background

Chart 5 illustrates the year employment rate for top three educational levels which include: university level, non-university level and secondary school level. The year employment rate represents the ratio of the number of newly employed persons during the year and the sum of unemployed from the beginning of the year and new incomers during the year. This rate calculates the number of the employed from total number of the unemployed that were in

search for job during the year. This rate is calculated according to the unemployed who are registered at Croatian Employment Service.

Chart 5: Employment rate according to educational background in 1995-2002 in Croatia

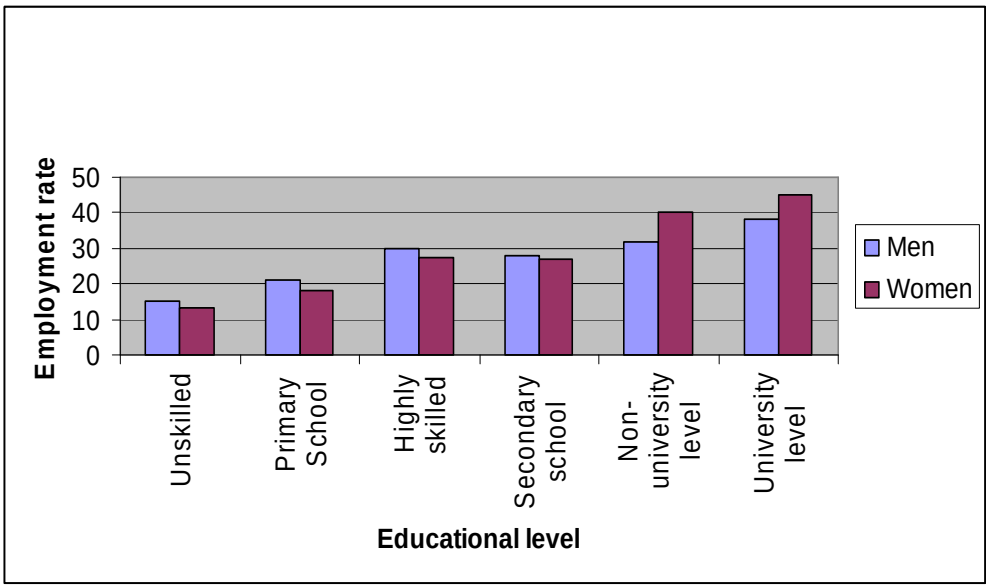


Source: Analitički bilten, 1/2003

In this chart we can notice that the employment rate for those with university level was higher during all the years than the employment rate of those with non-university level, and this one was higher during all the years than the employment rate of those with finished secondary school. Movements of all three groups of employed are the same in their direction, with slight differences at its bottoms and tops. The lowest employment rate for university level is noticed in the year 2000. The highest employment rate is obvious for all three groups in the last year of observation.

Analysis of employment rate according to educational background and gender is shown in chart 6. In all groups except the top two according to educational level, higher employment rate characterises the male. In contracts, employment rate for those with non-university level and those with university level is higher for female. At the same time, the greatest differences among genders can be noticed within non-university and university level, and this is, as already stated, in favour of the female.

Chart 6: Employment rate according to educational level and gender in 2002 in Croatia



Source: Analitički bilten, 1/2003

4.1.5. Employment of young and middle age specialists according to occupation and gender in Croatia

The first part of table 5 shows the number of young and middle aged men (up to 50 years) who were registered at Croatian Employment Service as unemployed for the first time in 2003, and who were employed in a period of 180 days. These employees are those who used to work according to their qualifications before the stated unemployment and were registered as specialists or scientists. Occupations that are taken into consideration are those that number ≥ 40 of newly registered. Number of occupations with ≥ 40 registered persons is 26.

The highest extent of employment is registered for the graduate construction engineer with ratio of 74.0%. It is followed by medical doctor whose rate of employment is 62.2%. This table also presents the graduates in Economics but the field is minimised just on graduates in Economics for the finance, because these are the most significant for the stated ratio. This occupation takes the third position among the employed male specialists or scientists with ratio of 61.9%. Results in table 5 are calculated as the ratio of new incomers on Croatian Employment Service and the number of former unemployed who were employed in a period of 180 days. According to these ratios these three occupations present the top three. From the other point of view, order is not the same considering just the number of new incomers at Croatian Employment Service. The first position according to the number of new incomers takes the graduates in Economics (in general without specification of his/her field) with the number of newly registered men of 499. It is followed by law profession of 351 newly registered and medical doctors with 251 new incomers.

Table 5: Number of employed young and middle aged specialists according to occupation and gender in 2003 in Croatia

MEN				WOMEN			
Occupation	New	Employed	Ratio	Occupation	New	Employed	Ratio
1. Graduate construction engineer	77	57	74.0	1. Master of pharmacy	76	68	89.5
2. Medical doctor	251	156	62.2	2. Mathematics teacher	100	81	81.0
3. Graduate economist for finance	105	65	61.9	3. German teacher	95	68	71.6
4. Veterinarian	117	68	58.1	⋮			
5. Graduate electrical engineer	182	104	57.1	**24. Graduate economist for finance**	215	116	54.0
⋮				⋮			
24. Graduate criminologist	61	16	26.2	44. Graduate chemistry engineer	41	12	29.3
25. Journalist	51	11	21.6	45. Graduate art historian	43	11	25.6
26. Graduate engineer of maritime transport	95	15	15.8	46. Graduate politologist	69	17	24.6

Source: Analitički bilten, 3/2004

The other part of table 5, shows the same data, but for the female. The number of occupations that counts ≥ 40 registered unemployed persons is 46. The highest extent of employment is registered for master of pharmacy with ratio of 89.5% and is followed by mathematics teacher with its ratio of 81,0%. Graduates in Economics for finance is again separated from general graduates in Economics and takes 24th position, which is rather worse than compared with the male of the same occupation. The female are more oriented toward teaching occupations, and these are more represented among the female than the male. The first three positions according to the number of new incomers keep the same occupations as with the male. These are: graduates in Economics (in general) with 904 new incomers, law profession with 653 new incomers and medical doctor with 541 new incomers. Comparing the number of new incomers and the number of the employed out of these incomers of the stated occupations (and also the others with university degree) it is significantly higher for the female, which upholds the statements from chart number 6.

The first part of table 6 represents the employment of newly registered males at Croatian Employment Service, but this segment includes the first time unemployed without any working experience. Once again, occupations that are presented in the table are those that count the number of newly registered at Croatian employment Service in 2003 ≥ 40. Considering the male, the highest extent of employment in the first 180 days after registering

at Croatian Employment Service belongs to graduate construction engineer with the ratio of 79.2%. This occupation is once more followed by medical doctor and its ratio of 76.6%. Graduates in Economics for finance holds 4th position with ratio of 63.6%. In this segment also, the order according to employment ratio and the number of new incomers is not the same. The first position according to the number of new incomers takes the graduates in Economics (in general without specification of his/her field) with the number of newly registered men of 233. It is followed by law profession of 173 newly registered.

The other part of table 6, shows the same data, but for the female. The number of occupation that counts ≥ 40 registered, is 19 for the female. The highest extent of employment for female is registered for master of pharmacy with ratio of 90.0% and is followed by medical doctor and its ratio of 83.5%. The graduates in Economics for finance hold 6th position with ratio of 60.30%, which is much better than it was for those that were employed 180 days after registering at Croatian Employment Service but with former working experience.

Table 6: Number of employed newly registered young and middle aged specialists according to occupation and gender in 2003 in Croatia

MEN				**WOMEN**			
Occupation	New	Employed	Ratio	Occupation	New	Employed	Ratio
1. Graduate construction engineer	53	42	79.2	1. Master of pharmacy	50	45	90.0
2. Medical doctor	64	49	76.6	2. Medical doctor	115	96	83.5
3. Construction engineer	75	50	66.7	3. Dentist	45	32	71.1
4. Graduate economist for finance	66	42	63.6	⋮			
⋮				**6. Graduate economist for finance**	116	70	60.30
16. Telecommun. engineer	42	9	21.4	⋮			
17. Gym teacher	49	15	30.6	19. Graduate social worker	49	11	22.4

Source: Analitički bilten, 3/2004

The first two positions according to the number of new incomers keep the same occupations as with the male. The order of these occupations is also the same as it was with the unemployed with former working experience. These occupations include the graduates in Economics (in general) with 339 new incomers and law occupation with 297 new incomers. Comparison of the number of new incomers and the number of employed out of these incomers between male and female, once again upholds the statement that employment rate according to university and non-university level is higher in favour of the female.

4.2. REGIONAL VIEW OF STUDENTS' POOL

Human capital can be pointed as the most important in individual, organisational, regional and even the country's development. As it is already mentioned in the thesis, for career development the most important investments are in human resources, i.e. individual investment and also organisational investment. Human capital can be distinguished as two types - general and specific (Zoričić, Škare, 1996, p. 151) General human capital comprises general education that an individual possesses and has gathered throughout formal education. The other type of human capital, specific human capital comprises all the knowledge gathered through additional educational programs. Additional knowledge and additional programs can be supported by an individual himself/herself or by the organizations where individuals are employed. Croatia should base its developmental process on intensive use of human capital that it possesses. Human capital is a propulsive factor for Croatian economy, which can generate the greatest return rates. Providing remarkable human capital, Croatia has to stimulate young generations providing them opportunities for top-quality high education. Attention has to be paid not only to younger generations but also to older, to persuade them to continue with their whole life education and continuous development.

Opportunities for new generations of students, who will form Croatian future human capital, raise from year to year in a way that Croatian Ministry of Science Education and Sport provides new group of studies and new possibilities within each University. Croatia is divided within six Universities (two of them the University of Zadar and the University of Dubrovnik were recently founded, in 2003. They will be ruled out from further explanations due to the fact that they are still very young Universities with smaller number of departments). Other Universities with long tradition are the University of Zagreb, the University of Split, the University of Rijeka and the University of Osijek. The subjects of this thesis are just the University of Split (Faculty of Economics Split) and the University of Rijeka (Faculty of Economics Rijeka and Faculty of Economics Pula) but certain figures will be compared to other two Universities too. In all Universities the Faculties of Economics are a significant part of their structure. Among 33 different faculties that form the University of Zagreb, the Faculty of Economics Zagreb is the first among top Faculties due to the number of enrolled students on the first year in the academic year 2005/2006. The students Faculty of Economics in Zagreb form 10.76% of all students or 22.66% of the students that study a group of social sciences (http://www.unizg.hr/fileadmin/rektorat/dokumenti/upisi/natjecaj.pdf). A similar situation is also in the University of Split where the students of Faculty of Economics Split form 1641% of all students and 34.92% of all students that study at a certain faculty that belongs to social sciences. The Faculty of Economics Split, among 14 different Faculties, belongs to top three Faculties by the number of announced open positions for the academic year 2005/2006. On the other hand, according to the results or enrolled students, it has precedence over other faculties of the belonging University. (http://www.unist.hr/web/datoteke/vodic_2005.pdf) The University of Rijeka also forms 14 different faculties within which, at the Faculty of Economics Rijeka, study 15.20% of all

students from the stated University or 21.61% of students that study a group of social sciences. With these data the Faculty of Economics Rijeka takes the first position among all Faculties at the belonging University, while the Faculties of Economics Pula holds the third position with 12.67% of all students or 18.02% of students that study a group of social sciences within the same University. (http://www.uniri.hr/Upisi_kvote2005_06.pdf) And finally, the University of Osijek provides analogous results. Among 15 different faculties the Faculty of Economics Osijek is the number one by number of announced open positions for enrolment on the first year in the academic year 2005/2006. with 19.85% of total number of students or 36.63% of students that enrol a group of social sciences. (http://rektor.unios.hr/naslovnica/natrek.doc) The above data can confirm the set of hypotheses from this master thesis regarding the similarities among Croatian regions. This affirms the fact stated in hypothesis that there are no differences among the three Croatian counties regarding the students of the Faculties of Economics. The fact that all these counties provide the same opportunities regarding the studies of economics can fortify the argument that there are no differences among these three Croatian counties regarding the students. In addition, this information proves that in all counties there is the same interest in the studies of economics.

The following data will also try to emphasise the fact that there are no differences among the three Croatian counties regarding the number of graduated students. This can approve the fact that young generations have the same employment opportunities in these counties regarding the movements of the number of those who graduate. Table 7 represents the changes of number of graduated students, through index from 1999 which is taken as a base year till 2003.

Table7: Indexes regarding the number of graduates in Croatian counties 1999-2003

County/Year	1999	2000	2001	2002	2003
Split-Dalmatia County	100	102.42	89.27	9919	98.93
Primorsko-goranska County	100	107.73	98.51	115.01	125.56
Istria County	100	114.25	106.86	98.15	108.18
Range		80.87-125.38	81.40-120.00	54.36-141.06	88.38-125.56

Source: Various editions of Statistički ljetopis Republike Hrvatske

The first year compared to 1999 was the year 2000. We can notice that in this year all the counties followed an increase regarding the number of graduated students. Split-Dalmatia County increased the number of graduated students by 2.42% in comparison with previous year, while Primorsko-goranska County increased the same data by 7,73% and Istria County by 14,25%. The last row represents the range of movements between all other counties. The greatest decline is noticed as decline of 19.13% (index 80.87), while the greatest increase is noticed as an increase of 25.38%. Significance for this test is 10.06% (P >5%), which shows

that there are no significant differences regarding the number of graduated students within the three stated counties.

5. EMPIRICAL RESEARCH ON CAREER DEVELOPMENT OF GRADUATES IN ECONOMICS IN CROATIA

Empirical part of this master thesis explains findings in Croatia regarding the main issue of the thesis which is defined as career development of graduates in Economics in Croatia. Starting with methodology of the research where the main purpose of the research and the sources of data and analysis of data are presented, the thesis continuous with concrete results of the research. The results of the research start with the part where secondary data are presented regarding Croatian labour market, dealing with the graduates in total and graduates in Economics in Croatia. The research results are followed by concrete data, primary source of information, which clarifies the findings among the graduates in Economics in Croatia, among the final year students in Croatia and between graduates in Economics and final year students supported by various hypotheses.

5.1. METHODOLOGY

In the following sections some major issues about empirical research are presented. This section displays the purpose of the research in which the main goals of the research are presented. Also, the hypotheses that are explained in details in further text are here demonstrated. Methodology section also includes the sources of data which means more proper explanations about the questionnaires' descriptions and their content, and also descriptions of the methods used in the research analysis.

5.1.1. Purpose of the research

Empirical part of this work is used to demonstrate concrete results related to career development among the graduates in Economics in Croatia. This part explains whether career among graduates in Economics in Croatia develops in the same direction and with the same characteristics as it is stated in theoretical part of the thesis. Apart from explanations about career development in Croatia, the purpose of the research is also to reveal characteristics (similarities/differences) among the graduates in Economics in Croatia within different regions and also to reveal the opinions of final year students from different Croatian faculties of Economics regarding their first employment and developmental opportunities. Comparing these two analyses, this research demonstrates the findings about correlations between the employed graduates in Economics who have already attained certain achievement in their careers and future Croatian graduates in Economics, but only temporary students of final year, and their opinions and expectations regarding their future career development. The issue dealing with the graduates in Economics is presented in a few directions, such as the analysis of career development of graduates in Economics who graduated in the same generation, but in different Croatian regions, analysis of graduates in Economics who graduated in the same region but in two sequential periods, and finally, analysis of graduates in Economics who also graduated in the same region and within the same generation but tested in two different

periods of their career development process. The regions that are taken into consideration for the master thesis are Split-Dalmatia County, Primorsko-goranska County and Istria County with three different faculties of Economics, and those are the Faculty of Economics Split, the Faculty of Economics Rijeka and the Faculty of Economics Pula. The First Faculty belongs to the University of Split, while the other two belong to the University of Rijeka. These faculties and the counties that they belong to have been chosen because of their similarities according to the number of students and the number of population, and also according to regional developmental and employment opportunities. In few segments of the empirical part (especially where different Croatian counties are compared), only the towns of Split and Rijeka are presented. In these segments the data related to Pula were unavailable due to non existence of computerised data base.

