

Marquette University vs. University of West Bohemia Job Opportunities

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Abstract

This paper will take a closer look at the comparison of the job opportunities at the University of West Bohemia to the job opportunities at Marquette University. The goal is to compare university programs helping students to get working experiences and desired employment. These programs are described, evaluated and compared. Above that, statistical data about employment of students are included.

Key words

internship, employment, career

Introduction

This topic was chosen because more and more individuals in Europe, including the Czech Republic, are studying at universities even though the population growth is stagnating. In year 2012 the population growth in the Czech Republic was just slightly above 0,1% (Czech Statistical Office). Therefore, as the percentage of graduates of the total population grows, it brings a new dilemma: unemployed graduates. Individuals must differentiate themselves from other applicants to obtain their dream job -- or any job for that matter. How they are able to do this is becoming more difficult.

According to survey from 2011, the graduate unemployment rate at the Faculty of Economics in Pilsen was 5,2% (data applies to both bachelor and master students). During the last 5 years before the survey was executed, average unemployment rate of faculty's graduates was lower - 3,5%. Recent outcome was higher than average of the UWB in 2011 (3,9%), however during the last 5 years the unemployment rate was below the average compared to other colleges at the UWB (4,5%). Compared to the average of Czech universities generally (incl. private schools; incl. all colleges and majors) the unemployment rate at the Faculty of Economics in Pilsen was slightly higher - average unemployment in 2011 was 4,5%, average unemployment during the last five years before the survey was 3,7% (Koucký, Zelenka; 2011). Recent increase of the unemployment rate is most likely caused by general economic downturn in last years.

Unemployment rate of graduates in the Czech Republic is one of the lowest in the world, however the economic downturn in recent years has reduced the amount of jobs available and created intense competition between students to find (satisfactory) employment. Similar trend can be found in the United States. Many professors and administrators of Marquette University state that the 2008 recession has limited the amount of jobs available and increase the competition among college graduates.

Luckily universities are realizing their responsibility to help students and developing programs and opportunities that aids in their students success. Jiri and Lauren, authors of this paper, were curious as to what types of programs the two universities provide for their students as well as the similarities and differences between these programs.

It is interesting to note that although the two main objectives at both universities are the same -- take the knowledge a student learns in the classroom and apply it to the business world; and, bring employers, faculty, and students together to create meaningful work experiences -- the way each university achieves these objectives are different. The University of West Bohemia has three areas that aids in the success of its students: its Internship for Credit Program, UNIPRANET, and ERASMUS. While Marquette University has two areas that aids in the success of its students: Career Manager as well as its Internship for Credit Program. The paper will begin with the University of West Bohemia's programs, their strengths and limitations, and recommendations to improve each, followed by Marquette University's programs, their strengths and limitations, and recommendations to improve each.

1 University of West Bohemia's Internship for Credit Program

It is mandatory for undergraduate students at the Faculty of Economics to take an internship during the fifth semester of their studies. The fact that the subject is obligatory has created specific problems for the university. Compared to Marquette University, the University of West Bohemia's Internship for Credit Program is shorter with the minimum length of 120 internship hours in at least three weeks compared to Marquette's 16 weeks with minimum of 240 internship hours. However, other requirements for the program show more similarity to that of Marquette's Internship Program. Students are required to write an eight page essay about their internship that includes: information about the organization, time period of practice, relevant organization/corporate division, its deputy, and a document of practice confirmation. Moreover, the essay should also include issues the student worked on as well as the issues' analysis and causes. Select problems should be compared to the objective standards, i.e. company objectives with parameters performed in foreign companies, various norms, rules, etc., and a proposal of solutions for select problems. The proposition should be based on calculations or theory (economic, financial, accounting, etc.) taught at the university (Portál ZČU [online] 15.4.2014. Available at <<http://www.portal.zcu.cz>>).

1.1 Strengths

The internship can be performed for any major but must be related to at least one of special courses (obligatory or optional). It does not make any difference if the internship is done in a private or public institution. It is important to note that the time frame of the internship should be within the same semester as the Internship for Credit course; however, professors usually accept internships done during the summer prior to the semester.

There are two additional ways the Internship for Credit can be accomplished: taking part in the UNIPRANET program or by working for the university (research activities, etc.). These options allow for students to successfully accomplish the course; however, students must realize the number of positions offered through these options is lower than the number of participants. Although these areas are great alternatives few students have the opportunity to capitalize on them.

Altogether, the program, when completed in the desired way, can be a great benefit for student's knowledge and experiences.

1.2 Limitations

As stated previously the crucial problem is that although the program is required, the university does not provide assistance in helping its students find internships for their specific major. This creates a huge problem because every year there are around 400 students looking for an internship, yet companies are not interested in such a short internship relation. In addition, many students are not interested in taking an internship at the same time they are working on their bachelor thesis. The work and stress load is too much to handle and creates a basis for many students to lie about their internship. After speaking with numerous students we found that many cheat the program by obtaining a fake confirmation from their relatives, friends, or former employers in order to fulfill the requirement without having to actually do the internship.

1.3 Recommendations

We believe the biggest recommendation would be to make the subject voluntary. This is because the University of West Bohemia's Faculty of Economics cannot guarantee an internship for each one of its students. Students should be encouraged to obtain an internship for their personal goals rather than being forced to by an institution. Those who do decide to participate in the program, should still receive credit in order to encourage students to partake in the program.