The Empirical part includes several hypotheses as well as some sets of hypotheses that are in detail explained in sequel of the thesis, and are also presented here. The first hypothesis states that the number of the unemployed graduates in Economics will increase in the following years within the total number of the unemployed persons in Croatia. This statement can be expected to be true, because it can be supported with the fact that the number of open positions for enrolment as well as the number of enrolled students on the first year of various Faculties of Economic in Croatia takes precedence over all other Croatian Faculties (facts from section 4.2). Consequently, four years after their educational process the number of unemployed graduates within economic profession will increase among the other professions. The same facts support the second hypothesis which tests whether the number of the graduates in Economics will increase in the following years regarding the number of enrolled students. Argument for this hypothesis can also be found in the data gathered from Student administration of Faculties of Economics Split and Rijeka which state that the number of enrolled students from academic year 1989/90 to 2004/05 increased by 307%, while the number of graduated in the period from 1989/90 to 2003/04 increased by 428,15% (table 9). The following set of hypotheses reveals differences among graduates in Economics from different parts of Croatia regarding various attributes. It is assumed that Croatian regions that are the subject of the research of this master thesis do not differ from one another regarding developmental and employment opportunities or educational opportunities (section 4.1). The forth hypothesis will examine the existence of correlations between the success during the educational process and the waiting period for the first employment after graduation. It is assumed that there is no link between these variables, because it is supported by the theoretical background as well as by similar research that has already been conducted on such subject in Croatia (section 3.7). The following set of hypothesis once again tests the existence of differences among different parts of Croatia, but in this case regarding the final year students related to different attributes. Assumptions for non existence of these differences can be found in section 4.2 which states for similar educational opportunities in these counties but also in the above stated facts of similar condition among entries to those Faculties of Economics. The final set of hypotheses analyses the correlation between the final year students' expectations and graduates' in Economics experience regarding various attributes.

Argument for discrepancies is only the author's subjective opinion and consideration that the final year students are not aware yet of real business world and actual conditions on the business market.

5.1.2. Sources of data

Information for empirical part of the master thesis was gathered through primary and secondary data. Primary data were collected by the author for the specific purpose of the master thesis and relates to two types of surveys. As already mentioned in the introductory part of the thesis, the first survey was conducted among the graduates in Economics who graduated at the three stated faculties in generations 1997/98. Besides this generation of graduates in Economics, also those who graduated at the Faculty of Economics Split, four years before, in generation 1994/95 were questioned. The other survey was conducted among the final year students of the same tree Faculties in generation 2004/05. Both surveys were in written form.

The first survey, dealing with the graduates in Economics was mailed by post to all the persons who graduated in the stated generations. This survey was conducted in year 2002/03. Data regarding their home addresses were gathered from the Students' administrations, but due to the fact that a significant number of those persons has changed their home addresses since the time they were students, that a certain number of those who were not domicile population in the town of studying returned to their home towns, and that a certain number of women got married and changed their last names, a certain number of mailed questionnaires did not reach their recipients. Questionnaires were sent in envelopes containing a cover letter explaining the purpose of the survey, instructions for filling in and return envelopes. Returned questionnaires were anonymously collected. The number of graduates in Economics from the Faculty in Split who were mailed these questionnaires was 471, while 72 of them returned filled up questionnaires, which makes 15.29%. Similar response rate was with the generation of former Split's students from the generation 1994/95 where 187 mails were distributed, and 27 collected which makes 14.44%. Better response rate was in other two towns, specifically in Rijeka were 375 questionnaires were mailed to the graduates in Economics and 125 of them were filled and returned, which makes 33.33% and in Pula were 338 of questionnaires were mailed, with return rate of 31.07%, more precisely 105 questionnaires. In total the response rate was 24%. All respondents were familiar with and informed about the questionnaire content because they were concerned personally and their response depended only on their willingness to answer and to provide certain social benefit. Majority of questions were structured questions, which means that they specified the set of response alternatives and they were constructed in multiple-choice and scale format. A few questions were open-ended, but only those related to the answers in which respondents were required to write numerical answers. The first part of questions related to the respondents' personal data. The second part was about the respondents' first job, their hierarchical position in temporary company as well as about the company's structure, process of selection and working conditions. In the final part

questions referring to career, will and desire for development and promotion were presented as well as the questions that refer to possibilities that faculty degree offered or offers to them.

The second survey was conducted among the final year students from the three stated Croatian Faculties of Economics in 2004. As stated, this survey was also in written form and was distributed to the students during their lectures. Due to the fact that the students, who were present at the requested sessions, answered the required questions, the response rate was 100%. Precisely 78 students participated in the survey at the Faculty in Split, 41 at the Faculty in Rijeka and 26 at the Faculty in Pula. Just as the first survey, this one also contained mostly structured questions of multiple-choice and scale format. Several of those questions that were open-ended required numerical answers. The content of questions was related to the field of the students' desires and expectations of their first job, opinions of development in their future career and their opinions about possibilities that they would have after graduation.

Besides the primary source of data this master thesis will be also supported by the secondary source of information, which means the data that have already been collected for the purposes other than the problem at hand. Secondary source of data relate to statistical reports, computerised databases and direct response from Croatian Employment Service, Regional offices Split, Rijeka and Pula.

5.1.3. Analysis of data

After having the questionnaire constructed, data gathered and hypotheses specified the next step in the master thesis is the analysis of data. For data analysis a package SPSS 13.0 was used. For different hypotheses and different observations various analyses were used. Some of those mentioned are descriptive statistics which is used in the analysis of certain segments within the group of graduates in Economics and final year students (such as frequencies, percentages, average values, modes). Further, within the analysis of the first, the second and the fourth hypothesis regression analysis is used which is a powerful and flexible procedure for the analysis of associative relationship between a metric-dependent variable and one or more independent variables (Malhorta, Birks, 2003). Analysing the differences among the graduates in Economics in different Croatian regions regarding various attributes as well as the differences among the final year students in different Croatian regions regarding various attributes (the third and the fifth hypothesis) the analysis of variance - Anova test is used. Anova test is used for the data containing three samples, but in cases where data for only two samples were familiar T-test is used. Within the sixth hypothesis, when analysing the comparison between the experienced graduates in Economics and final year students' opinions and expectations regarding their first job, T-test is used to analyse two samples. In additional, cross-tabulation linking one variable to other variable is also used. In this case it links the importance of new or additional education in accordance with respondents' status or the importance of knowledge gathered through education in accordance with respondents' status and others.

5.2. RESULTS OF THE RESEARCH ON CAREER DEVELOPMENT OF GRADUATES IN ECONOMICS IN CROATIA

The following part presents the research results on the stated section. In certain segments the secondary source of data are used which relates to cross country analysis, precisely to different data about employment and unemployment within the graduates in Economics and graduates in other professions in Croatia. In following concrete research results gathered through the surveys are presented.

5.2.1. Employment and unemployment according to educational background within different counties

This section shows the data related to the number of population with university degree in each county. From table 8 we can noticed that Croatia numbers 7.43% of population with university degree. This number is almost equally divided among the male and female. Split-Dalmatia County and especially Primorsko-goranska County are above the country's average, but Istria County is below Croatian average. All counties, with exception of Split-Dalmatia County are slightly in favour of females with university degree.

Table 8: Unemployed population with university level in Croatia

	Counties - rate (%)			
	Split-Dalmatia	Primorsko-goranska	Istria	**CROATIA**
University level	8.11	9.25	6.58	**7.43**
Women	49.44	52.04	50.20	**50.78**
Social sciences, business and law	35.18	31.76	31.97	**32.78**
Women	52.70	58.20	53.17	**52.82**
Unemployed with university level	11.66	9.17	7.31	**7.46**
Women	61.30	59.53	53.49	**57.23**

Source: www.dzs.hr (Census, 2001.)

Economics as science belongs to the group that is interesting for this research and it is the group that consists of social sciences, business and law. This group makes almost one third among all sciences in Croatia. Primorsko-goranska County and Istria County are closer to Croatian average, but according to these data it can be noticed that the population in Split-Dalmatia County is a little bit fonder of this group of subjects than others. Economic science as a part of this group is more interesting to the female population than to male. This can also be noticed in the fact that 52.82% of population in Croatia devoted to this field of study make women. This particularly refers to Primorsko-goranska County which is standing a little bit out of others. Among unemployed population, total percentage of unemployed with university

level in Croatia is 7.46%. The highest percentage of this group belongs to Split-Dalmatia County. Other counties are below this one, but focus has also to be made on Istria County because this county is below the country's average. Women, again form more than half among the unemployed persons with university degree. Croatian average for this segment is 57.23%. Again, Split-Dalmatia county has the worst results in spite of women, with the percentage of 61.30%. Once again, focus should be on Istria county, because its percentage of unemployed women among the population with university level is below Croatian average, with its total of 53.49%.

In the text that follows Split-Dalmatia County and Primorsko-goranska County are observed in more detail from the field of unemployed persons with university level (graduates). Also, more attention is dedicated to the subgroup of unemployed population with university degree which consists of the unemployed graduates in Economics in the stated Counties. Table 9 presents the movements among unemployed graduate persons in two Croatian Counties as well as the movements among the unemployed graduates in Economics in the same Counties. At the end of table 9, in column "Croatia" number of unemployed persons in both counties is gathered and the share of female among the total number of unemployed is presented. It is noticeable that the share of the unemployed graduated female is in all the years above 50%, and after 1998 this number exceeds 60%. The situation is even worse regarding the unemployed graduates in Economics, where the share of female is in all the years near 70%, and in certain periods even exceeding that share.

Table 9: Number of unemployed graduates and unemployed graduates in Economics in Croatia

	SPLIT		RIJEKA		CROATIA		CROATIA	
	Graduates	Graduates in Economics	Graduates	Graduates in Economics	Graduates	Graduates	Graduates in Economics	Graduates in Economics
Year	Total	Total	Total	Total	Total	Women %	Total	Women %
1990	1381	530	851	115	2232	61,78	645	71,62
1991	2238	745	1136	194	3374	52,40	939	69,22
1992	2020	648	1179	223	3199	56,23	871	74,05
1993	1682	622	1144	236	2826	58,35	858	71,44
1994	2213	427	1010	208	3223	57,55	635	67,71
1995	2007	372	904	185	2911	58,22	557	67,14
1996	2154	392	990	228	3144	57,15	620	69,51
1997	2105	417	1041	231	3146	57,46	648	66,20
1998	2167	473	1129	272	3296	58,98	745	68,18
1999	2475	619	1342	369	3817	60,64	988	69,02
2000	2782	679	1526	468	4308	61,18	1147	68,96
2001	2843	655	1541	480	4384	61,51	1135	68,45
2002	2712	651	1445	462	4157	62,16	1113	68,28
2003	2317	568	1166	387	3483	63,02	955	67,12

Source: HZZ

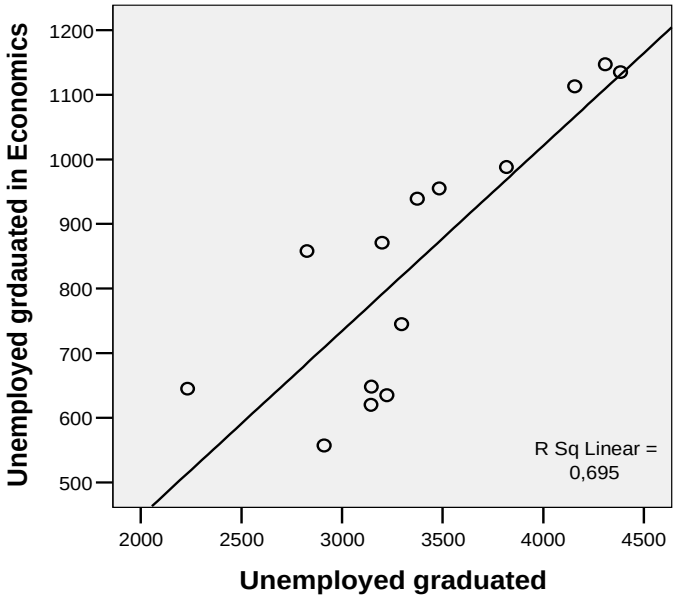
Regarding the table 9, first hypothesis which tries to prove correlation between the number of unemployed graduated persons and the number of unemployed graduates in Economics is introduced.

Hypothesis 1 H_0: Number of unemployed graduates in Economics will not increase in the following years with the number of unemployed graduates in total in Croatia
Hypothesis 1 H_1: Number of unemployed graduates in Economics will increase in the following years with the number of unemployed graduates in total in Croatia
The stated hypothesis is proved through regression equation and the following statistical significances (for more, see Appendix).

$$Y = -126{,}404 + 0{,}287x$$

The above stated equation states for the following fact: if the number of unemployed people in Croatia increases for 100 in certain period, than the number of unemployed graduates in Economics will increase on average for almost 29 persons. This interpretation has to take to account that if the number of unemployed graduates decreases, the number of unemployed graduates in Economics will decrease too. (Decrease of unemployed persons in both categories is noticed in table 9, especially in the last year). Null-hypothesis is rejected, and on that rejection statistical significance of the whole model appoints as well as statistical significance of correlation coefficient (sig. 0.000 P < 5%).

Chart 7: Regression analysis of unemployed graduates and unemployed graduates in Economics in Croatia



Source: Table 9

In the following work the number of graduates in Economics correlated with the number of enrolled students at the first year of faculty is presented. The annual increase among graduates in Economics (as well as among the enrolled students) can be seen in the following table. This

part of empirical research is based only on data gathered at Faculty of Economics Split and Faculty of Economics Rijeka from academic year 1989/90 till 2004/05. It is noticeable that the number of enrolled students as well as the graduates in Economics increases from year to year. In 15 years' time, both total scores have quadrupled.

Another hypothesis is introduced into the empirical research.

Hypothesis 2 H_0: Number of graduates in Economics will not increase regarding the number of enrolled students

Hypothesis 2 H_1: Number of graduates in Economics will increase regarding the number of enrolled students

According to the stated data in table 10, regression analysis is made which is shown in the chart 8. Correlation among graduates in Economics and enrolled students is shown through separate regression equations for Split and Rijeka. In both towns significant correlation between the number of enrolled students at the first year of the Faculty and the number of graduated students is noticed which is proved in following text (for more, see Appendix).

Split $Y = -54{,}148 + 0{,}550x$

The stated regression equation points to the fact that if the number of enrolled students in Split increases by 100 persons a year then the number of graduated students will increase on average for 55 persons. The model is statistically significant (sig. 0.000 P < 5%) as well as its coefficient (sig. 0.000 P < 5%).

Table 10: Number of enrolled and graduated students at Croatian Faculties of Economics

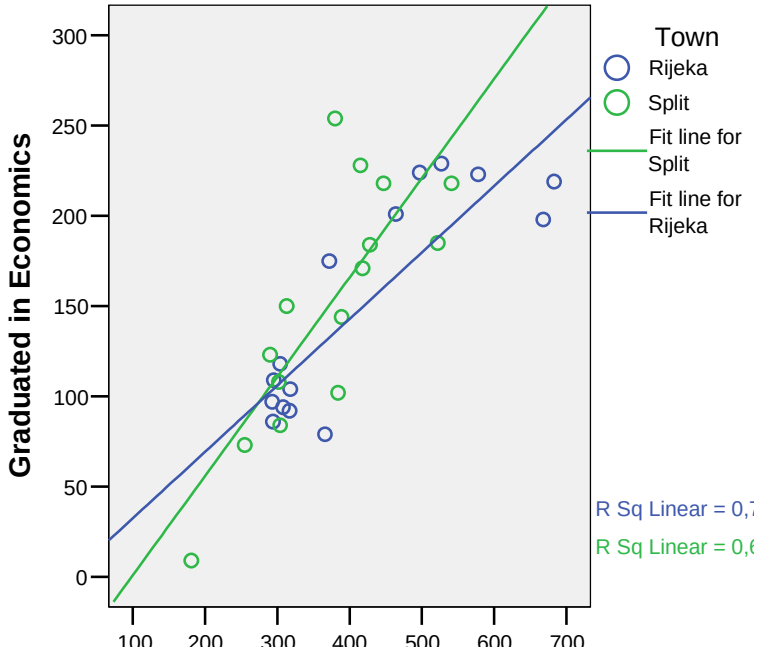
	Enrolled students			Graduates in Economics		
Year	**Split**	**Rijeka**	**Total**	**Split**	**Rijeka**	**Total**
89/90	181	308	489	9	94	103
90/91	255	304	559	73	118	191
91/92	304	294	598	84	86	170
92/93	302	293	595	108	97	205
93/94	384	366	750	102	79	181
94/95	290	295	585	123	109	232
95/96	313	318	631	150	104	254
96/97	389	317	706	144	92	236
97/98	447	372	819	218	175	393
98/99	380	464	844	254	201	455
99/00	415	683	1098	228	219	447
00/01	418	663	1081	171	198	369
01/02	428	497	925	184	224	408
02/03	522	527	1049	185	229	414
03/04	541	578	1119	218	223	441
04/05	826	680	1506			

Source: Student administration of Faculty of Economics Split and Faculty of Economics Rijeka

Rijeka Y = -4,387 + 0,368x

The above stated regression equation points to similar results, but in this case related to Rijeka. The results points to the fact that if the number of enrolled students on the Faculty of Economics in Rijeka increases by 100, the number of graduates in Economics will increase on average by almost 37 people. This result is lower than the result related to Split, but this model as well as its coefficient are statistically significant too (sig. 0.000 P < 5%). According to the stated statistical significances null-hypothesis is rejected with its statement that the number of graduates in Economics will increase with the increase of the enrolled students on Croatian Faculties of Economics.

Chart 8: Regression analysis of graduated and enrolled students on Croatian Faculties of Economics



Source: Table 10

5.3. ANALYSIS OF GRADUATES IN ECONOMICS IN CROATIA

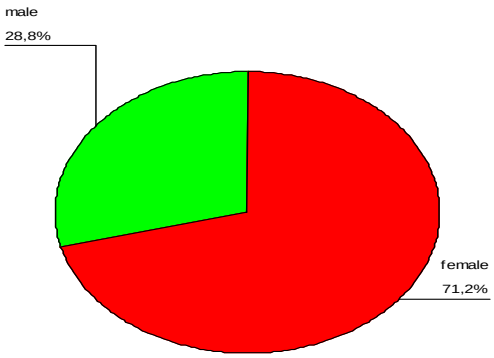
5.3.1. Analysis of generation 1997/98

General information

This section presents the results which were gathered through the research within the graduates in Economics on the Faculties of Economics in Split, Rijeka and Pula. Starting with division of graduates in Economics according to gender, it is obvious that women are considerably more oriented toward Economics as a field of social sciences. According to this research, among total of 306 graduates in Economics that took part in this research, 218 make women, which is 71.2% of total. This of course, counts men for just 28.8% of total (Chart 9).

Split-Dalmatia County and Primorsko-goranska County follow Croatian average of women as graduates in Economics, and both are little above it with respectively 73.61% and 73.23%. On the contrary Istria County is below this average with percentage of women of 67.29%.

Chart 9: Share of Graduates in Economics according to gender in Croatia

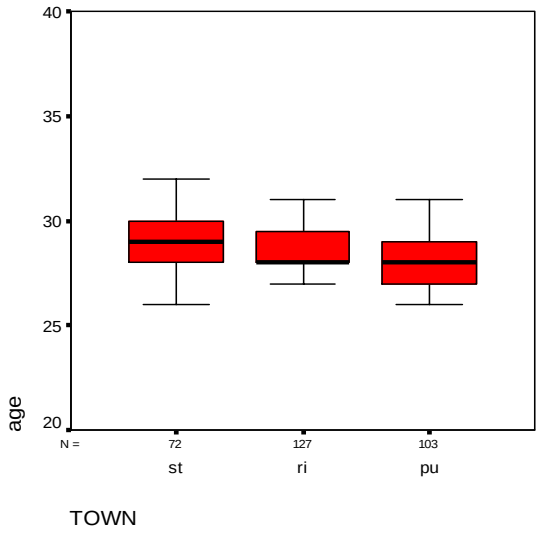


Source: Survey 2003/04

This section further introduces a set of hypotheses which tests if there is difference among Croatian graduates in Economics in different Croatian (regions) counties, regarding different attributes which are more explained in further text.

Hypothesis 3a H_0: There is no significant difference among the graduates in Economics from different parts of Croatia regarding the average age when graduating
Hypothesis 3a H_1: There is significant difference among the graduates in Economics from different parts of Croatia regarding the average age when graduating

Chart 10: Comparison of average graduating age among the graduates in Economics in Croatia

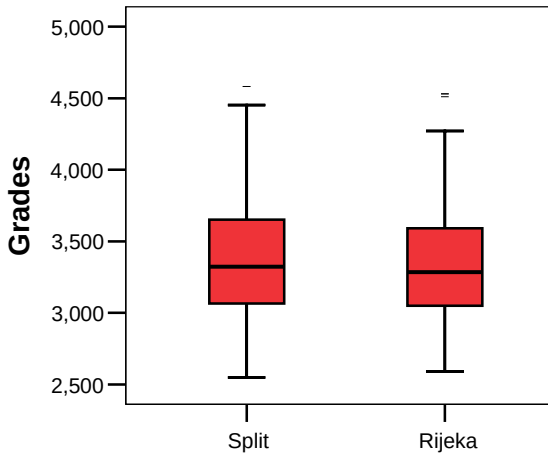


Source: Survey 2003/04

The graduates in Economics took part in this research 4 years after their graduation. According to the survey they were in general 29.03 years old, which means that they graduated when they were 25.03 years old. The female were younger than male population, and at the moment of the research they were 28.86 years old, while the male population was half a year older, 29.45. Students of Economics in Split and Pula when graduating were a little above the average age of 25.20 and 25.26, while the students in Rijeka were below Croatian average age of 24,75. Anova test shows that significance of this sample is 0.299, (P > 5%) and according to it, null-hypothesis can not be rejected which approves that there is no significant difference between the stated groups of students.

Hypothesis 3b H_0: There is no significant difference among the graduates in Economics from different parts of Croatia regarding the average graduate grade
Hypothesis 3b H_1: There is significant difference among the graduates in Economics from different parts of Croatia regarding the average graduate grade
The average graduate grade at Faculties of Economics in Croatia (this segment relates only to Split and Rijeka) is 3.36 (positive grades are from 2.00 up to 5.00). T test shows that significance of this sample is 0.323 (P > 5%), and according to it null-hypothesis can not be rejected. This points to the fact that Croatian students from different Croatian towns do not differ from one another regarding the average graduate grade.

Chart 11: Comparison of average graduating grade among the graduates in Economics in Croatia

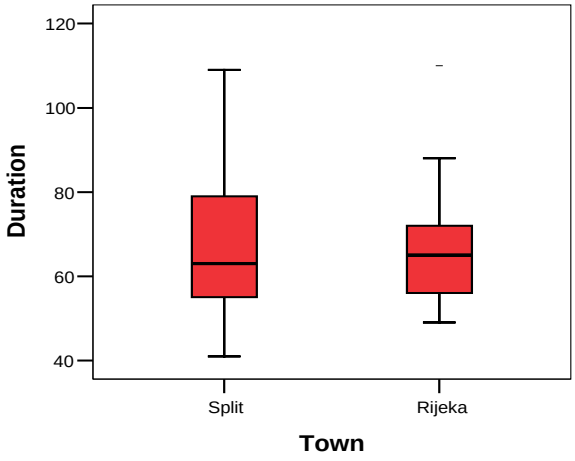


Source: Survey 2003/04

Hypothesis 3c H_0: There is no significant difference among the graduates in Economics from different parts of Croatia regarding the average studying duration
Hypothesis 3c H_1: There is significant difference among the graduates in Economics from different parts of Croatia regarding the average studying duration
The average studying duration in Croatia related to Faculties of Economics (this segment also includes only the towns of Split and Rijeka) is 65.86 months, which makes almost 5.5 years, for the faculty program that takes four years. T test with its statistical significance of 0142 (P

> 5%) can not reject null-hypothesis and states that there is no significant difference among the students of different Croatian towns regarding the study duration. Students in Split study 68.03 months on average until graduation, while students in Rijeka study in shorter period of 64,65 months, which is not statistically significant.

Chart 12: Comparison of average study duration among the graduates in Economics in Croatia



Source: Survey 2003/04

Croatian graduates in Economics, no less than five years after graduation, are not married (57.61%). Majority of them live in the family community of three (34%), while the community of two forms 17.33% of questioned population. Those who live in a community are those who are married but also those who are in the late 20-ies and live with their parents, which is not strange for young population in Croatia. Young graduates in Economics who are 29.03 years, on average do not have children, which is parallel with the fact, that majority of them are still unmarried. The average number of children among this group is 0.38. 71.14% of questioned population do not have children, while 19.80% have 1 child and 8,72 have two children, and just one among all questioned has 3 children which makes 0.34% of total.

Current job

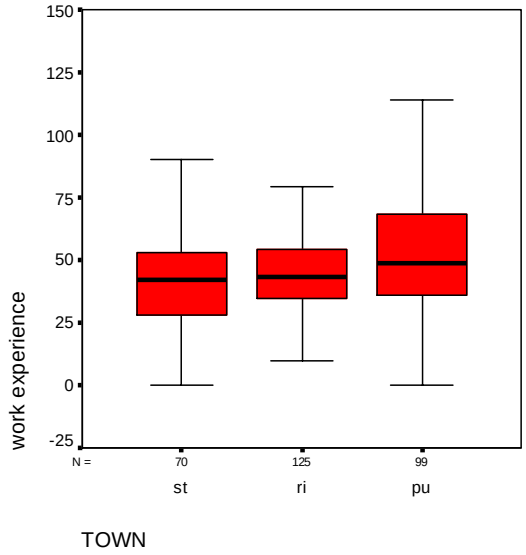
Generally, Croatian graduates in Economics, five years after faculty degree, are employed (90.96%), just 2.68% form those who are still unemployed while the rest are those graduates in Economics who are waiting to start the arranged job or are trying to find another one.

Hypothesis 3d H_0: There is no significant difference among the graduates in Economics from different parts of Croatia regarding the total working experience

Hypothesis 3d H_1: There is significant difference among the graduates in Economics from different parts of Croatia regarding the total working experience

Graduates in Economics in the age of 29.03 have on average 51.23 months (4.27 years) of total working experience (this includes working experience before graduation as well as the working experience as graduates in Economics).

Chart 13: Comparison of total working experience among the graduates in Economics in Croatia



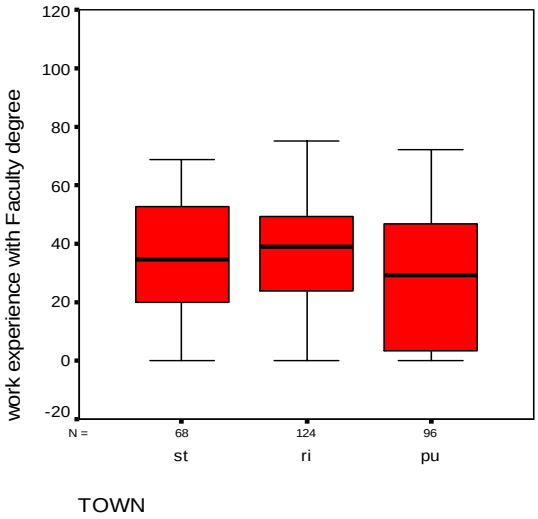
Source: Survey 2003/04

Anova test shows that significance of this sample is 0.000, (P < 5%) which makes us reject the null-hypothesis. The existence of difference between the graduates in Economics from different regions of Croatia regarding the total working experience can be argued. Split and Rijeka are bellow the average total working experience with 43.74 months (3.64 years) and 44.33 months (3.69 years). In contrast, Pula is the one which increases this average, because graduates in Economics have the greatest total working experience in this town, with 65.24 months or 5.44 years. Majority of tested population (46%) belongs to the group which includes those respondents who have between 25 and 48 months of total working experience, while the second best group of respondents according to total working experience belongs to the respondents who have between 49 and 72 months (31%).

Hypothesis 3e H_0: There is no significant difference among the graduates in Economics from different parts of Croatia regarding working experience after graduation
Hypothesis 3e H_1: There is no significant difference among the graduates in Economics from different parts of Croatia regarding working experience after graduation
Graduates in Economics in the age of 29.03 have on average 33.11 months (2.75 years) of working experience after receiving faculty degree. Comparing these data with the previous ones regarding the total working experience, it can be concluded that graduates in Economics in Croatia on average have 1.5 year of working experience before or during Faculty education. Further, comparing these two sets of data, it is clear that graduates in Economics from Split have 8.33 months of working experience before faculty degree, those from Rijeka 9.36 months, while graduates in Economics from Pula exceed this with the record of 36.17 months. Anova test shows that significance of this sample is 0.064 (P > 5%) which makes us

not reject null-hypothesis. The stated hypothesis approves that there is no significant difference between the stated groups regarding working experience with faculty degree.

Chart 14: Comparison of working experience after graduation among the graduates in Economics in Croatia



Source: Survey 2003/04

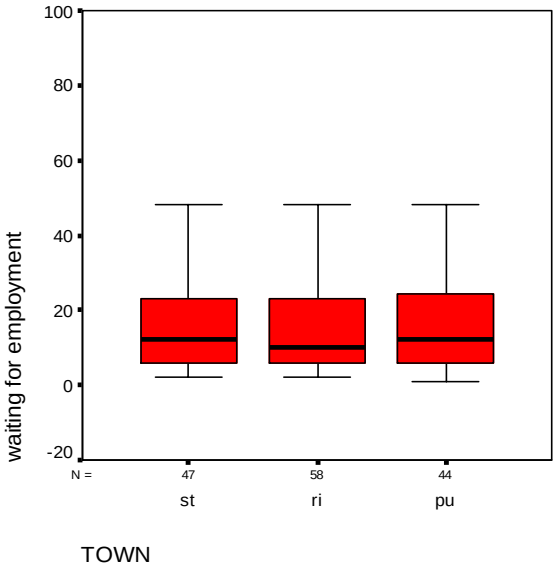
Regarding working experience after graduation, the group which makes majority of respondents is the one which includes respondents who have between 25 and 48 months of working experience (40.6%), while the second best is the one which includes respondents between 0 and 24 months of total working experience (33.7%).

Hypothesis 3f H_0: There is no significant difference among the graduates in Economics from different parts of Croatia regarding waiting period for the first employment after graduation

Hypothesis 3f H_1: There is significant difference among the graduates in Economics from different parts of Croatia regarding waiting period for the first employment after graduation

33.11% of graduates in Economics took up the first employment just after graduating, 50.58% of them started to work after certain waiting period, while 16.04% of tested population still do not perform job with the Faculty degree. Those individuals who were waiting for the first employment, on average waited for 16.81 months.

Chart 15: Comparison of waiting period for the first employment among the graduates in Economics in Croatia



Source: Survey 2003/04

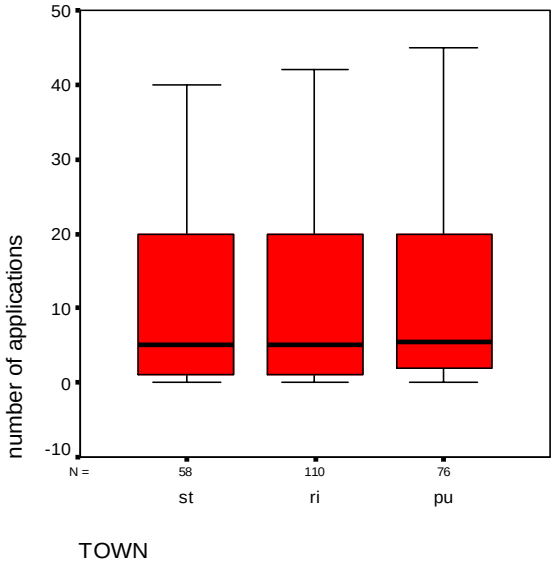
The chart 15 shows similarities between the graduates in Economics from different part of Croatia, and null-hypothesis is not rejected according to the following statistical data. Anova test shows that significance of this sample is 0,502 (P > 5%) which makes us not reject the null-hypothesis which approves that there is no significant difference between the stated groups.

Hypothesis 3g H_0: There is no significant difference among the graduates in Economics from different parts of Croatia regarding the number of job applications they sent before the first employment

Hypothesis 3g H_1: There is significant difference among the graduates in Economics from different parts of Croatia regarding the number of job applications they sent before the first employment

Graduates in Economics sent 14.65 applications on average before the first employment with faculty degree. Anova test shows that significance of this sample is 0.982 (P > 5%) and according to those statistical data null-hypothesis cannot be rejected. This approves that there is no significant difference between the stated groups.

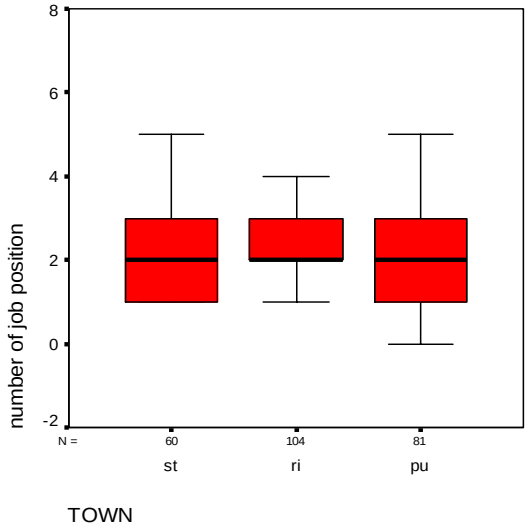
Chart 16: Comparison of number of sent job applications before the first employment among the graduates in Economics in Croatia



Source: Survey 2003/04

Hypothesis 3h H_0: There is no significant difference among the graduates in Economics from different parts of Croatia regarding the number of job positions where they used to work at
Hypothesis 3h H_1: There is significant difference among the graduates in Economics from different parts of Croatia regarding the number of job positions where they used to work at

Chart 17: Comparison of the number of job positions among the graduates in Economics in Croatia



Source: Survey 2003/04

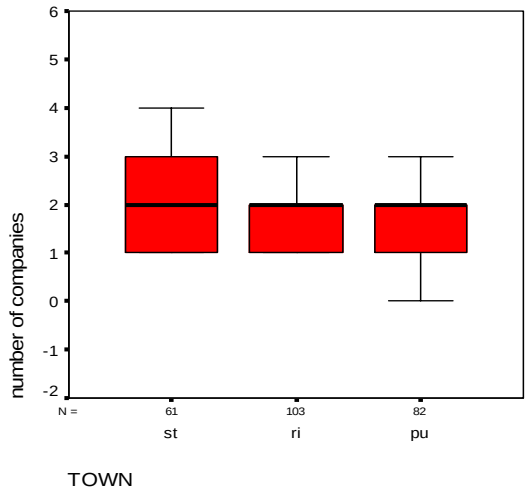
In the first five years after graduation, those individuals changed more than 2 different job positions on average, precisely 2.37. Their similarities among Split, Rijeka and Pula can be seen in the following graph. Anova test shows the significance of this sample 0.714 (P > 5%) and once again makes us not reject null-hypothesis which approves that there is no significant difference between the stated groups.