However, if the subject remains obligatory, then it would be helpful if the time frame to complete the internship was changed – so students could choose more freely in which semester (or even on holidays) they would like to accomplish their internship. Many students have actually already had some work experience in their major prior to their fifth semester where the Internship for Credit program takes place but sometimes they cannot use such experience because it's not recent enough. On the other hand we understand that the internship should be done with appropriate knowledge from the university and therefore the experience cannot be too old, however we believe the time frame could be a good point for improving the program.

Another fact is that it usually takes 3 months or more before new-coming employees get into company's processes and problematic connected with their position – and most likely even longer to think critically and bring some new solutions and procedures. Therefore students should be asked to report about their working experiences and confronting theoretical knowledge with their working experiences rather than to write any recommendations after 3 weeks only. This would also make the subject more beneficial and useful for students.

Unfortunately, there is no statistical evidence about the University of West Bohemia's internship program compared to that at Marquette University. In addition, unlike Marquette University, the course is free of charge due to the University of West Bohemia being a public university in the Czech Republic.

2 ERASMUS

There are many opportunities for students to gain experience from through studying abroad; however, we believe the most beneficial one and the one that the University of West Bohemia participates in is ERASMUS (European Action Scheme for the Mobility of University Students). ERASMUS is an exchange program financed and supported by the European Union. The program offers the opportunity to study abroad for one or two semesters or partake in an internship abroad. In both cases the student is provided a scholarship to help him/her cover the higher living costs in other European countries.

There must be a bilateral-agreement between universities in order for students to participant in the study abroad program. However, for the internship programs, there is no agreement needed between universities. Certain internships are offered by the university but students typically find an internship on their own either before or during the application process for the ERASMUS program.

To attend the ERASMUS study abroad program at the University of West Bohemia it is necessary to apply using a CV and a cover letter. Chosen students must then go through a round of interviews with professors. Final candidates are chosen based upon their interview with the professors. Once selected, applicants must get in contact with the university they will

be attending in order to find housing and enroll in courses.

2.1 Strengths

Throughout the years ERASMUS has become one of the most favorable exchange programs in the whole Europe. ERASMUS aids in their participants success by allowing students to improve language and professional skills as well as understand other cultures and network with foreign companies.

2.2 Limitations

Even with the many advantages this program has to offer, students at the University of West Bohemia are unwilling to participate in the program. The table below shows the number of participants from the University of West Bohemia's Faculty of Economics between 2012 and 2014. It should be noted that as of October 31st, 2012, there were 2,016 students enrolled at the Faculty of Economics. Of those 2,016 students in 2012, only 55 students partook in ERASMUS's study abroad program. Even fewer, 2, participated in ERASMUS's internship program. This means that roughly between 2-4% of students enroll in either ERASMUS program. Considering the amount of benefits this program offers its students, these numbers are extremely low.

ERASMUS	2012	2013	2014
Study Abroad	55	67	40*
Internship	2	9	0*

* Data per calendar year - that means the number of participating students in 2014 will be higher after the winter semester 2014/2015. Source: External relations of FEK ZČU.

Source: International Office of the Faculty of Economics, UWB (April 2014)

However, it is necessary to mention that although there are numerous programs offered, around 100 every year, students can only apply to two specific programs at foreign universities. Quite often there are more students applying than programs available. This means competition is strong and discourages many individuals from applying. Another reason to ERASMUS's low numbers is that many students don't have the courage to live abroad for fear of losing touch with friends, family, significant others, etc. In fact, this latter reasoning is very prevalent at the University of West Bohemia compared to other Czech universities.

2.3 Recommendations

It would be desirable to make a better promotion of ERASMUS and other international programs in Pilsen. More flyers could be used and teachers should also promote the programs during their classes. Many students are afraid of losing half a year / a year because of not having their foreign subjects accepted back at home, even though the reality is different, the Faculty is willing to help student as much as possible.

Other reasons why students do not attend ERASMUS and other international programs are rather in the personal sphere. Faculty could support more independence and the “to do” spirit in its students by proper teaching methods, however this point goes much over the recommendations frame. The first two recommendations – better promotion and clarifications of its conditions during the promotion could be easily applied though.

3 UNIPRANET

UNIPRANET is a program that supports relationships between students and corporations. Like that in the United States, more and more Czech companies are expecting graduates to have work experience. However, there are not enough internship positions available for such students to gain that experience from. The focus of this program is to offer students the possibility of having an internship or have a company to aid in the completion of a student’s thesis. Over that there are many lectures and workshops organized thanks to the program. UNIPRANET’s ultimate goal is to improve a student’s chance of working at their desired organization.

3.1 Strengths

The greatest benefit of UNIPRANET is that the program offers internships rather than students searching for them on their own. Interested students can choose from various positions and apply to those they like best. A company then chooses an applicant that best fits its culture and working conditions (length of contract, working hours, scope of the contract, etc.). To finalize the process, the company and student sign a working contract. The requirements for UNIPRANET differ according to the needs of each company. However, if a student proves his/her abilities during the internship, he/she can be offered a full-time position.

Although the minimum length of the internship is 20 hours over the course of 14 days, companies expect their interns to work longer. Unlike the University of West Bohemia’s Internship for Credit Program, the UNIPRANET internship can be done anytime during the academic year. This is a huge advantage of the program. Outcomes of UNIPRANET are similar to that of the Internship for Credit: case study, semester work or even thesis. These documents should contain findings experiences and lessons learned from internship.