Hypothesis 3i H_0: There is no significant difference among the graduates in Economics from different parts of Croatia regarding the number of different companies they used to work in

Hypothesis 3i H_1: There is significant difference among the graduates in Economics from different parts of Croatia regarding the number of different companies they used to work in

Graduates in Economics used to work at more than two different job positions as stated above, but their job positions were related to two different companies.

Chart 18: Comparison of number of companies among the graduates in Economics in Croatia



Source: Survey 2003/04

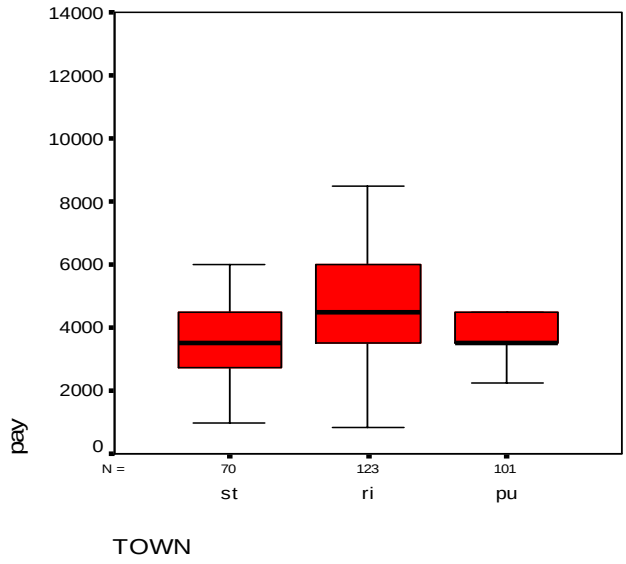
Anova test here also cannot reject the null-hypothesis with the significance of 0.640 (P >5%), and proves that there is no significant difference among these groups of graduates in Economics.

Hypothesis 3j H_0: There is no significant difference among the graduates in Economics from different parts of Croatia regarding their average monthly received pay

Hypothesis 3j H_1: There is significant difference among the graduates in Economics from different parts of Croatia regarding their average monthly received pay

These statistical data with significance of 0.048 (P < 0,5) rejects the null-hypothesis and can argue about the alternative one, which proves that there is significant difference among the graduates in Economics in different parts of Croatia regarding their monthly pay.

Chart 19: Comparison of average monthly received pay among the graduates in Economics in Croatia



Source: Survey 2003/04

Table 11: Monthly received pay, minimal monthly and real monthly pay according to counties in Croatia in kn

	RECEIVED PAY			MINIMAL PAY			REAL PAY		
	average	mode	sig.	average	mode	sig.	average	mode	sig.
ST	4.200,00	3.500,00	-	3.604,16	3.000,00	-	6.202,82	5.000,00	-
RI	4.697,97	3.500,00	-	3.798,33	3.000,00	-	6.875,63	5.000,00	-
PU	4.106,44	3.500,00	-	3.582,11	3.500,00	-	6.111,00	5.650,00	-
CRO	**4.376,19**	**3.500,00**	**0.048**	**3.679,36**	**3.000,00**	**0.463**	**6.447,24**	**5.000,00**	**0.027**

Source: Survey 2003/04

Average received monthly pay in Croatia is 4.376,19 kn. It is obvious from the chart 19 and table11 that Primorsko-goranska County, presented here through Rijeka, receives the highest average monthly pay (497,97 kn more than Split and 591,93 kn more than Pula). Mode indicates that the majority of respondents receive 3500 kn of average monthly pay, all the same throughout Croatia. Statistical significance of 0.048 points to differences in terms of average received monthly pay in these towns. Besides the average pay (in kn) that respondents receive monthly, they also expressed their opinions regarding to minimal monthly pay they would agree to work for, as well as the monthly pay they consider to be real according to their qualification and profession. Croatian graduates in Economics on average agree to work for minimum 3.679,36 kn monthly. According to statistical significance of 0.463, no significant difference among different Croatian towns is noticed. Most respondents in Croatia accept to work for 3.000,00 kn minimally. However, they consider 6.447,24 kn monthly on average to be a real pay deservedly earned according to their qualification and profession. In this segment difference among Croatian towns is noticeable, perceived through

statistical significance of 0.027. This difference once again relates to Rijeka, because Rijeka's respondents perceive the real pay of 6.875,63 kn, which is above Croatian average, but above Split and Pula in particular. Besides the fact that they consider 6.447,24 kn on average to be a real monthly pay, majority of them consider 5.000,00 kn to be the real monthly pay.

Career development

In further part of the research attention is dedicated to the process of career development for the Croatian graduates in Economics in the terms of their hierarchical position in the company, permanence of the current job, desire for new position, as well as existence of HR departments in the company they work in and their system of monitoring individuals' career development.

Table 12: Hierarchical positions of graduates in Economics in Croatian companies

	Owner or top management	Middle management	Low management	Administrator	Other
Respondents	8.3%	21.0%	10.0%	45.5%	15.2%

Source: Survey 2003/04

Table 13: Combination of hierarchical structure with the status of graduates in Economics in Croatia

	Owner or top management	Middle management	Low management	Administrator	Other
Employer	50.0%	86.7%	85.7%	91.7%	81.8%
Entrepreneur with employees	16.7%	3.3%	0.0%	0.0%	0.00%
Entrepreneur without employees	16.7%	0.0%	0.0%	0.8%	0.00%
Family business	12.5%	6.7%	3.6%	1.5%	4.5%
Other	4.1%	3.3%	10.7%	6.8%	13.7%

Source: Survey 2003/04

Table 12 shows hierarchical structure of the respondents in the company they temporary work in. On the other hand, table 13 combines hierarchical structure of the respondents with their status in the company. From the first table it is noticeable that a notable number of the respondents 5 years after graduation have certain hierarchical position in terms of management. 39.3% of Croatian graduates in Economics work at managerial position (including low, middle and top management), while 8.3% of total work as top managers. It is interesting to find out, especially for those who work as top managers, what their status in the company is. Exactly 50% of all top managers work as employees for others (the other owner or state company), while 45.9% of top managers represent those who are entrepreneurs themselves (including those who work with employees or without them) or participate in family business. Respondents who work at middle and low management positions are far more in status of employee (86.5% and 85.7%) than it is the case with top managers.

Five years after graduating 78.4% of respondents work on a full time basis, while 7.2% of them are still at evaluation phase or work as apprenticeship (14.4% form other solutions). Among all categories of different hierarchical positions, top managers mostly work at full time basis, while the permanence of the job is descending at the same direction as hierarchical structure.

Hierarchical positions are also compared with the desire to change temporary job. More than half of the respondents want to change their job. The most common reason for changing the job is emphasized through the need for a job with better pay or better working conditions as well as desire for career development. This is also supported by theoretical background speaking about main career drivers. Other reasons such as current job is temporary job, fear of losing current job and need for additional job are less frequently mentioned. Among all respondents the most interested towards developing their careers are those who work as administrators. They are at the same time most interested to find a job with better working conditions or better pay. On the other hand, those graduates in Economics who work at the position of top managers are the least interested to change the job in order to find the one with better working conditions or better pay.

As mentioned in theoretical part of this work, for successful individuals' career development it is necessary existence of specialised departments. Analyse of the survey shows that almost three quarters (72.13%) of employees work in companies that do not provide any system for career development. The rest of the employees questioned work in companies, which provide different types of career development. This figure includes 11.15% of employees who are employed in companies that have specialised HR departments, 7.32% of those who work in companies that provide individual person specialised for career development, and 9.40% of employees who know that in companies where they work exists system for career development but they do not know who provides it. If respondents are employed in companies that have special departments for career development than more than three quarters of them are not interested in finding a new job. If they work in companies which have individuals specialised for monitoring their career development, almost 50% of them are interested in changing present job. And finally if those work in companies without any department or system for career development than more than 60% of respondents is interested in changing their job. Once again, the most common reasons that are indicated for changing ones job are need for better working conditions or better pay and desire for career development.

The most common reason way employees want to change their job (regarding working conditions) is dedicated to total satisfaction which is appraised as bad. Total satisfaction is followed by bad relationships among colleagues and bad material conditions. Arguments, such as bad relationships among management and employees and especially bad physical conditions quantify less interest in changing ones job.

In further research it is interesting to find out what activities respondents undertook while were in process of searching for the first job. Following table shows respectively activities that employees used the most frequently and the least frequently times during their process of starting a job.

Table 14: Activities used during searching for employment

The most frequently times used activities	The least frequently time used activities
Reading job applications from newspaper	Contacting private Employment Service
Applying on newspaper job application	Advertising own advertisement in media
Looking for job applications on Croatian Employment Service	Starting up private business
Applying on Croatian Employment Service job application	Previous contacts with employers gained during education

Source: Survey 2003/04

In general respondents plan to undertake the same activities in the future for finding a new job, as those listed in the table which they used in the past for finding their first job. In addition to newspaper and Employment Service ads, respondents plan to contact relatives and friends more than previously in order to find new job (or even first job for those who still do not work). They continue to use with the same frequency (small frequency) those activities which they used minimally till now. Any of stated activities respondents did not consider to be very useful in finding their job. Just few of them they characterised as useful or sort of useful activities and those are contacts with relative and friends, previous contacts with employers gained during education and applying on newspaper ads. All other activities (stated above but also the others) respondents did not consider as useful for finding a job. Activities that were emphasised as the most useful were also the result for majority of respondents as source of information for their first job. 48% of graduates in Economics answered that they found their first job owing to friends' and relatives' contacts, while the two next in the row activities which occurred as the most relevant for finding their first job were medias (13%) and direct contact with employer (13%), but these had considerably less share than the first one. Same activities in the same order were also the source for their present job, with the slightly difference of their shares. The share of friends' and relatives' contacts is reduced to 40% while media are increased to 19% and direct contact with employer to 14%.

Observing characteristics that respondents consider as important for recruiting them, none of those was considered as decisional. However, faculty degree, special knowledge and capabilities, and personal characteristics respondents consider being of great importance. More than 35% of respondents consider above mentioned characteristics as being of great importance. On the other hand, previous working experience, connections, recommendations and previous contact with employer are considered as being unimportant for recruitment at present job. Although connections and contacts with employers are previously considered to be among the most useful for activities undertaken for employment, in the same time are not

considered to be crucial during recruitment. Combining importance of those characteristics for recruitment with hierarchical structure, it can be mentioned that it is the same proportion of the answers among different levels of management. If certain characteristic is considered as being of great importance or as being unimportant it is equally considered so from the point of view of top management as from the point of view from the administrators.

Regarding companies were respondents work and tools they mostly used during recruitment it can be specified that method what is always used during recruitment is interview. Questionnaires, tests of knowledge and capabilities tests are used sometimes, while personality tests are characterised as never used. During process of recruitment, that means during interview because it is tool that is always used, owner or manager is person who is always involved in the selection process. Often manager is accompanied with executive of the department were candidate is going to work or with human resources executive. At the other hand human resources specialists are never present.

In previous text was mentioned that great deal of respondents is interested in career development. Regarding career development, following results are outcome of this research. 53% of respondents consider that can develop career in his/her present job, while 34.77% consider that their career can be developed but only changing the company where they work. Following table shows importance of different characteristics for career development according to respondents' opinions. All characteristics are considered to be of great or medium importance and are scaled in following table. It is interesting to mention that none characteristic is considered as being of decisional importance, but also none is considered as being of small importance or even totally unimportant.

Table 15: Importance of different attributes for career development

Characteristics of great importance for career development	**Share**
Adaptability	64%
Persistence	54%
Ambitions	53%
Sociability	52%
Specific knowledge and abilities	42%
General economic knowledge	39%
Characteristics of medium importance for career development	
Gender	36%
Paternity and social family status	31%
Other	29%

Source: Survey 2003/04

New or additional knowledge is great driver for individuals' career development, and due to that fact 97.60% of respondents consider that require new or additional knowledge. Separating those who are interested in additional or new knowledge according their reasons it can be said that 23.02% of total consider so due to job demands, 25.78% require so for career development and 46.64% requires those knowledge due to personal ambitious. Besides formal education, respondents undertake effort in gaining additional knowledge and this was characteristic for different periods of their lives. Reasons why they mostly approached to gaining additional knowledge are presented in following table. The greatest deal of graduates in Economics undertook their efforts in further education after they had finished their education process, and they counted for 87.94%. There is also respectable share of those who are undertaking these efforts now (77.74%), while the lowest share characterises gaining additional knowledge during education process itself (58.70%). In table 15 are further presented reasons why respondents undertook these actions with their share among total number of those graduated in Economics who participated or are participating in gaining additional knowledge.

Table 16: Usage of new and additional knowledge

During education process 58.70%	**After education process 87.94%**	**Now 77.74%**
Formal education 49.38% Due to career development 27.16%	Due to career development 21.34% Due to job demands 21.04% On employer's initiative 19.21%	Due to job demands 25.11% Education organised by company 23.35%

Source: Survey 2003/04

At the end of this section few pieces of information are presented regarding importance of education. It is rather positive impression and connection between fields of study with present job performance. 18.15% of respondents assume very thick correlation among these segments while 59.93% assume existence of relationship but in broader segment (in Economics as general). The others consider very tiny or no relationship at all among their field of study with the job they perform. Majority of those also presume that during recruitment no one asks or cares about ones field of study. They also in general think that field of study is not so important for getting a job neither for performing a job. Knowledge gained during education process on Faculty of Economics is considered to be of small importance for performing respondents' job, but in the same time it is considered to be rather important for performing profession of graduates in Economics. Most graduates in Economics think negatively about link between grades during education and success on their workplace. 55.70% of tested graduates in Economics think that this link is weak, while 26.84% consider that this link does not exists at all. Three quarters of respondents answered that their expectations while they were students rather correspond with the job they are performing. Also more than 90% of

respondents think that all resources that are invested in their education (time, effort, money) repaid or if not repaid but for certain offer better future perspective.

At the end of this section it can be interesting to find out what is the correlation among success during education and waiting period for the first employment after graduation. This implies on the fact how much Croatian employers respect someone's' success during education and take it into consideration during selection process. Two attributes that are taken as a measure of success are durability of education process and grades. Grades are distinguished as satisfying and unsatisfying grades. As limit between these two levels is taken grade of 3.29 (positive grades 2.00 up to 5.00, but minimal grade among respondents is 2.55 while maximal grade is 4.58). Although average grade among respondents is 3.36, for limit among these two levels is taken 3.29 which present median of the grades among the respondents.

Hypothesis 4 H_0: There is no correlation among success during educational process (good grades and shorter studying period) and shorter waiting period for the first employment after graduation

Hypothesis 4 H_1: There is correlation among success during educational process (good grades and shorter studying period) and shorter waiting period for the first employment after graduation

Correlation test (see more in Appendix) can not reject null-hypothesis which states for the fact that there is no correlation among success during education process and shorter waiting period for the first employment. This can be supported with theoretical background and previous researches that have been conducted in Croatia. Null-hypothesis is not rejected due to the fact that statistical model is not significant; there is no correlation among stated variables. Statistical significance 0.829 (P > 5%) appoints there is no correlation among grades during education process and waiting period for employment, while statistical significance of 0.931 (P > 5%) appoints on the fact that there is no correlation among shorter education process and waiting period for employment. Non existence of correlation is determined according different Croatian towns and gender.

5.3.2. Comparison of the same generation of graduates in Economics in sequential periods

This part of analysis is based on the graduates in Economics, just in Split (Split-Dalmatia County) who graduated in 1993/94. They participated in a survey for the first time four years after graduation (in 1998), and once again eight years after graduation (in 2002/03). It is interesting to find out what has changed in this generation regarding their personal and family life, but particularly regarding their job and career development.

Table 17 presents comparison of personal data for the generation of graduated students of Economics, generation 1993/94. Starting from the first issue, the age, the difference in the age

is evident. In 2002/03 graduates in Economics were 36.3 years old (or in 1998 they were 31.3 years old). Considering that in 2002 it was 8-9 years after graduation (all respondents graduated in academic year 1993/94, but there is a difference depending whether their graduation took place in 1993 or 1994), it is assumed that they were 27.3 to 28.3 on average at the time of graduation (or if we take the average of these two years, then they were 27.8 years old). Comparing the average age of this generation with the average age of generation 1997/98 that also graduated in Split and who were 25.20 years old, the difference of three years is evident. This age difference can be explained by different facts. Firstly, the duration of faculty education has an impact on the graduates' age. The generation that graduated in 1993/94 studied 7.5 years on average, while the generation that graduated in 1997/98 studied 5.47 years. Secondly, taking into consideration their average study duration of 7.5 years, this assumes the fact that those graduates enrolled on the Faculty of Economics Split in 1985/86, when politics that requested that men had participate in the army a year before starting the faculty education (immediately after finishing high school) was present. After 90-ies this politics had changed and men started mostly to join the army after graduation and this was the case for the generation that graduated in 1997/98. Proportion of male students in this generation was 20%, so this could not affect the age difference considerably, but it could have a slight impact. Finally, proportion of part time students could influence on the age difference. This segment includes those who are being educated while working, which presumes older students. Lately, majority of students who cannot enrol on the Faculty of Economics as regular students, enrol as part time students; thus this includes very young generations, while in the past this segment mostly included "true" part time students, those who worked and studied, i.e. older generations.

Table 17: Comparison of the same generation of graduates in Economics tested in two different periods of time according to their personal life

Issue	1998	2002/03
Age	31.3	36.3
Number of household members	3.2	3.4
Marital status	unmarried	married
Number of children	0.73	1.31
Housing	at parents	own place

Source: Survey 2003/04

The number of household members has just slightly changed on average, from 3.2 in 1998 to 3.4 in 2002/03. However, there is an evident structural change in the number of those who lived in household of three from 35% to 26.32% and those who lived in households of four from 5% to 21.05%. This means that in four years' time, those respondents got the second child. This also can be supported by another fact and that is the number of children that changed from the average of 0.73 to the average of 1.31. The increase of household members and number of children is also connected with marital status and housing. In these four years respondents, in general, changed their status from unmarried to married, but also changed

their housing because they, in general, moved from parents' flats and houses to their own places.

Data regarding the first and temporary respondents' job are presented further in this section In table 18 the most important issues that changed during the stated period are listed.

Table 18: Comparison of the same generation of graduates in Economics tested in two different periods of time according to their first and temporary job

Issue	1998	2002
Total working experience (in months)	86.8	143.66
Working experience after graduation (in months)	43.94	83.37
Still do not perform job according to profession	20%	5.55%
Number of job applications	7.6	8.44
Number of job positions	1.85	2.6
Number of companies	1.43	2.13
Average pay (in kn)	3.375,00	6.131,29
Minimal pay (in kn)	3.033,33	3.906,00
Real pay (in kn)	5.105,26	7.805,56

Source: Survey 2003/04

As it can be seen from the above table, total working experience (includes working experience before faculty degree and after it) has changed from 86.8 months in 1998 to 143.66 months in 2002. This experience increased in the stated period for 56.87 months (4.74 years), which means that majority of tested population was employed during the period between two surveys. Slightly weaker results are noticed in category of working experience limited just to the period after graduation, which changed from 43.94 months in 1998 to 83.37 months in 2002/03. This makes total difference of 39.43 months (3.28) years which means that a certain number of tested population did not perform job that corresponds to their profession in the stated period of four years. Percentage of the respondents, who still did not perform job with faculty degree at the time when the research took place, has drastically changed in a positive way. In 1998, those respondents made 20% of total share, while their share decreased in 2002/03 to.,55%. During the period of four years a great deal of graduates in Economics who did not work with faculty degree eventually found the job that corresponds to their profession.

Number of job applications increased for almost one application by one respondent. These number of job applications regard to those who were applying for job before employing as graduates in Economics. So, the enlargement of this number is influenced by the decrease of those who still do not perform a job with faculty degree. In the period of four years, those respondents continued to send their applications and enlarged their average from 7.6 to 8.4 by respondent.

In 1998 the average number of job positions that respondent changed was 1.85 with its mode of 2, which means that majority of them used to work on two different job positions until 1998. At the same time they also worked in 1.43 different companies with the same mode of 2. During the four years' period respondents on average moved to another job position and on average changed another company. This was the fact for the years 2002/03 because until then they used to work at 2.6 different job positions (majority at 3) and changed 2.13 companies (majority 3).

The greatest changes are noticed regarding the average, minimal and real pay. The average pay that the graduates in Economics received in 1998 was 3.375,00 kn, although majority of them received 2.750,00 kn monthly, which corresponds to average Croatian pay in 1998. of 2.681,00 kn (http://arhiv.slobodnadalmacija.hr/20050616/ekonomija01.asp). The average pay that respondents received in 2002 was 6.131.29 (majority 6.000,00) which is much higher than the Croatian average in that year which was 3.720,00 (http://arhiv.slobodnadalmacija.hr/20050616/ekonomija01.asp). This could mean that the respondents were employed in sectors that receive a larger monthly income than the Croatian average. These graduates in Economics do not perceive this average pay as a real pay that would correspond to their profession and occupation, but on the contrary, they would agree to work for minimum pay considerably below the average, if they had to.

The final part of this section is dedicated to the process of career development and specialised departments that are in a certain way respondent for quality personal growth and development. As to the hierarchical position in companies, shares of top positions and the lowest companies' positions have changed in a descending way. Shares of the employees who were working at the position of administrators decreased from 50% in 1998 to 47.36% in 2002/03. In the same period, the share of those who worked at the positions of top managers also decreased from 10% to 5%. Huge increase is noticed at low and middle management positions, from 10% to 21.05% and from 15% to 26.32%. All respondents (from different management levels) worked in a position as employer for others (in both periods). Decrease in shares of respondents in top management can correspond to the fact that they have changed companies.

Concerning the present system for career development, it can be noticed that it has changed in a positive way. This corresponds to the fact that shares of employees who worked in companies that did not have any system for human resources, decreased from 75% in 1998 to 63.16% in 2002. At the same time, the share of employees that were employed in companies that had specialised departments for employees' career development increased from 5% in 1998 to 26.32% in 2002/03.

Four years later the respondents were more satisfied with the job they were performing than they had been in 1998 when 55.56% was interested in job change. In 2002/03 this share was reduced to 33.34%. This is probably due to the fact that, in this period they changed their job

position and moved to another company, which probably offered them better working conditions. This fact can also be supported by the following data: in 1998 33.33% was interested in changing the job due to better working conditions and better pay, and in 2002/03 just 16.66% was interested from the same reason.

Regarding the activities that the respondents undertook before employment there are no significant differences among them in 1998 and 2002/03. In this segment we can just emphasise the difference in one activity concerning the future job, and that is more attention to personal contact with employers. It can be understood that in 2002/03 employees were more oriented to this activity than they had used to be, due to the reason that in the period of four years they gained much more connections and contacts within business world. In the period of four years nothing changed regarding the most usual method of selection. In both periods it was interview. Respondents did not meet any other method. Regarding the persons who were involved in the process of selection, when the first time respondents were questioned they answered that the owner or general manager was the one who was most present at meetings. Four years after majority of them answered in favour of department manager and manager of human resources, while some also encountered specialists for human resources.

As the year pass employees are more aware of the fact that they require new or additional knowledge. In 1998 38.88% of respondents had claimed that they did not require additional or new knowledge, while in 2002/03 this share reduced to only 5.26% of respondents. All the others are interested in additional education and mostly because of personal ambitious. This also speaks in favour of progress within human resource departments. When respondents were asked about possibilities for their personal career development, 17.64% of them answered negatively about it in 1998. Later they changed their opinion and just 5.55% was negatively oriented towards development in temporary company. Respecting the fact that graduates in Economics on average changed job in the period of four years, that is the reason why their opinion regarding their expectations from the time they had been students changed. In the first survey 45% of respondents answered that their current job was above or in the limits of their expectations since the time they had been students. Four years after, positive correlation between their expectations from the time they had been students and the job they performed at the moment increased to 6316%. Also, as time passes respondents are more aware of the fact that all resources invested in their education (time, effort, money) has repaid. In 1998, 45% of respondents answered positively to this question, while in 2002 57% answered positively to the same question.

5.3.3. Comparison between two generations of graduates in Economics

This section presents data of two different generations of graduates in Economics tested in the same period of time. The first group consisted of graduated students who graduated in Split in 1993/94, while the other group consisted of those who graduated also in Split but four years

later in the academic year 1997/98. In the first part, comparison is done on the basis of personal respondents' data. This comparison indicates that great changes can happen in personal/family life in the early and mid 30-ies. With the fist three issues it is visible that the generation 1997/98 produced better results in studies than the previous one. The stated generation studied with better average graduate grades but also in a visibly shorter period (2.35 years shorter). Although, the second generation graduated only four years after the generation 1993/94, there is a seven-year age distance among them. These age discrepancies, as well as the difference in study duration, once again can be influenced by the share of part time students. Seven years' difference in age can have great influence on family life. 66.67% of generation 1993/94 is married, while less than 50% (48.61%) of generation 1997/98 is married. In the older generation there is a greater share of the number of divorces. Regarding the number of family households, it is the same in both generations, with the difference that the former includes mostly spouses and children, while the latter in some cases includes the same but in some cases includes life in households with parents. This is also supported by the fact that generation 1993/94 has more children, on average 1.29 (majority 1), while the second generation has 0.52 children on average (majority, 63.89% do not have any child).

Table 19: Comparison of two generations of graduates in Economics

Issue	Generation 1993/94	Generation 1997/98
Age	36.18	29.20
Average graduate grade	3.14	3.41
Average study duration in years	7.82	5.47
Number of household members	4	4
Marital status	married 66.67%	married 48.61%
Number of children	1.29	0.52
Housing	own place	at parents

Source: Survey 2003/04

Table 19 presents differences among the two stated generations regarding respondents' first and current job. Once again, it can be confirmed that generation 1993/94. was in a greater deal composed of older and "true" part time students, who worked during education. That is the main reason why they have more years of total working experience. Difference in total working experience among these two generations is 8.11 years which is much more than four years that differentiate them in graduate time. On the other hand, regarding the working experience gathered after graduation it is quite similar and the difference is just slightly above four years, which in real life differentiates these two generations. According to this, these two generations, approximately waited equally long for their first job after graduation.

Respondents who still do not perform job with their qualifications are more present within younger generation. This is not a strange factor taking into consideration that those respondents finished their studies four years later and had four years shorter period to find a corresponding job.

The fact that 19.40% of respondents from the younger generation still does perform any job, while 3.70% of older generation is still not employed (different reasons), it is understandable why the generation 1997/98 sent double number of job applications on average. The period of four years is also long enough to offer employees new job opportunity as well as the opportunity for changing job. Respondents from the generation 1993/94 worked on 2.65 different job positions on average (majority of them on 2) and during their career they changed 2.04 different companies on average (majority 2). Younger generation provides lower averages in both cases. Concerning different job positions, younger generation performed 2.31 different jobs on average (majority 1), while at the same time they changed 1.91 different companies (majority 1).

Table 20: Comparison of two generations of graduates in Economics regarding their first and temporary job

Issue	Generation 1993/94.	Generation 1997/98.
Total working experience (in months)	11.75	3.64
Working experience after graduation (in months)	7.19	2.95
Still does not perform job with according profession	8.33%	11.11%
Number of job applications	7.38	14.18
Number of job positions	2.65	2.31
Number of companies	2.04	1.92
Average pay (in kn)	5.778,85	4.200,00
Minimal pay (in kn)	4.136,36	3.604,16
Real pay (in kn)	7.720,00	6.202,81

Source: Survey 2003/04

Obvious differences are noticed in all the categories of pay. These differences are the result of having more years of working experience and higher hierarchical position. The generation 1993/94 receives on average 1.578,85 kn more than the other one. At the same time minimal pay that they would agree to work for is also higher than minimal pay that the younger generation would agree to work for. This difference counts for 532,20 kn. According to higher pay that the generation 1993/94 receives, but also greater working experience and higher hierarchical position, those consider that their real pay should be much higher than the younger generation considers it. The difference between the pays that the generations consider to be real according to their qualifications and profession is more than 1.500,00 kn. Continuing comparison between these two generations, it is evident that career is further more developed within the older generations. This section also shows the results found in the sphere of human resources departments as well as of personal job satisfaction. Regarding hierarchical position, all categories of management are more present within generation the 1993/94 Starting from the top level of management the share is 11.11% : 10.45% (in favour of generation 1993/94). Other two management levels continue this relation. Middle level of

management 29.63 : 20.86% and low level of management 14.81% : 10.45% (both in favour of older generation).

Generation 1993/94 had more opportunities for changing job positions as well as for changing companies. This is the reason why this generation is less interested in finding another job in comparison to the other one (69.23% do not want to change the job in generation 1993/94, while 58% do not want to change the job in generation 1997/98). Greater share of respondents from the first generation work in companies that provide specialised departments or individuals for personal career development than the younger generation (22.22% : 16.93%). Regarding the activities in terms of finding a new job, younger generation plan to be more oriented towards relatives and friends' connections, contacts through previous employment, applying to newspaper advertisement and applying to Croatian Employment service's ads than the older generation plans to.

During the process of selection both generations most often encountered with the interview as a selection tool. Older respondents also had opportunity to meet with ability and personality tests, while younger respondents were introduced to questionnaires and knowledge tests. Nowadays owners are more present during selection process than they used to be according to this group of respondents. Older generations had more opportunities to meet with human resources managers or specialists during the interview. This could be fortified by the fact that those employees now work in the companies with more developed system for human resources and that can be the reason why their specialist is more often present in the selection process.

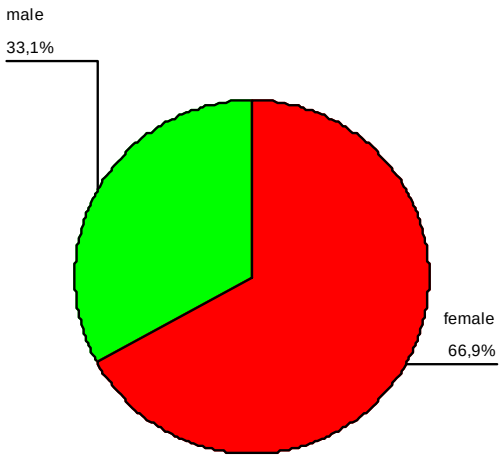
The share of 15% of respondents in both generations considers that they will not have opportunity for further development. The rest are optimistic with the main difference that majority of younger generation consider this possible only if they change the present company. Both generations seek for new or additional knowledge (96.30% of older and 100% of younger generation) and as the main reason they stress personal ambitions. The fact that the graduates in Economics changed job in the period of four years, on average, can be the reason why older generation has more positive opinion regarding the expectations from the time they were students. 55.54% of the first generation answered that their current job was above or in the limits of their expectations from the time they had been students, while 44.12% of younger generation answered in the same way. There is also more positive result in favour of older generation regarding all the resources invested in their education (time, effort, money). 55.55% of older generation think that these resources repaid, while only 38.03% of younger generation think so.

5.4. ANALYSIS OF STUDENTS OF FINAL YEAR FROM FACULTIES OF ECONOMICS IN CROATIA

The other research was based on the students of final years from three different Faculties of Economics in Croatia. Once again, the faculties that are included are the Faculties of Split, Rijeka and Pula, the same that were included in the research done within the graduates in Economics. This part presents the students' expectations after their graduation regarding their job, process of employment and possibilities for career development. Subsequent group of hypotheses is presented in this part, and testing whether there are significant differences among the students of Economics in different parts of Croatia according to different attributes, which will be explained in further text.

Regarding the following chart it is visible that two thirds of Croatian students of Economics are female students (66.9%), while one third forms male students (33.1%). Comparing this result with the result of the graduates in Economics (generation 1997/98) the shares among the female and male students follow each other from year to year.