3.2 Limitations

The UNIPRANET Internship is usually unpaid because the goal of the program is to offer students business world experience rather than a wage. However, it does depend upon the company. Unlike Marquette University, there are no salary statistics. Ing. Jarmila Ircingová, Phd., Coordinator of the UNIPRANET Program, states that of the 118 students within the program very few received a wage. Corporations should realize that because of their unwillingness to create paid internships, even for expenses associated with the internship, i.e. travel, food, accommodations, means students are not as motivated to participate in the program. However these expenses could be reimbursed by the program. Currently there are 97 companies involved in the program offering 328 internship positions, however, only 118 of these 328 positions have been filled (UNIPRANET [online] 1.5.2014. Available at <<http://www.uniprane.zcu.cz>>). Even though the program is well evaluated, compared to

Marquette University the numbers are low. Less than 6% of the 2,016 students enrolled in the Faculty of Economics have participated in the program so far.

3.3 Recommendations

UNIPRANET has much potential but the program needs to be better promoted to its students, i.e. better design of flyers, better and more intense promotion during classes, etc. It is interesting to note that the University of West Bohemia's UNIPRANET program is much more similar to Marquette's Internship for Credit Program than the University of West Bohemia's actual Internship for Credit Program. We believe the UNIPRANET Program has much potential at the University of West Bohemia and needs to be better promoted within the university.

To encourage individuals to enroll in the program, we recommend allowing students to earn credit towards their major. There could be a voluntary subject / subjects connected with the program which would be accomplished by handing in the final essay after finishing an internship.

After much evaluation, we feel this program is more beneficial and creates more opportunities for its students than the Internship for Credit Program. Due to this, we encourage the university to aggressively promote UNIPRANET and its advantages and alternatively join both programs into one, which would be voluntary.

4 Empirical Research - Students Employed During Studies

In order to obtain data about employment of students at Faculty of Economics in Pilsen, a survey was prepared and executed. One of the reasons for creating the survey was that the University of West Bohemia does not collect such data as Marquette University. Therefore, the survey was necessary in order to compare both universities in the paper. When having the advantage to get data from survey, more questions than necessary were asked (19 questions in total). If any reader was interested, authors can provide more data and statistics obtained from the survey as well as list of questions asked, which is not provided in the paper itself.

The author received 102 responses from graduate students at the Faculty of Economics of the University of West Bohemia. Respondents were contacted via Facebook by Jiri - 50 through personal message, another ca. 150 in a group - meaning ca. 50% of persons asked actually responded to the survey. The survey itself was executed between 27.3.2014 and 6.4.2014.

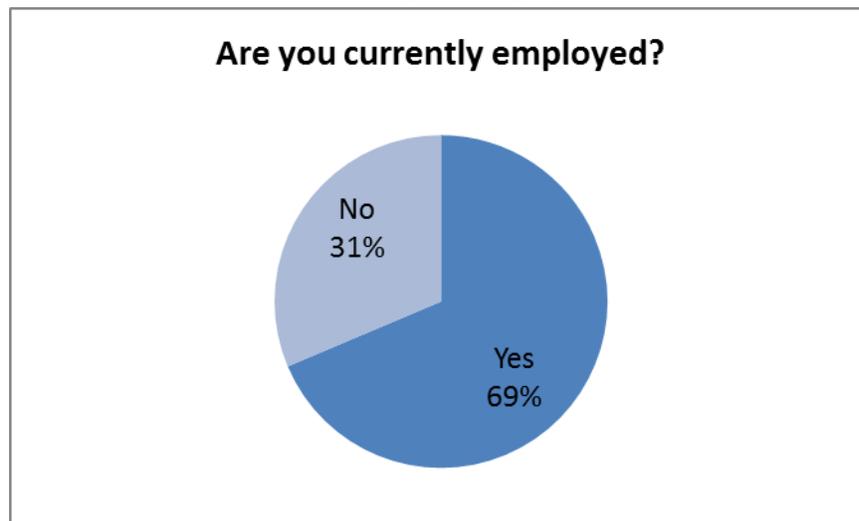
85% of respondents were women, 15% men. The age structure of respondents corresponds with the fact that respondents are/were graduate students - 52% were in the age group of 21-23 years, 48% in the age group of 24-26 years. Only 1 out of 102 respondents was a combined student. Most of the students (53%) were enrolled in the Financial department of the Faculty of Economics.

The questionnaire was created in English by both authors in order to eliminate any translation problems afterwards, however for the use of survey at the University of West Bohemia it was translated from English to Czech by Jiri and the translation was checked by three independent persons.

The survey was executed on Google Docs, evaluation of the survey was done with help of Google Docs and Microsoft Excel programs.

According to our survey of 102 graduate students, 69% of the students have employment while in school.

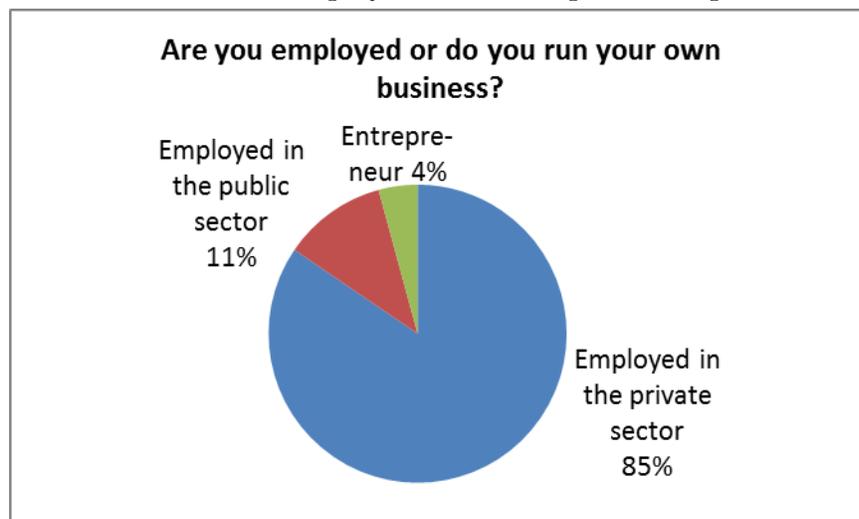
Picture 1: Percentage of employed students



Source: Own, 2014

Eighty-five percent of the students employed have their job the private sector. This number is significantly lower compared to Marquette University, where of the 189 companies, 186 or 98%, of the students are employed in the private sector (Karen Rinehart, Number of Employers). Only four percent are entrepreneurs and eleven percent of students are employed in the public sector.

Picture 2: Employment vs. entrepreneurship

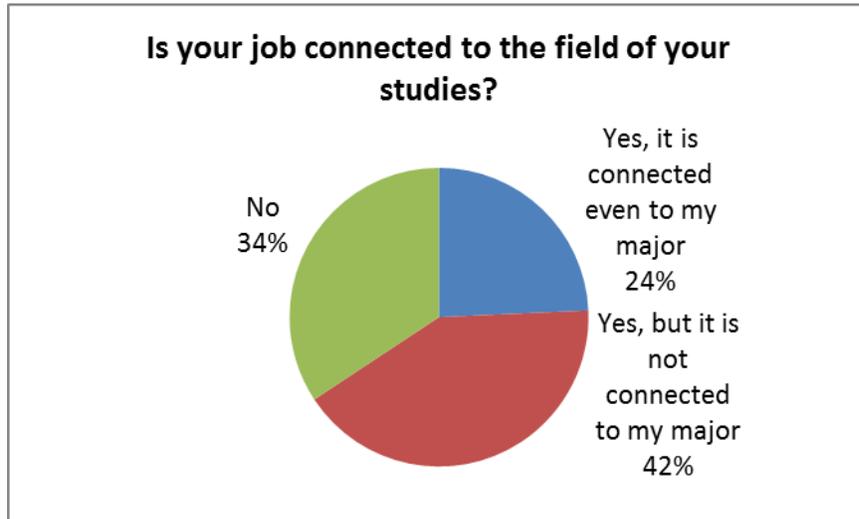


Source: Own, 2014

Only 24% of those surveyed reported having a job related to his/her major while 42% reported having a job in related to his/her college, the Faculty of Economics. There is a quite a big difference in motivation to have a job when studying, depending on the connection of job with field of studies. Respondents were supposed to assess their motivation to get a job on a

scale of 1 to 5, where 1 means “only praxes and experiences”, 5 means “only money” and numbers 2, 3 and 4 are combinations of the both mentioned extremes. Students having their jobs connected to their field of studies rated 2,65 on average, while students having not their jobs connected to their field of studies rated 4,04 on average. From the result it is obvious that students who do not work on a somehow economic position do care mostly about their wage rather than about getting experiences.

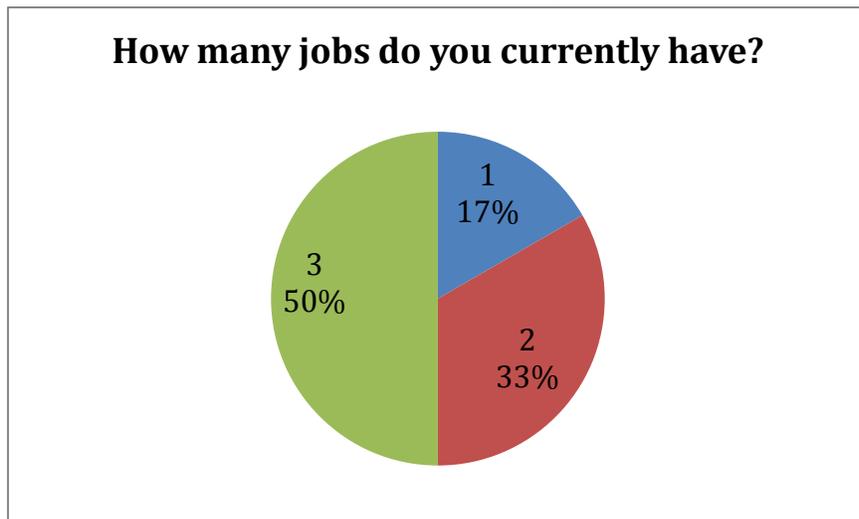
Picture 3: Relationship between job and field of studies



Source: Own, 2014

It is interesting and surprising to note that 50% of the students surveyed have 3 jobs while attending school.