Chart 20: Share of final year students of the Faculties of Economics in Croatia according to gender

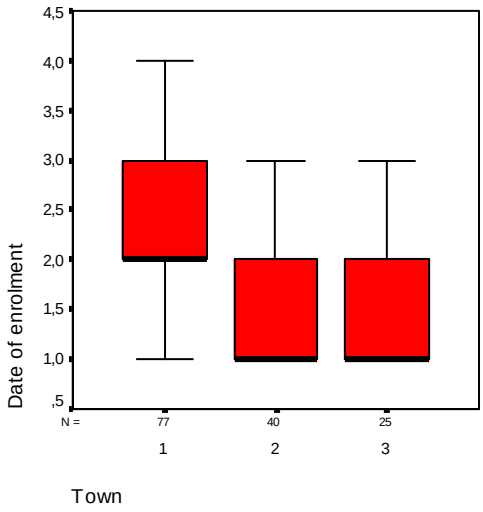


Source: Survey 2003/04

More than 70% of students are full time students (with Ministry support) while the rest are equally divided among part time students and full time students who participate themselves in financing their education. The students of final year, on average, are not married and do not have children. On average, they are 22.43 years old.

Hypothesis 5a H_0: There is no significant difference among the final year students of Economics from different parts of Croatia regarding their year of enrolment on Faculty
Hypothesis 5a H_1: There is significant difference among the final year students of Economics from different parts of Croatia regarding their year of enrolment on Faculty
Anova test shows that significance of this sample is 0.000 (P < 5%) which makes us reject the null-hypothesis and argue about the acceptance of the alternative, which approves that there is significant difference between the stated groups. To explain in more detail, this hypothesis proves that although all the students are the students of final year of the Faculties of Economics, they did not enrol on their Faculty in the same year. Split's students are those that took the longest time to get to the final year. They enrolled on the Faculty, on average, 4,5 before, while Rijeka's and Pula's students enrolled 3.5 years before.

Chart 21: Comparison the final year students regarding the year of enrolment on Faculties of Economics in Croatia



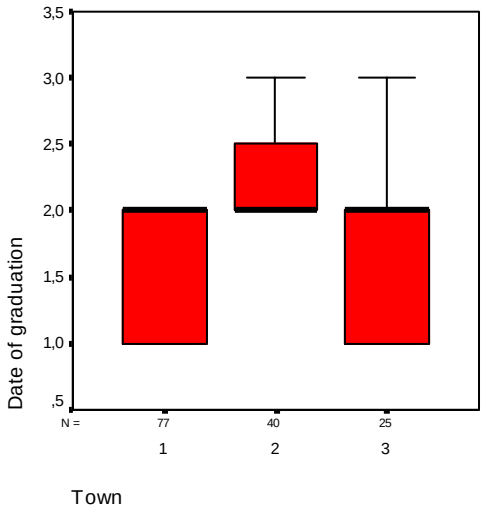
Source: Survey 2003/04

The date of enrolment also depends on the students' status. Majority of full time students with Ministry support had enrolled three years before the research took place. The other category of students, such as full time students who pay for education, in a majority enrolled 4-5 years before. Finally, part time students are those who study for the longest time, because majority of them enrolled the Faculty of Economics 6 years before.

Hypothesis 5b H_0: There is no significant difference among the final year students of Economics from different parts of Croatia regarding their expected year of graduation
Hypothesis 5b H_1: There is significant difference among the final year students of Economics from different parts of Croatia regarding their expected year of graduation
Once again, Anova tests due to its significance of 0.000 (P < 5%) rejects the null-hypothesis which states that Croatian students are not different from region to region according to their expected year of graduation. Split and Pula's students expect that they will become graduates in Economics in 1 year’s time, while Rijeka's students expect that occasion to happen later, in

the period 1-2 years. Taking into consideration that Split's student of final year enrolled on the Faculty one year before others and that Rijeka's students plan to graduate up to year after other groups of students, it takes us to conclusion that Pula's student will be those with the shortest period of study, while Split and Rijeka will be equalized in this term.

Chart 22: Comparison of final year students regarding the expected year of graduation at Faculties of Economics in Croatia



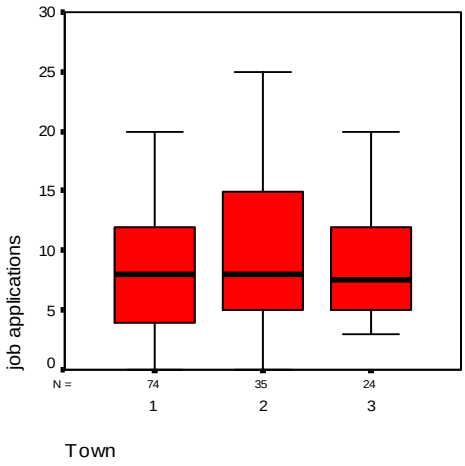
Source: Survey 2003/04

Hypothesis 5c H_0: There is no significant difference among the final year students of Economics from different parts of Croatia regarding the number of job applications they are expected to send

Hypothesis 5c H_1: There is significant difference among the final year students of Economics from different parts of Croatia regarding the number of job applications they are expected to send

Croatian students of Economics do not differ from one another according to the number of job applications which they expect to send before starting their first job after graduation. On average, Croatian students expect to send more than 14 applications. Anova tests cannot reject null-hypothesis with its significance of 0.770 (P > 5%).

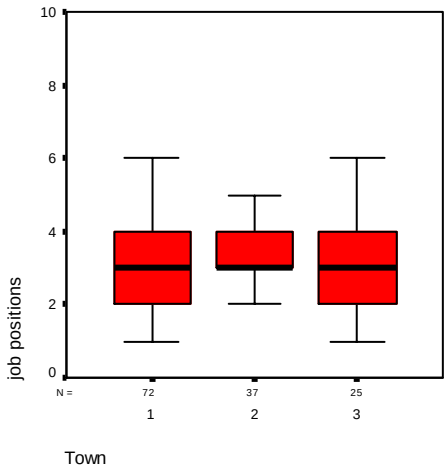
Chart 23: Comparison of final year students regarding the expected number of job applications in different parts of Croatia



Source: Survey 2003/04

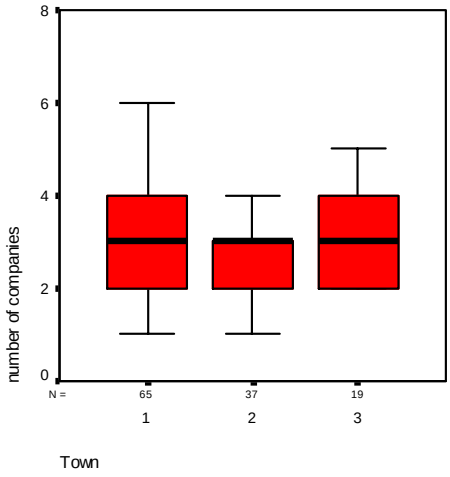
Hypothesis 5d H_0: There is no significant difference among the final year students of Economics from different parts of Croatia regarding the number of job positions they except to perform and number of companies they except to work in during their career
Hypothesis 5d H_1: There is significant difference among the final year students of Economics from different parts of Croatia regarding the number of job positions they except to perform and number of companies they except to work in during their career
Croatian students of Economics have the same expectations regarding their career development in terms of number of performed job positions and the number of companies they will work for. Anova test cannot reject null-hypothesis in both segments. Firstly, statistical significance for the number of expected job positions is 0.059 (P > 5%), and approves that there is no significant difference among the stated groups of students regarding this issue. They expect, on average, to perform 3-4 different job positions during their career. Secondly, in term of number of different companies they expect to work for, statistical significance of 0.935 (P > 5%) makes us not reject the null-hypothesis. Croatian students do not differ regarding the number of companies they plan to work for, and this number counts also 3-4.

Chart 24: Comparison of final year students regarding the number of job positions they expect to perform in different parts of Croatia



Source: Survey 2003/04

Chart 25: Comparison of final year students regarding the number of companies they expect to work in among different parts of Croatia



Source: Survey 2003/04

Hypothesis 5e H_0: There is no significant difference among the final year students of Economics from different parts of Croatia regarding pay during apprenticeship, first pay after apprenticeship, minimal pay and real pay deserved according to profession and occupation

Hypothesis 5e H_1: There is significant difference among the final year students of Economics from different parts of Croatia regarding pay during apprenticeship, first pay after apprenticeship, minimal pay and real pay deserved according to profession and occupation

Observing statistical significances, it is obvious that Croatian students significantly differ from one another in two categories of pay (pay after apprenticeship and real pay) which implies rejection of the null-hypothesis in these categories. Regarding the two remaining categories (pay during apprenticeship and minimal pay) statistical significance cannot reject null-hypothesis. On average, Croatian students expect their pay during apprenticeship to be 2.967,39 kn monthly. Statistical significance of 0.141 (P > 5%) approves that there is no difference among the three groups of Croatian students. The same is with the category of minimal pay. On average, Croatian student would agree to work for minimal 3.166, 38 kn monthly, and its significance of 0.215 (P > 5%) cannot reject the null-hypothesis. Expectations regarding the first pay after finishing apprenticeship differ from region to region. On average, they expect to receive 4.026,40 kn monthly, while Rijeka's students mostly deviate from this average. Statistical significance (0.021; P < 5%) also points to this fact and shows that there is significant difference among Croatian students regarding the first pay after apprenticeship. The situation is repeated in terms of the expected real pay according to their profession and occupation after graduation. On average, the students expect 3.998,5 kn monthly to be a real pay. However, there is significant difference among these groups, which significance of 0.034 (P < 5%) points to.

Table 21: Different segments of expected pays among the final year students according to counties

	Pay during apprenticeship	Sig.	Pay after apprenticeship	Sig.	Minimal pay	Sig.	Real pay	Sig.
ST	3.049,34		4.181,82		3.275,32		4.157,14	
RI	2.750,00		3.650,00		2.998,97		3.689,74	
PU	3.040,00		4.150,00		3.092,00		3.992,00	
CRO	2.967,39	**0.141**	4.026,40	**0.021**	3.166,38	**0.215**	3.998,58	**0.034**

Source: Survey 2003/04

In further text, attention is devoted to other segments of students' expected career development. Time when their career will start to develop depends on their graduation time. Majority of students (63.38%) expect that they will wait for a certain period of time before starting the first job (it does not depend on them), while 34,51% assumes that they will start the first job immediately after graduation. Those who suppose to wait for the apprenticeship, suppose it for the period of 1.28 year.

In the process of waiting for the first job to start, students mostly plan to be informed about job by friends and relatives; although, at the same time, they do not consider that attribute to be the most important for their employment. On the contrary, they consider it to be among the least important, the same as recommendations, while respondents consider professional knowledge and abilities as well as personal attributes and abilities to be the most important attributes during selection process for employment. At the same time, students as future graduates in Economics consider friends and relatives as the most important source of information.

Students of final year are optimistic regarding their career development, which is proved by high share (96.45%) of students who answered on this question positively. Generally, they expect that the first career advancement will happen 3.26 years after the first job, although majority of students consider that progress could happen in 2 years' time after the first job. There are certain characteristics that respondents consider to be the most important for career development. Those are adaptability and persistence, while gender, origin and family status are considered to be the least important. Ambition, general economic knowledge and professional knowledge and capabilities are in the middle of the list of characteristics for career development.

Almost all of them (98.60%) consider that new or additional knowledge is their necessity and that the most common reason for this is career development. Two thirds of current students think that they will take care about new or additional knowledge by themselves while the rest believe that the company that will employ them will provide it for them. When mentioning new or additional knowledge, students, first of all, point to the need for knowledge of foreign languages (35.29%), in the second position is the need for communication and interpersonal

skills (24.26%) and in the third position the need for computer literacy (13.97%). Students are positively oriented towards correlations among their education program and future job. They consider that their first job after graduation will correspond to general field of Economics that they are studying (but not specifically to their narrow orientation). Students consider that knowledge gained throughout the process of education is pretty important for performing their future job. They also presume that the grades deserved during education are being of small (54.22%) or of no importance (25.32%), which once more approves on theoretical background relating to this issue. Future graduates in Economics are optimistic regarding invested resources (time, effort, money) during their education, and they consider those as being worthwhile at the moment or, if not, as a source for providing better future perspective.

5.5. COMPARISON OF FINAL YEAR STUDENTS' EXPECTATIONS AND REAL BUSINESS SITUATION AMONG GRADUATES IN ECONOMICS

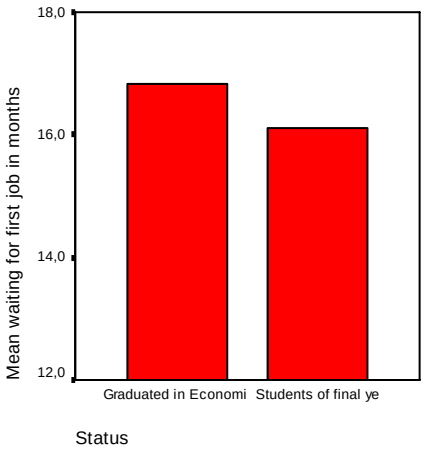
The final part of the research compares the answers gathered from the graduates in Economics and students of final year regarding the same questions. The following group of hypotheses tests whether there is no significant difference among the students' expectations regarding the business world and real situation in business that the graduates in Economics are witnesses of regarding different attributes.

Hypothesis 6a H_0: There is no significant difference between the experience of graduates in Economics and final year students' expectations regarding the waiting period for the first job after graduation

Hypothesis 6a H_1: There is significant difference between the experience of graduates in Economics and final year students' expectations regarding the waiting period for the first job after graduation

Before testing the above stated hypothesis it is important to mention that the question regarding the waiting period before the first employment is answered by two stated groups of respondents in similar shares. The greatest proportion of respondents (more than 50% in both groups) answered that they would wait for certain period of time before the first employment after graduation. One third of respondents in both groups consider to be immediately employed after graduation. Testing those who waited for a certain period before employment (among graduates in Economics) and those who predict that they will wait before the first employment (among students) statistical significance showed the following results. Significance of 0.625 ($P > 5\%$) points to the fact that null-hypothesis cannot be rejected and proves that there is no significant difference regarding these groups. Graduates in Economics on average, waited 16.82 months before the first employment after finishing their studies, while students, on average, expect to wait for 16.09 months.

Chart 26: Comparison between graduates in Economics and final year students in Croatia regarding waiting period before employment



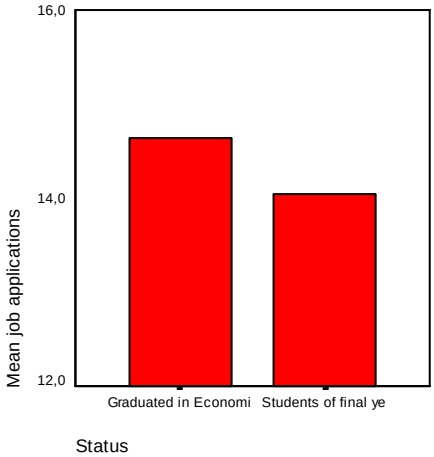
Source: Survey 2003/04

Hypothesis 6b H_0: There is no significant difference between the experience of graduates in Economics and final year students' expectations regarding the number of job applications which they sent or plan to send

Hypothesis 6b H_1: There is significant difference between the experience of graduates in Economics and final year students' expectations regarding the number of job applications which they sent or plan to send

The stated hypothesis again proves that there is no significant difference regarding the number of job applications. Significance is 0.861 (P > 5%), which cannot reject null-hypothesis. Graduates in Economics, sent 14.65 job applications on average before finding a job that corresponds to their profession and occupation, while at the same time students of final year expect to sent 14.05 job applications.

Chart 27: Comparison between graduates in Economics and final year students in Croatia regarding the number of job applications



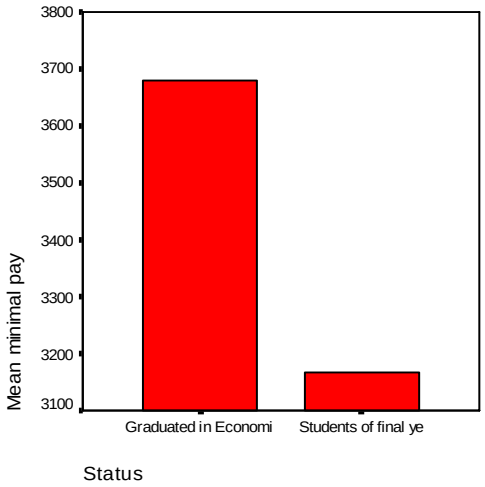
Source: Survey 2003/04

Hypothesis 6c H_0: There is no significant difference between the experience of graduates in Economics and final year students' expectations regarding the minimal pay they would agree to work for

Hypothesis 6c H_1: There is significant difference between the experience of graduates in Economics and final year students' expectations regarding the minimal pay they would agree to work for

Statistical significance in this hypothesis is 0.000 (P < 5%), which appoints rejection of null-hypothesis and states non-existence of differences between the stated groups. Graduates in Economics would agree to work for minimal 3.679,36 kn monthly, while students as future employees would agree to work for minimal 3.166,38 kn monthly.