Picture 4: Number of jobs

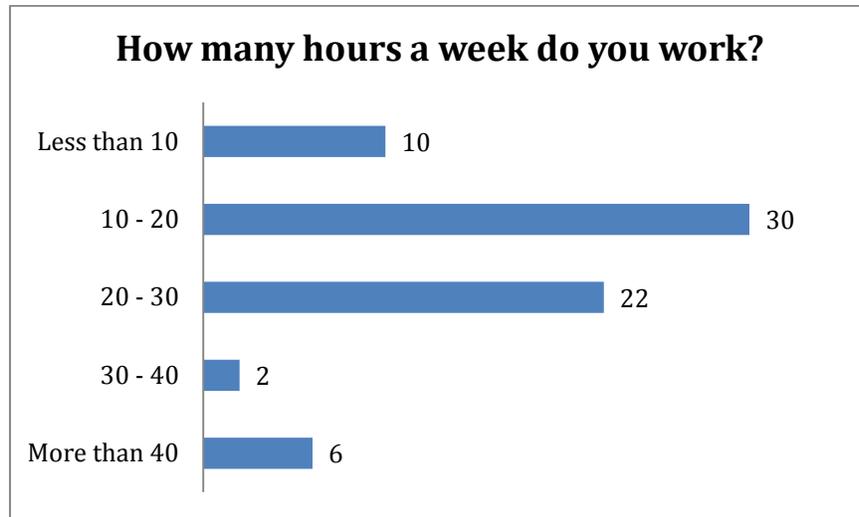


Source: Own, 2014

And how much time do students spend working? Close to half, 43%, of the working students spend between 10 and 20 hours a week working and additional 43% working 21+ hours per week. This means that only 14% of the students surveyed spend less than 10 hours a week working while still attending school full time.

The data we found out are very interesting due to the fact that only one of the (working) respondents is a distance student, all the others do study on a daily basis, meaning they are supposed to attend their classes and lectures, which also takes a lot of time.

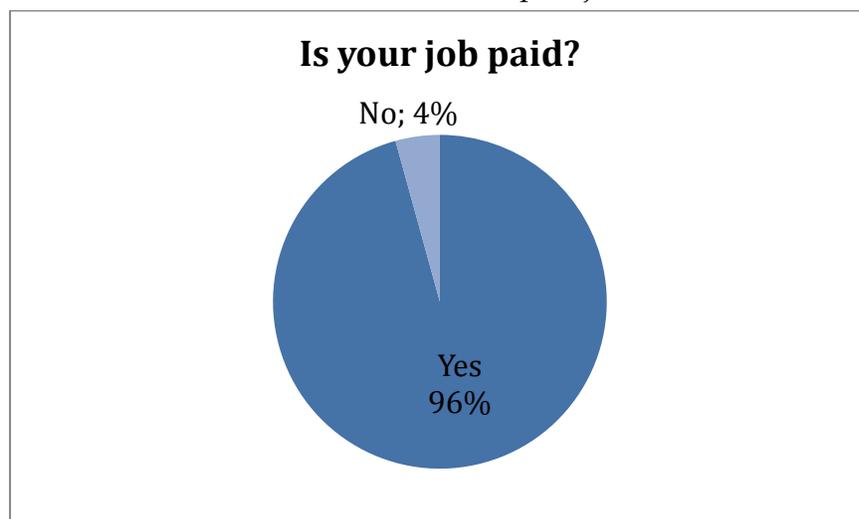
Picture 5: Working hours per week



Source: Own, 2014

Only 4% of those surveyed do not receive wage. We did not receive any further information about their employment contract. We also found this information intriguing because it is a requirement in the United States to pay individuals for their work. The minimum wage rate differs depending on the state but the U.S. Federal Government requires all corporations to pay their workers (Minimum Wage Laws in the States). The only way organizations can get around this is by classifying a job as an “internship.”

Picture 6: Paid vs. unpaid jobs

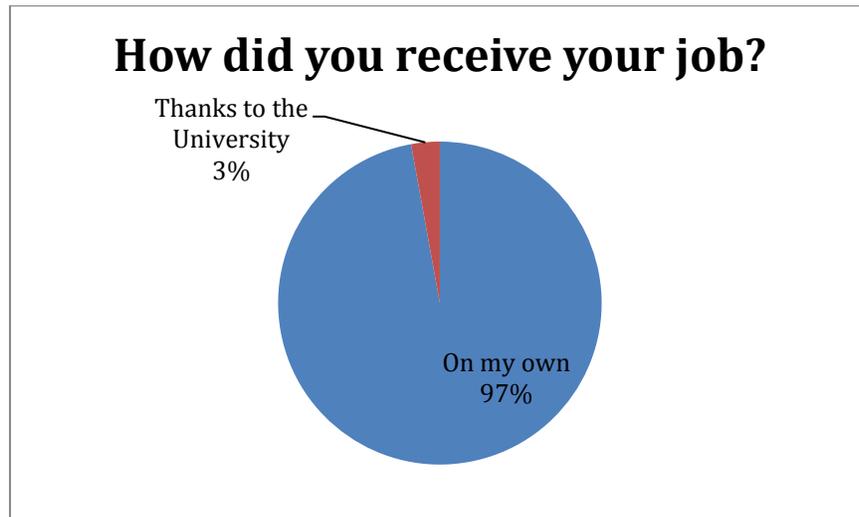


Source: Own, 2014

The most interesting statistic to note due to its connection to employment programs is that only one of the 70 working students received a job through the University of West Bohemia’s employment programs (UNIPRANET). One other student received job through Facebook

profile of the Faculty of Economics in Pilsen, the remaining 68 students received jobs on their own (initiative applying, responding to job offers, through family and friend's connections, etc.). Although Marquette University's Business Career Center does not record data of the number of students who receive an internship through Marquette or on their own, any faculty member will state that the business school has helped a number of students obtain an internship or job throughout the years, whether through a professor, administrator, or program.

Picture 7: Receiving the job



Source: Own, 2014

5 Marquette University-Introduction

Although Marquette University has only two areas a student can obtain business world experience from: Career Manager and its Internship for Credit Program, both are well developed and produce excellent results for their participants. We would like to begin by providing an in-depth analysis of both programs, stating each program's strengths and limitations, and lastly, providing recommendations as to how we believe each system can be improved upon. We would first like to assess Marquette's Career Manager.

5.1 Important Note

Before assessing Career Manager and Marquette's Internship for Credit Program we would like to make two important statements. First, it should be noted that although Career Manager is not directly related to the business school's Internship for Credit Program, it aids students enrolled in the Internship Program in finding an internship. This also means that it is not a requirement for students participating in the Internship Program to use Career Manager in order to find an internship, but rather, as stated above, it assists in the search process. Students are more than welcome to find an internship on their own. Second, it should also be noted that the Internship for Credit Program is not a requirement for Marquette's business students. Students are more than welcomed to obtain an internship without counting it towards credit.

6 Career Manager

As stated on its webpage, “Career Manager is an online career management tool that Marquette students, alumni, and employers can use to either find or post job opportunities” (MU Career Manager and On-Campus Recruiting). This tool is a highly sophisticated software program that allows the user to search for employment opportunities posted on its webpage. Kristin Adler, Assistant Director of Employer and Campus Relations, stated that there are over 2,100 jobs currently posted on the program with positions being updated daily. Current students along with Marquette alumni have access to the program but must activate their account in order to use Career Manager. Activation is simple; the individual uses the same username/password as all other Marquette accounts to log-on. Once logged-on, Career Manager takes the user to his/her profile page. The individual is required to upload a current resume to officially activate his/her account. Once complete, the user can search and apply for internships, co-ops, and jobs. Users also have the option to upload cover letters, create personal bios, even allow employers to view his/her resume. A user’s profile can be as sophisticated or as simple as the individual wants.

One of Career Manager’s greatest features is its ability for users to create a range of search engine filters. These filters can be as simple as searching for a, “supply chain internship,” to as sophisticated as searching for a, “full-time, entry-level supply chain position located in Atlanta, Georgia with a focus in the healthcare industry.” However, the user must realize that as the search becomes more focused, the amount of job opportunities diminishes. Where this might seem frustrating to the individual, the user needs to remember that job postings are updated daily and he/she should continue to check Career Manager frequently if hoping to find that perfect opportunity. Another feature is the program’s ability to send users e-mail alerts of new job opportunities. This is beneficial because it allows the user to receive job opportunities related specifically to the individual. Career Manager also offers these services: ability for users to schedule appointments for mock interviews as well as resume, cover letter, and “thank-you” card editing. This allows the user to be well prepared for the real world along with giving the university a competitive edge over other schools.

6.1 Strengths

Career Manager has several strengths, as mentioned above; however, we believe its greatest strength is how well it connects Marquette students and alumni to employers. Ms. Adler explained that Career Manager has grown to where employers will contact her to post a position. “Employers know our students and alumni are highly qualified candidates who will help move their businesses forward,” stated Ms. Adler, “...students and alumni benefit because they get exposure to hundreds of companies around the world.”

6.2 Limitations/Recommendations

Although Career Manager has many strengths, Marquette has not found a way for students to automatically have an account upon becoming a student. After assessing the program, we believe its greatest drawback is that students need to activate their account themselves. Those who do not activate their account won’t receive the benefits this program has to offer. Although this problem is not as prevalent in Marquette’s business school, the school requires its students

to activate their accounts, it is still apparent in Marquette's other colleges. When asked how to resolve this, Ms. Adler explained that beginning this upcoming school year, students will be required to activate their accounts during orientation week. This was our recommendation for Career Manager; however, Ms. Adler has already recognized the problem and is taking action to fix it.

7 Internship for Credit Program

Marquette's Internship for Credit Program is a way for students to earn three credits towards their business degree while obtaining real world experience. Since its beginning in 1986, the program has changed and grown significantly to allow students to get the most fulfilling experiences as possible. Although one can argue that the eligibility and requirements of the program are not very demanding: a student must complete the introductory course for his/her major, find a position that meets the program's objectives, have a minimum cumulative GPA of 2.5, write five essays throughout the course of the internship, and complete 240 internship work hours, the focus of the program is for its students to gain business world experience that will help them to further their careers (Internships for Academic Credit).

To some, this might not seem significant, however in the business world connections and experience are of the utmost importance. As many business professors and deans stress, today's companies are not focusing as much on a student's GPA but rather the type of experience and knowledge students are obtaining outside of college. This is what Marquette's Internship for Credit Program is doing: allowing students to gain that experience to differentiate themselves. In fact, student feedback of the program has been overwhelmingly positive: "I feel that internships are essential to the overall success for business students. If I did not receive an internship throughout my college career I feel I would be extremely behind... The experience itself is the most important part." -- "Working at Settler's Bank was a very rewarding experience. I learned a lot... These connections will help me in the future with my career." -- "Overall the internship experience was extremely beneficially. It was a great way to see all the theories and concepts learned in the classroom play out in practice." (Karen Rinehart, Student Feedback of the Internship for Credit Program).