Chart 28: Comparison between graduates in Economics and of final year students in Croatia regarding the minimal pay



Source: Survey 2003/04

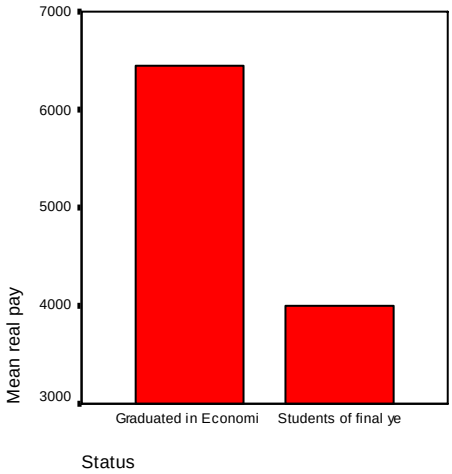
Hypothesis 6d H_0: There is no significant difference between the experience of graduates in Economics and final year students' expectations regarding the real pay according to their occupation and profession

Hypothesis 6d H_1: There is significant difference between the experience of graduates in Economics and final year students' expectations regarding the real pay according to their occupation and profession

Null-hypothesis is rejected and the alternative one which states for existence of significant difference between two groups of respondents can be argued. Hypothesis is rejected due to its statistical significance of 0.000 (P < 5%). Graduates in Economics consider that real pay according to their occupation and profession is 6.447,24 monthly on average, while students count for 3.998,58 monthly on average. This difference may be assigned to the fact that the graduates in Economics through a few years of their employment made progress and in current position consider the pay of 6.447,24 to be real. At the same time, students expect 3.998,58 to be a real pay for the graduates in Economics, but, respecting the fact that they are

still unemployed and do not know on what position they will be employed, they cannot be more precise regarding this question.

Chart 29: Comparison between graduates in Economics and final year students in Croatia regarding real pay



Source: survey 2003/04

Hypothesis 6e H_0: There is no significant difference between the experience of graduates in Economics and final year students' expectations regarding new or additional knowledge

Hypothesis 6e H_1: There is significant difference between the experience of graduates in Economics and final year students' expectations regarding new or additional knowledge

Once again, statistical significance of 0.008 (P < 5%) rejects null-hypothesis. Regarding the need for additional or new knowledge, groups of graduates in Economics and students of final year are different in their answeres from each other. Firstly, the share of students who consider that they will not need additional knowledge during their career is smaller than the share of Graduates in Economics (1.4% towards 2.4%). Further, to support differences between these groups it is necessary to point to their reasons. As the main reason for additional or new knowledge graduates in Economics express their personal ambitions (43.6%), which are followed by desire for career development (25.8%). At the same time, as the main reason for new or additional knowledge, students express the need for career development (38%) which is followed by job demands (28.9%)

Hypothesis 6f H_0: There is no significant difference between the experience of graduates in Economics and final year students' expectations regarding the importance of knowledge gathered during faculty education for job performance

Hypothesis 6f H_1: There is significant difference between the experience of graduates in Economics and final year students' expectations regarding the importance of knowledge gathered during faculty education for job performance

In this case null-hypothesis is also rejected, due to its statistical significance of 0.000 (P < 5%). Groups of students and graduates in Economics show significant difference among their

opinions regarding the importance of knowledge gathered during education for their future job performance according to their profession and occupation. Graduates in Economics are mostly divided between two answers: knowledge is pretty important (37.7%) and knowledge is of great importance (34.9%). At the same time students expect that connection between knowledge gathered during studies and the job they will perform will not be so important. Their opinions are mostly divided between two answers and those are: pretty important (51.4%) and of small importance (35.9%). Further, 5.9% of graduates in Economics, due to their experience in business consider knowledge gathered through educational process as decisive for the job they are performing, while none of the students considers so.

Some other differences (or similarities) between the students of final year and graduates in Economics are also presented. Asking about the first pay after apprenticeship, the students expect to receive 4.026,41 kn monthly. In real business graduates in Economics receive 4.402,212 kn monthly, which is higher than the students expect. This difference can also be attributed to the fact that 4.026,41 is the first pay that students expect to receive after apprenticeship while 4.402,21 is the average that graduates in Economics receive, which may not be for all first pays after apprenticeship, due to the fact that a great deal of them is already on higher positions.

The activity that students plan to use in most occasions in the process of searching for the first job is getting information from relatives and friends. On the other hand, the graduates in Economics, during their process of searching, mostly used the activities such as newspapers' and Employment Services' adds. However, the activity that students plan to use the most, was also often used by the graduates, but in future they also plan to align it among the mostly used activities. Once more there is similarity between the two groups of respondents regarding the question of the most useful activity used during the process of employment. Students plan to use relatives and friends most as an activity in the process of searching, but also consider that the source of information is the most useful one. Graduates in Economics think in the same way, but they also add contacts from previous business relations as a useful source of information for new job. Great difference appeared in the question of the most important attribute during employment. Those consider that their faculty degree, their knowledge and competences as well as personal abilities had a great impact during employment, while students expect that this impact will be provided by connections and recommendations.

5.6. SUMMARY OF RESEARCH RESULTS

The term career does not correspond to the simple term as it used to be in the past when the employee's job and career were guaranteed after graduation and first employment. In those times the employee was loyal to one organisation and was its member till retirement. His/her career developed in the same direction as the organisation and this development was particularly result of the organisational behaviour in business surroundings. The employee did not have so much desire for a change. Today, career development represents a new dimension

in employee's business life. It is a complex term, and also a life long process which is vital for both parties in business relationship, for an individual as one endpoint of the process and organisation as the other endpoint of the same process. The employee needs to feel satisfied and has to be treated well in order to become a content and proud member of the organisation.

Career development distinguishes two main factors and those are career planning and career management. Career planning is strictly involved with the individual and through this process the employee needs to identify and implement steps to attain career goals. For the employee proper planning, considering and setting personal career goals are very important. The other factor included in career development process is organisation whose participation is related to career management. Career management considers the process through which organisation selects, assesses, assigns and develops the employee to provide a qualified person for meeting future business needs. This implies that organisation needs to be strongly involved in the stated process from the first encounter with the employee, meaning to provide careful recruitment, selection, job analysis, leadership, controlling as well as very important counselling and mentoring. Process of career management tries to achieve balance between individual career needs and organisational workforce requirements. These activities are complementary and need to reinforce each order in order to provide perfect match between organisation and its employee, which will provide benefit for both parties.

Process of career development is carried out through different stages which are related to the employee's professional and also personal life. Constant participation of both actors is required in this process in order to provide "fit and happy organisation", organisation with the right employee possessing the right knowledge at proper place and in proper time. This situation will arise if all adequately perform their roles in order to provide quality correlation and coordination among all. Besides the individual and organisation's role, the role of manager who needs to act as a coach, mentor and counsellor in a personal career development is very important. All of them have to be involved in creating competitive advantage, which can be most effectively achieved through employees as the main source of competitiveness. Their capabilities need to be constantly improved and trained. Career development tools, but also training and continuous learning, have to be seen as investment in the employee and organisation as a whole, but also as a main precondition for continuous career development.

Empirical part of this work presents Croatian results related to career development among graduates in Economics. Before starting with any details, at the beginning it can be stated that development of personal career among Croatian graduates in Economics does not happen entirely according to theoretical background. Firstly, starting from career stages, where first 5 years of professional career (up to age of 30) in theory schedules apprenticeship, in Croatian practice is different. In the same age group, up to 30 years, 16% of respondents still does not perform job according to their profession, while 39.3% of those employed perform job on a certain managerial level. This implies that in Croatia is still difficult to find a job soon after graduation but also that those who are employed can easily step into significant functions

without theoretically adequate and sufficient practice. The main reason for such a situation can be seen in the fact that majority of Croatian companies still do not provide human resources management as a department which would in quality and organised way monitor and support individual's career development. The research found out, that almost three quarters of respondents, precisely 72.13% is employed in such organisations. Croatian employees are indeed interested in career development but at the same time they are aware of the fact that they require new or additional knowledge, and mostly consider this as their personal mission, and not the task that would be done by joined organisation’s and individual forces. What can also be stated as a poor situation in Croatian economy is the fact that Croatian employers do not appreciate and evaluate success during education process. This means that they do not distinguish excellent students, those with shorter studying period and better grades than the others. This also means that effort during studies does not repay in terms of immediate employment. It is evident in Croatia that the one who has better connections and better recommendations will find the job sooner, or even find it at all, and those stated employees still consider it as useful during employment process.

Researching the graduates in Economics in different Croatian counties, it can be concluded that those individuals do not differ too much from one another. Graduates in Economics do not differ among themselves in different Croatian counties regarding the average age when graduating, the average graduate grade, average study duration, working experience after graduation, waiting period for the first employment after graduation, number of sent job applications before the first employment after graduation, number of job positions they used to perform and number of companies they used to work for. Differences are noticed regarding the total working experience (including working experience before graduation and after it) where significant discrepancy is noticed in Istria County. This can be explained by different life habits, where more population work during the process of education or even work seasonally respecting the fact that it is County which is greatly oriented toward tourism. The other discrepancy is noticed in the average monthly pay, where Primorsko-goranska County sets as one with the greatest results.

Another important conclusion comes out of the research done among the students of final year in different Croatian counties. Croatian students of final year of Faculties of Economics in a majority do not differ among different Croatian counties. They particularly do not differ from each other regarding the number of job applications they expect to send before the first employment after graduation, number of different job positions they expect to perform, number of different companies they expect to work for, average pay after apprenticeship as well as the minimal pay. Students differ from one another regarding the year of enrolment on Faculty, where Split's students started to study before others, and the expected year of graduation where Rijeka's students expect to graduate the latest among others. This could also correspond to the fact that Split's and Rijeka's students will probably take the same amount of time for their faculty education (the first one started first and the second one will finish the last) while Pula's students will study in the shortest period. Respondents also differ from one

another according to the expected pay during apprenticeship and real pay that they expect to receive, which will be deserved according to their profession and occupation. These differences can arise from the fact that these are not empirical evidences but respondents' expectations and although they do not know when they will start to work and on what position they will work, can not provide proper conclusion regarding pays.

Final conclusions are made regarding the differences among the graduates in Economics and the reality of their professional life and students' expectations regarding future profession. The results show that the stated groups according to majority attributes differ from each other. They do not significantly differ regarding the waiting period before the first employment after graduation and number of job applications they used to sent or expect to send before employment. It can be concluded that the students of final year are pretty pessimistic regarding their future profession and situation in business surroundings. The minimal pay they would agree to work for, as well as the pay they consider to be real according to their profession and occupation, is rather lower than the same among the graduates in Economics. This difference once again can be explained by the fact that these are just expectations, and the student now can not be aware of the fact where he/she will be working in 5 years time after graduation. (The same time that passed after the graduation of the tested graduates in Economics who already have certain positions in their companies). The other difference among these two groups is noticed regarding new and additional knowledge and importance of knowledge during education. These opinions can also be changed after certain period in practice when current students and future graduates in Economics are more familiar with real business situation.

List of significant differences among Croatian graduates in Economics, among Croatian final year students and among students' expectations and real business situation among the graduates in Economics that are noticed through various hypotheses are presented in table 22.

Table 22: List of hypotheses that point to significant differences

Null-hypothesis	Test	Value of P	Can H_0 be rejected?
Hypothesis 3d H_0: There is no significant difference among the graduates in Economics from different parts of Croatia regarding total working experience	Anova-test	0,000	Yes
Hypothesis 3j H_0: There is no significant difference among the graduates in Economics from different parts of Croatia regarding their average monthly received pay	Anova-test	0,048	Yes
Hypothesis 5a H_0: There is no significant difference among the final year students of Economics from different parts of Croatia regarding their year of enrolment at Faculty	Anova-test	0,000	Yes
Hypothesis 5b H_0: There is no significant difference among final year students' of Economics from different parts of Croatia regarding their expected year of graduation	Anova-test	0,000	Yes
Hypothesis 5e H_0: There is no significant difference among the final year students of Economics from different parts of Croatia regarding pay during apprenticeship, first pay after apprenticeship, minimal pay and real pay deserved according to profession and occupation	Anova-test	0,141 0,021 0,215 0,034	No Yes No Yes
Hypothesis 6c H_0: There is no significant difference between the experience of graduates in Economics and final year students' expectations regarding the minimal pay they will agree to work for	T-test	0,000	Yes
Hypothesis 6d H_0: There is no significant difference between the experience of graduates in Economics and final year students' expectations regarding real pay according to their occupation and profession	T-test	0,000	Yes
Hypothesis 6e H_0: There is no significant difference between the experience of graduates in Economics and final year students' expectations regarding new or additional knowledge	T-test	0,008	Yes
Hypothesis 6f H_0: There is no significant difference between the experience of graduates in Economics and final year students' expectations regarding the importance of knowledge gathered during faculty education for job performance	T-test	0,000	Yes

6. CONCLUSIONS

The situation regarding career development among Croatian graduates in Economics should be changed. Firstly, attention to career and possibilities for its development should already be paid during the education process, offering high-grade education oriented to demands of Croatian companies. Successful Croatian companies and Faculties of Economics should be partners in creating mutual cooperation. Faculties should represent the producers of successful and required product, such as graduates in Economics, while Croatian companies should be the leaders in the process of developing individuals' career paths. Companies should be more interested in finding and recruiting successful students in terms of good grades during education process, which should reflect their knowledge and capabilities as well as the study duration, which should reflect their ambition and incentive for future career development. Providing these changes during the process of recruitment and a proper process of selection, can from the start, insure competitive advantage for companies. Knowing that employers reward more successful students providing them with immediate and better job opportunities, students will be more motivated for better studying results which, of course, will have significant implications on their afterwards working results. This also could reflect on the students' opinions regarding the importance of knowledge gathered during education process and increase the share of those who presume it to be of great or decisive importance.

Further, more attention has to be paid to apprenticeship stage where mangers should lead, coach, mentor and counsel the newly employed. Firm coordination and cooperation between the apprentice and his/her mentor should create independent, determined, stable and incentive employee. There are examples in Croatian economy (tested also through research) that newly graduates and unprepared employees, in terms of insufficient working and life experience, undertake important positions in companies, or very quickly pass from the stage of apprentice to the stage of manager. If the candidate does not pass all required steps in the process of introduction with the organisation, co-workers and job and its requirements, then he/she will not offer remarkable results. This could be supported by the phrase: the right person in the right place, but also with the attachment of the right time. Croatian organisations should also invest more in the employees' training and development, because that action will provide benefits for both actors, more successful career development for individuals and competitive advantage and better working results for organisations. Croatian employees but even more final year students consider possession of additional knowledge as an important precondition for career development. However, the students’ beliefs regarding the importance of additional knowledge are more perceived in terms of job demands, while the graduates in Economics express it as personal ambitions. Those presuming the importance of additional knowledge as job demand, should invest more effort in personal improvement and be able to present themselves to company as a complete person and employee, but knowing that survival and development in competitive surroundings require constant improvements from their side but also constant opportunities for development from the side of their employers.

Finally, as crucially important, Croatian companies have to be more oriented toward the organization of human resource departments, providing human resource specialists. It is of crucial importance to point to the results of the survey which show that almost three quarters of Croatian graduates in Economics are employed in the companies that do not provide department of human resource management, None of the above stated will come to light if these departments are not provided. Establishing the human resource department, organisation ensures efficient strategic planning in terms of HRM, starting from proper and timely planning, recruitment, selection and development of its employees who represent the companies' greatest capital. Apart from ensuring the basis for proper individual's career development and for proper match between an individual and organisation, providing specialised departments Croatian companies will open up great possibilities of improving all the negativities stated in this master thesis.