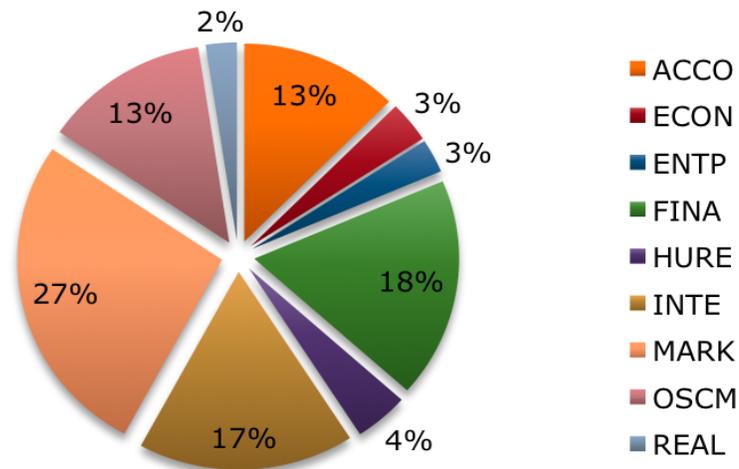
To enroll in the Internship for Credit course a student must go through a two-step process. A student must first enroll in a zero-credit course (3986) within the major the individual will be earning the credit for (Internships for Academic Credit). For example, if a student was majoring in finance, the student would enroll in FINA 3986. Because it is a zero-credit course, there is no tuition cost associated with the course. Karen Rinehart, Faculty Advisor of the Business Career Service Center and International Business Studies, explained that the benefit of creating a two-step process for the program allows students to obtain their internship hours over the summer without paying tuition costs. In order to complete this zero-credit course a student must complete an interim and a report that demonstrates the type of learning taking place (Internships for Academic Credit).

Once completed, the student then enrolls in a three-credit course (4986) within the major the student will be earning the credit for (Internships for Academic Credit). This course does have tuition cost associated with it. However, as long as the student does not exceed 19 credits for his/her semester, the fee is included in the tuition cost. Breakdown of internship by major is diverse. Marketing internships represent the largest percentage of the program at 27% while real estate internships represented the smallest at 2%. However, the data is somewhat skewed

considering the real estate department is significantly smaller in terms of total students compared to the marketing department (Karen Rinehart, Internship Program by Major).

Picture 8: Internship program by major

Internship Program by Major

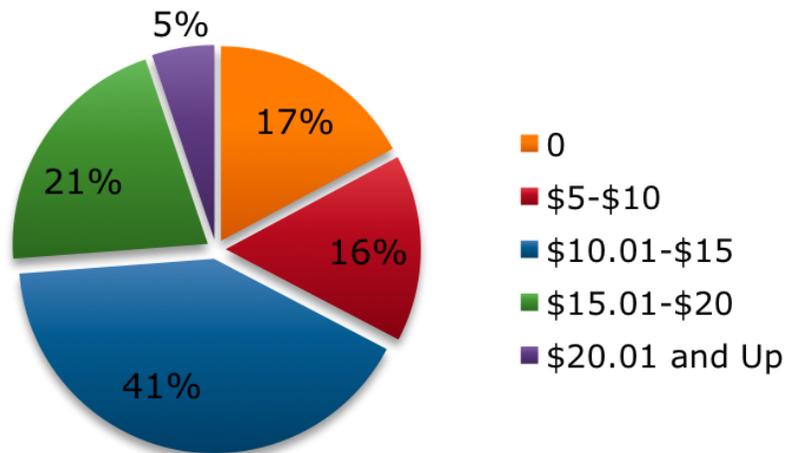


Source: Karen Rinehart, Internship Program by Major

Completion of this course includes: five one-page memos throughout the semester along with a mid-semester experience reflection and a student feedback form. A common question is whether internships must be paid. Although it is not a requirement, 83% of the internships are paid with the majority of the students making above \$10 an hour (Karen Rinehart, Internship Wage Range). These numbers are significantly higher than at the University of West Bohemia's. In fact, nearly all internships through the University of West Bohemia's Internship for Credit Program and UNIPRANET Program are unpaid, as was stated previously.

Picture 9: Internship Wage Range

Internship Wage Range



Source: Karen Rinehart, Internship Wage Range

7.1 Strengths

Although this program's strength has already been mentioned, it should be emphasized that the overall effectiveness of the program is more beneficial than any course can provide. Scott Rex, liaison for the marketing major, could not say enough positive things as to what the program does for students. Although Professor Rex could not state the exact number of students who obtain full-time positions from the program, he believes all his students have positioned themselves for success after graduation.

Dr. Keaveny, liaison for the human resource major, states, "...there is hard evidence of full-time employment. In fact, for HR students, they are twice as likely to receive a job by having an internship." Marquette's Post Graduation Survey reported that for the 2012-2013 school year, 89% of the business students stated, "employment, starting their own business, attending graduate school, or entering the military" upon graduation.

The survey also uncovered that 76% of the business students accepted a full-time offer upon graduation (Marquette's Post Graduation Survey). This means that roughly only 11% of Marquette's College of Business does not know what the next step will be. Although Marquette's 89% is lower than the University of West Bohemia's 98%, Marquette's percentage is still strong and something the school is very proud of. Another strength is that it allows its participants to have a better grasp of the business world. This cannot be learned in a classroom and all three liaisons: Professor Rex, Dr. Keaveny, and Dr. Fisher (liaison for the supply chain major) could not stress enough.

7.2 Limitations

Although it is a valuable program, like everything else, it does have its drawbacks. These drawbacks include: lack of participation in the program from international students (although reasoning for this will be explained later), internships not "major focused" enough, and most importantly, lack of knowledge business students have about the program. Professor Rex believes one of the program's biggest drawbacks is that many of the international students cannot participate in the program. Non U.S. citizens must have a work visa to work in the U.S. Unfortunately for international students work visas are hard to obtain and companies must certify the candidate through an application process. Many organizations believe this is too much effort and hire U.S. students instead. Mr. Rex understands the complications but still believes that Marquette should give international students the same opportunities as its American students.

Another drawback is the program's lack of defined requirements for the internship to count towards a student's major. Dr. Keaveny has had internship opportunities that state they are HR focused but further research revealed they were more secretarial jobs than HR positions. He believes that if the internship count towards a student's major then it needs to be focused around that major. Lastly and most importantly, the biggest drawback to the Internship for Credit Program is how few business students know and capitalize on the program. Considering how beneficial this program is Marquette students need to have knowledge about the program.

Compared to the Czech programs, another program would be a high number of requirements and steps in the process. However these are caused by the fact there are tuition costs connected to the program (viz. the program description).

7.3 Recommendations

How Marquette can improve upon these drawbacks is as followed. Even though it is not Marquette's responsibility to help international students obtain an internship, we believe that Marquette can differentiate itself from other schools by aiding these students in obtaining temporary work visas. This will allow the international students to gain the same opportunities and benefits that American students have.

The most important drawback we would like to discuss is the lack of promotion for the program. Those interviewed stressed that the program has numerous benefits to it. Our recommendation is what Dr. Keaveny stated, "Every professor teaching an introductory course should take 15 minutes three to four times a semester to talk about the program and explain its benefits." We also believe the program should be promoted in the early LEAD classes. The Business Career Service Center does market the program; however, Karen or Dan their focus is on upperclassmen. This is too late. The program needs to take a grassroots marketing approach and begin advertising to second semester freshmen and sophomores. This way the underclassmen can: understand the program; and understand the benefits of the program. We also recommend that the Business Career Service Center ask seniors in the program to help promote it by presenting their experiences. It is one thing for a professor or an administrator to explain the benefits of having an internship, it is another for a fellow student to explain how the program helped them obtain a full-time job.

7.4 Should Marquette's Internship for Credit Program be a Requirement?

A basic question remains: should Marquette have the Internship for Credit Program be a requirement like at the University of West Bohemia? After speaking with Dr. Keaveny about the topic and having several discussions with my partner, I do not believe this would be a sound requirement for Marquette's College of Business. Dr. Keaveny explained that Marquette has not adopted this requirement because it cannot guarantee that all students will receive an internship in his/her particular field. This uncertainty creates too much risk not only for the program but for the College of Business. Marquette could gain a bad reputation rather than a competitive advantage. This risk and uncertainty is prevalent at the University of West Bohemia. The requirements for the University of West Bohemia's internship program are not strict enough. Nor does the University of West Bohemia ensure that the internship is related to the student's major and help the student advance his/her career. This means that students are not getting the full advantages of working with an employer while still in school. This is something Marquette does not want to experience, and therefore will continue to have its Internship for Credit Program be an option rather than a requirement.

8 Conclusion

As the world becomes more globalized and competition increases among employers, students are realizing the need to gain experience in order to differentiate themselves from other candidates. Universities are also realizing their responsibility to aid students in real world experiences as well as creating opportunities to meet and network with employers.

Although both the University of West Bohemia and Marquette University have programs that assists in their student's success, the amount of involvement as well as the type of

programs offered by each university differs. In conclusion, even though the University of West Bohemia offers more programs to better their student's careers, the structure of each needs improvement as well as aggressively promoting the programs and its benefits. Marquette University has two well-developed programs that have produced excellent results; however, neither program is perfect and we believe each program needs to be better promoted in order for the success rates to continue.

However, a crucial question should be asked: why is there such a difference in involvement as well as success rates for each university? The answer is: we don't really know. We believe the difference could be because of tradition and culture. In the United States the model of cooperation between universities and private sector has probably longer and deeper tradition than in the Czech Republic (at least in Economics, cooperation between technical universities and private sector are noticeably better). The UWB recently started to follow the western trend of helping students to find an internship or a full time job and to get contacts with private sector, which, for example, already works pretty well in Germany.

Another reason might be the fact, that studying in the US has become quite a business for the American colleges, which are mostly private and therefore the school fees are very high. Offering an internship program can be used well for persuading students to come to Marquette University. In fact, Marquette's Career Manager and Internship for Credit Program is what Joseph Terrian, Assistant Dean of Undergraduate Programs, ensures to promote to each prospective student. Compared to the US, in the Czech Republic most of the students are enrolled at public universities, which get funding from government. Although the amount of funding depends on the number of enrolled students, amount of money the UWB and Marquette University earn per student differs a lot, so the pressure to get new students is still considerably higher in the US.

It has also never been in the Czech culture for universities to help their students find work and aid in their success. In fact, college in the Czech Republic is much more independent study than it is in the United States. Students in the Czech Republic are responsible for learning on their own with professors being an additional resource. This is very different than in the United States, professors are responsible for teaching their students with independent study/learning being an additional resource. The idea that universities in the Czech Republic are responsible for their students and their success is something that is not very familiar to them yet. However, we believe that as the times continue to change, the Czech Republic will change as well. Although, we do believe this will happen at much slower than in the United States. We believe as the need becomes stronger for Czech universities to assist their students, the universities will continue to improve upon their current programs as well as strategically market them for success.

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9 Abbreviations

FEK ZČU - Fakulta ekonomická Západočeské univerzity v Plzni (Faculty of Economics at the University of West Bohemia)

UWB – University of West Bohemia

US – United States

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