7. LITERATURE, SOURCES AND INTERNET SOURCES

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APPENDIX

REGRESSION ANALYSE OF UNEMPLOYED GRADUATES AND UNEMPLOYED GRADUATES IN ECONOMICS IN CROATIA

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	Unemployed graduates(a)	.	Enter

a All requested variables entered.
b Dependent Variable: Unemployed grdauated in Economics

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,833(a)	,695	,669	118,921

a Predictors: (Constant), Unemployed graduates

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	386081,2	1	386081,158	27,300	,000[a]
	Residual	169706,6	12	14142,213		
	Total	555787,7	13			

a. Predictors: (Constant), Unemployed graduated

b. Dependent Variable: Unemployed grdauated in Economics

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-126,404	188,964		-,669	,516
	Unemployed graduated	,287	,055	,833	5,225	,000

a. Dependent Variable: Unemployed grdauated in Economics

Regression analyse of graduates and enrolled students in Rijeka

Variables Entered/Removed(b,c)

Model	Variables Entered	Variables Removed	Method
1	Enrolled students(a)	.	Enter

a All requested variables entered.
b Dependent Variable: Graduates in Economics
c Models are based only on cases for which Town = Rijeka

Model Summary

Model	R Town = Rijeka (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	,858[a]	,736	,716	32,043

a. Predictors: (Constant), Enrolled students

ANOVA[b,c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37255,766	1	37255,766	36,285	,000[a]
	Residual	13347,968	13	1026,767		
	Total	50603,733	14			

a. Predictors: (Constant), Enrolled students

b. Dependent Variable: Graduated in Economics

c. Selecting only cases for which Town = Rijeka

Coefficients[a,b]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4,387	26,911		-,163	,873
	Enrolled students	,368	,061	,858	6,024	,000

a. Dependent Variable: Graduated in Economics

b. Selecting only cases for which Town = Rijeka

Regression analyse of graduates and enrolled students in Split

Variables Entered/Removed(b,c)

Model	Variables Entered	Variables Removed	Method
1	Enrolled students(a)	.	Enter

a All requested variables entered.
b Dependent Variable: Graduates in Economics
c Models are based only on cases for which Town = Split

Model Summary

Model	R Town = Split (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	,797[a]	,635	,606	42,403

a. Predictors: (Constant), Enrolled students

ANOVA[b,c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40595,090	1	40595,090	22,578	,000[a]
	Residual	23373,844	13	1797,988		
	Total	63968,933	14			

a. Predictors: (Constant), Enrolled students

b. Dependent Variable: Graduated in Economics

c. Selecting only cases for which Town = Split

Coefficients[a,b]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-54,148	44,350		-1,221	,244
	Enrolled students	,550	,116	,797	4,752	,000

a. Dependent Variable: Graduated in Economics

b. Selecting only cases for which Town = Split

ANALYSE OF GRADUATES IN ECONOMICS IN CROATIA

Anova test - average age when graduating

Descriptives

age

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1,00	72	29,20	2,360	,278	28,65	29,76	26	43
2,00	127	28,76	1,435	,127	28,50	29,01	27	36
3,00	103	29,26	3,791	,374	28,52	30,00	26	52
Total	302	29,03	2,665	,153	28,73	29,34	26	52

ANOVA

age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17,200	2	8,600	1,213	,299
Within Groups	2120,685	299	7,093		
Total	2137,885	301			

T-test average grades

Group Statistics

	Town	N	Mean	Std. Deviation	Std. Error Mean
Grades	Split	72	3,407	,451	,053
	Rijeka	126	3,344	,413	,037

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Grades	Equal variances assumed	1,145	,286	,990	196	,323	,0625	,0631	-,0619	,1869
	Equal variances not assumed			,967	137	,335	,0625	,0646	,0625	,062

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Grades	Female	146	3,4042	,4263	,0353
	Male	52	3,2620	,4151	,0576

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Grades	Equal variances assumed	,001	,975	2,078	196	,039	,1421	,0684	,0073	,2770
	Equal variances not assumed			2,105	91,957	,038	,1421	,0675	,0080	,2762

T test average study duration

Group Statistics

	Town	N	Mean	Std. Deviation	Std. Error Mean
Duration	Split	72	68,03	17,355	2,045
	Rijeka	127	64,65	11,521	1,022

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Duration	Female	146	64,63	13,985	1,157
	Male	53	69,28	13,470	1,850

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Duration	Equal variances assumed	,657	,419	-2,095	197	,037	-4,653	2,221	-9,033	-,273
	Equal variances not assumed			-2,132	95,417	,036	-4,653	2,182	-8,985	-,321

Anova test total working experience

Descriptives

work experience

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
st	70	43,74	29,841	3,567	36,63	50,86	0	234
ri	125	44,33	16,787	1,502	41,36	47,30	10	120
pu	99	65,24	60,744	6,105	53,13	77,36	0	410
Total	294	51,23	40,782	2,378	46,55	55,91	0	410

Total working experience by classes group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24,00	42	13,7	14,6	14,6
	48,00	132	43,1	46,0	60,6
	72,00	89	29,1	31,0	91,6
	96,00	13	4,2	4,5	96,2
	120,00	7	2,3	2,4	98,6
	144,00	4	1,3	1,4	100,0
	Total	287	93,8	100,0	
Missing	System	19	6,2		
Total		306	100,0		

Anova test work experience after graduation **Descriptives**

work experience with Faculty degree

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
st	68	35,41	20,807	2,523	30,38	40,45	0	102
ri	124	34,97	19,580	1,758	31,49	38,45	0	75
pu	96	29,07	21,752	2,220	24,67	33,48	0	72
Total	288	33,11	20,741	1,222	30,70	35,51	0	102

ANOVA

work experience with Faculty degree

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2352,832	2	1176,416	2,768	,064
Within Groups	121110,8	285	424,950		
Total	123463,7	287			

Working experience after graduation by classes

group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24,00	97	31,7	33,7	33,7
	48,00	117	38,2	40,6	74,3
	72,00	72	23,5	25,0	99,3
	96,00	1	,3	,3	99,7
	120,00	1	,3	,3	100,0
	Total	288	94,1	100,0	
Missing	System	18	5,9		
Total		306	100,0		

Anova test waiting period first employment

Descriptives

waiting for employment

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
st	47	18,90	21,119	3,081	12,70	25,11	2	132
ri	58	15,17	13,687	1,797	11,57	18,77	2	60
pu	44	16,75	12,712	1,916	12,89	20,61	1	48
Total	149	16,82	16,130	1,321	14,20	19,43	1	132

ANOVA

waiting for employment

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	361,829	2	180,915	,692	,502
Within Groups	38143,345	146	261,256		
Total	38505,174	148			

Anova test number of job applications

Descriptives

number of applications

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
st	58	14,19	20,661	2,713	8,76	19,62	0	100
ri	110	14,90	26,017	2,481	9,98	19,82	0	150
pu	76	14,63	20,417	2,342	9,97	19,30	0	100
Total	244	14,65	23,076	1,477	11,74	17,56	0	150

ANOVA

number of applications

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19,191	2	9,595	,018	,982
Within Groups	129376,498	241	536,832		
Total	129395,689	243			

Anova test number of job positions

Descriptives

number of job position

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
st	60	2,32	1,568	,202	1,91	2,72	1	8
ri	104	2,46	1,487	,146	2,17	2,75	1	10
pu	81	2,28	1,637	,182	1,92	2,65	0	10
Total	245	2,37	1,554	,099	2,17	2,56	0	10

ANOVA

number of job position

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,640	2	,820	,338	,714
Within Groups	587,299	242	2,427		
Total	588,939	244			

Anova test number of different companies

Descriptives

number of companies

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
st	61	1,92	1,085	,139	1,64	2,20	1	6
ri	103	2,09	1,086	,107	1,88	2,30	1	8
pu	82	1,96	1,418	,157	1,65	2,28	0	10
Total	246	2,00	1,204	,077	1,85	2,16	0	10

ANOVA

number of companies

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,302	2	,651	,447	,640
Within Groups	353,694	243	1,456		
Total	354,996	245			

Anova test minimal pay

Descriptives

minimal pay

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
st	67	3604,16	1504,181	183,765	3237,26	3971,06	1500	10000
ri	120	3798,33	1457,982	133,095	3534,79	4061,87	1000	10000
pu	95	3582,11	1202,478	123,372	3337,15	3827,06	1800	7000
Total	282	3679,36	1387,776	82,641	3516,68	3842,03	1000	10000

ANOVA

minimal pay

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2975978	2	1487989,032	,771	,463
Within Groups	5E+008	279	1929061,917		
Total	5E+008	281			

Anova test real pay

Descriptives

real pay

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
st	71	6202,82	2197,903	260,843	5682,58	6723,05	3500	18000
ri	119	6875,63	2623,233	240,471	6399,43	7351,83	3000	20000
pu	100	6111,00	1773,822	177,382	5759,04	6462,96	3500	12000
Total	290	6447,24	2277,495	133,739	6184,02	6710,47	3000	20000

ANOVA

real pay

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	37386128,753	2	18693064,376	3,670	,027
Within Groups	1461651664,351	287	5092862,942		
Total	1499037793,104	289			

New or additional knowledge

Status * additional knowledge Crosstabulation

			additional knowledge					
			no	yes,due to job demands	yes, due to career development	yes, due to personal ambitious	yes, other reasons	Total
Status	Graduated in Economics	Count	7	67	75	127	15	291
		% within Status	2,4%	23,0%	25,8%	43,6%	5,2%	100,0%
		% within additional knowledge	77,8%	62,0%	58,1%	77,0%	68,2%	67,2%
	Students of final year	Count	2	41	54	38	7	142
		% within Status	1,4%	28,9%	38,0%	26,8%	4,9%	100,0%
		% within additional knowledge	22,2%	38,0%	41,9%	23,0%	31,8%	32,8%
Total		Count	9	108	129	165	22	433
		% within Status	2,1%	24,9%	29,8%	38,1%	5,1%	100,0%
		% within additional knowledge	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13,723[a]	4	,008
Likelihood Ratio	13,995	4	,007
Linear-by-Linear Association	4,856	1	,028
N of Valid Cases	433		

a. 1 cells (10,0%) have expected count less than 5. The minimum expected count is 2,95.

Importance of knowledge gathered during education

Status * importance of knowledge Crosstabulation

			importance of knowledge					
			not important	small importance	pretty important	great importance	decisional	Total
Status	Graduated in Economics	Count	8	54	109	101	17	289
		% within Status	2,8%	18,7%	37,7%	34,9%	5,9%	100,0%
		% within importance of knowledge	66,7%	51,4%	59,9%	87,8%	100,0%	67,1%
	Students of final year	Count	4	51	73	14	0	142
		% within Status	2,8%	35,9%	51,4%	9,9%	,0%	100,0%
		% within importance of knowledge	33,3%	48,6%	40,1%	12,2%	,0%	32,9%
Total		Count	12	105	182	115	17	431
		% within Status	2,8%	24,4%	42,2%	26,7%	3,9%	100,0%
		% within importance of knowledge	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14,152[a]	4	,007
Likelihood Ratio	15,767	4	,003
Linear-by-Linear Association	1,424	1	,233
N of Valid Cases	440		

a. 3 cells (30,0%) have expected count less than 5. The minimum expected count is 1,61.

CORRELATION WAITING PERIOD FOR EMPLOYMENT WITH GRADES AND STUDY DURATION

Correlations

		Durability	Waiting period
Durability	Pearson Correlation	1	,006
	Sig. (2-tailed)		,931
	N	187	187
Waiting period	Pearson Correlation	,006	1
	Sig. (2-tailed)	,931	
	N	187	187

Correlations

		Waiting period	Grades
Waiting period	Pearson Correlation	1	,016
	Sig. (2-tailed)		,829
	N	187	187
Grades	Pearson Correlation	,016	1
	Sig. (2-tailed)	,829	
	N	187	187

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Waiting period	Female	138	18,84	22,082	1,880
	Male	49	19,04	21,931	3,133

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Waiting period	Equal variances assumed	,345	,558	-,054	185	,957	-,197	3,666	-7,428	7,035
	Equal variances not assumed			-,054	84,9	,957	-,197	3,654	-7,461	7,068

ANALYSE OF STUDENTS OF FINAL YEAR FROM FACULTIES OF ECONOMICS IN CROATIA

Anova test date of enrolment **Descriptives**

Date of enrolment

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	77	2,35	,970	,111	2,13	2,57	1	4
2	40	1,55	,904	,143	1,26	1,84	1	4
3	25	1,56	,768	,154	1,24	1,88	1	3
Total	142	1,99	,996	,084	1,82	2,15	1	4

ANOVA

Date of enrolment

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	22,379	2	11,190	13,227	,000
Within Groups	117,592	139	,846		
Total	139,972	141			

Anova test expected year of graduation

Descriptives

Date of graduation

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	77	1,62	,488	,056	1,51	1,73	1	2
2	40	2,10	,632	,100	1,90	2,30	1	3
3	25	1,76	,597	,119	1,51	2,01	1	3
Total	142	1,78	,585	,049	1,68	1,88	1	3

ANOVA

Date of graduation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,994	2	2,997	9,864	,000
Within Groups	42,238	139	,304		
Total	48,232	141			

Anova test job applications

Descriptives

job applications

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	74	16,50	57,749	6,713	3,12	29,88	0	500
2	35	11,17	11,263	1,904	7,30	15,04	0	59
3	24	10,67	10,016	2,044	6,44	14,90	3	50
Total	133	14,05	43,613	3,782	6,56	21,53	0	500

ANOVA

job applications

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1008,925	2	504,462	,262	,770
Within Groups	250072,8	130	1923,637		
Total	251081,7	132			

Anova test job positions

Descriptives

job positions

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	72	3,38	1,587	,187	3,00	3,75	1	10
2	37	4,70	5,254	,864	2,95	6,45	1	30
3	25	3,12	1,201	,240	2,62	3,62	1	6
Total	134	3,69	3,078	,266	3,17	4,22	1	30

ANOVA

job positions

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	53,210	2	26,605	2,887	,059
Within Groups	1207,245	131	9,216		
Total	1260,455	133			

Anova test number of companies

ANOVA

number of companies

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,319	2	,160	,068	,935
Within Groups	278,656	118	2,361		
Total	278,975	120			

Anova test pay during apprenticeship

Descriptives

pay during apprenticeship

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	76	3049,3421	786,36266	90,20198	2869,6505	3229,0337	1000,00	6000,00
2	37	2750,0000	818,62011	134,58032	2477,0585	3022,9415	1000,00	4500,00
3	25	3040,0000	668,01946	133,60389	2764,2551	3315,7449	1000,00	4500,00
Total	138	2967,3913	781,18038	66,49849	2835,8951	3098,8875	1000,00	6000,00

ANOVA

pay during apprenticeship

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2390794	2	1195396,882	1,987	,141
Within Groups	81212467	135	601573,830		
Total	83603261	137			

Anova test pay after aprenticeship

Descriptives

first pay after apprenticeship

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	77	4181,8182	909,23294	103,61671	3975,4476	4388,1887	2250,00	6000,00
2	40	3650,0000	1109,11145	175,36592	3295,2890	4004,7110	1000,00	6000,00
3	25	4150,0000	1060,66017	212,13203	3712,1810	4587,8190	1000,00	6000,00
Total	142	4026,4085	1016,57703	85,30925	3857,7579	4195,0590	1000,00	6000,00

ANOVA

first pay after apprenticeship

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7908922,855	2	3954461,428	3,989	,021
Within Groups	137804545,455	139	991399,608		
Total	145713468,310	141			

Anova test minimal pay

Descriptives

minimal pay

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	77	3275,32	749,764	85,444	3105,15	3445,50	2000	5000
2	39	2998,97	986,775	158,010	2679,10	3318,85	960	7000
3	25	3092,00	805,667	161,133	2759,44	3424,56	1000	5000
Total	141	3166,38	834,301	70,261	3027,47	3305,29	960	7000

ANOVA

minimal pay

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2145179,462	2	1072589,731	1,553	,215
Within Groups	95303075,857	138	690601,999		
Total	97448255,319	140			

Anova test real pay

Descriptives

real pay

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	77	4157,14	866,091	98,700	3960,56	4353,72	2800	8000
2	39	3689,74	962,670	154,151	3377,68	4001,81	800	5000
3	25	3992,00	916,024	183,205	3613,88	4370,12	2000	6000
Total	141	3998,58	918,149	77,322	3845,71	4151,45	800	8000

ANOVA

real pay

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5656847	2	2828423,724	3,474	,034
Within Groups	1E+008	138	814223,687		
Total	1E+008	140			

COMPARISON OF STUDENTS EXPECTATIONS AND REAL BUSINESS SITUATION AMONG GRADUATES IN ECONOMICS

T test waiting period for the firs job

Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
waiting for first job	Graduated in Economics	293	,83	,681	,040
	Students of final year	142	1,68	,513	,043

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
waiting for first job	Equal variances assumed	5,295	,022	-13,1	433	,000	-,85	,065	-,974	-,720
	Equal variances not assumed			-14,4	359	,000	-,85	,059	-,962	-,731

T test number of job applications

Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
job applications	Graduated in Economics	244	14,65	23,076	1,477
	Students of final year	133	14,05	43,613	3,782

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
job applications	Equal variances assumed	,990	,320	,175	375	,861	,60	3,433	-6,148	7,353
	Equal variances not assumed			,148	173	,882	,60	4,060	-7,411	8,616

T test minimal pay

Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
minimal pay	Graduated in Economics	282	3679,36	1387,776	82,641
	Students of final year	141	3166,38	834,301	70,261

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
minimal pay	Equal variances assumed	21,19	,000	4,038	421	,000	512,97	127,034	263,3	762,675
	Equal variances not assumed			4,729	407	,000	512,97	108,472	299,7	726,209

T test real pay

Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
real pay	Graduated in Economics	290	6447,24	2277,495	133,739
	Students of final year	141	3998,58	918,149	77,322

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
real pay	Equal variances assumed	46,3	,000	12,28	429	,000	2448,66	199,326	2057	2840
	Equal variances not assumed			15,85	418,1	,000	2448,66	154,483	2145	2752