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**Recruitment and engagement research for a language
school**

Bachelor Thesis

Spring 2013

Business School, Entrepreneurship

Degree Program in SME Business Management



SEINÄJOKI UNIVERSITY OF APPLIED SCIENCES

Thesis Abstract

Faculty: Business

Degree programme: SME Business Management

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Title of thesis: Recruitment and engagement research for a language school

Supervisor/s: L. Sc. (Econ.&Bus.Adm.). Beata Tajjala/Prof. Dr. Henning Austmann

Year: 2013

Pages: 64

Number of appendices: 2

The research objective was to find out the current recruitment and engagement methods at a Spanish language school. The theory part includes recruiting with its stages, the engagement of the current employees, and the effects of company image on the recruiting process. In addition, expatriation is dealt with, because some of the employees are from abroad.

Focused interview was used as the research method in the study. The number of interviews was nine in total, and each lasted approximately 20 to 30 minutes. The interviewees were the employees and the owners of the language school. The interviews were recorded and transcribed.

It can be concluded that the basic elements of recruiting and engagement are handled well. The school uses almost exclusively the Internet and word-of-mouth as a medium for their recruiting; however, this seems to work well in the area where they are. The majority of the respondents insisted that these were also generally the best recruiting methods. The school handled well also the basic matters concerning engagement, for example communication, atmosphere and the functionality of materials and technology. The respondents appreciated these matters the most and did not say that they, for example, would also have wanted financial bonuses or extra holidays. All the respondents had a positive company image; however, they all took note of different things at the school, for example one respondent emphasized the things already mentioned above, whereas another one said that the school is aesthetically appealing.

Keywords: recruitment, engagement, research interview, language, school, Spain

SEINÄJOEN AMMATTIKORKEAKOULU

Opinnäytetyön tiivistelmä

Koulutusyksikkö: Liiketalouden, yrittäjyyden ja ravitsemisalan yksikkö

Koulutusohjelma: Pienen ja keskisuuren yritystoiminnan liikkeenjohdon ko.

Tekijä(t): Ilari Hakola

Työn nimi: Rekrytointi ja sitouttamis tutkimus kielikoulussa

Ohjaaja(t): L. Sc. (Econ.&Bus.Adm.). Beata Taijala / Prof. Dr. Henning Austmann

Vuosi: 2013

Sivumäärä: 64

Liitteiden lukumäärä: 2

Tässä tutkimuksessa otettiin selvää espanjalaisen kielikoulun rekrytointi- ja sitouttamismenettelyistä. Työn teoreettisuus sisältää rekrytoinnin vaiheet, työntekijöiden sitouttamisen ja yrityksen imagon vaikutukset rekrytointiin. Tässä työssä käsitellään myös ekspatriatismia, sillä osa koulun työntekijöistä on lähtöisin muualta kuin Espanjasta.

Tutkimusmetodina käytettiin teemahaastattelua. Yhteensä haastatteluja tehtiin yhdeksän kappaletta, jotka olivat kestoiltaan 20–30 minuuttia. Haastateltavina olivat kielikoulun työntekijät ja omistajat. Haastattelut nauhoitettiin ja litteroitiin.

Tutkimuksesta saatujen tulosten perusteella voidaan todeta, että rekrytoinnin ja sitouttamisen perusasiat ovat kunnossa. Tutkimuksen kohteena oleva kielikoulu käyttää lähes pelkästään Internetiä ja ”puskaradiota” rekrytointiin, mutta ne ovat toimivia tässä pienen kaupungin ympäristössä. Valtaosa vastaajista piti näitä rekrytointikeinoja myös yleisesti ottaen toimivina vaihtoehtoina. Sitouttamisessa koulu keskittyy perusasioihin, eli esimerkiksi kommunikointi, työilmapiiri sekä teknologian ja materiaalien toimivuus ovat hyviä. Vastaajat arvostivat näitä asioita eniten, eivätkä kertoneet esimerkiksi, että he olisivat halunneet muita kannustimia kuten bonuspalkkioita tai ylimääräisiä lomiamia. Kaikilla vastaajilla oli positiivinen kuva yrityksen imagoista; kuitenkin he kaikki olivat kiinnittäneet hieman eri asioihin huomiota, esimerkiksi yksi korosti yllämainittuja asioita, ja toinen piti koulua esteettisesti hienona.

Keywords: rekrytointi, sitouttaminen, espanja, kieli, koulu, haastattelututkimus

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Abbreviations

IC Internal communications. The way a company shares information with its employees within the company.

HR Human resource(s). Managing the workforce of a given company.

1 Introduction

The author contacted the language school about doing a recruitment and engagement research for them. The language school is still a relatively new one and has only operated for six months. It is obvious that they have not had this kind of research because of the young age of the company.

The fact is that more and more English teachers come specifically to Spain to work as an English teacher, but on what grounds do they choose an academy to apply for? On top of that it is interesting to find out how long they intend to work in Spain, and what are their motivations in changing countries, because sometimes the teachers are from other countries.

The turnover rate can also be rather high in this profession, because the fact that most of the teachers come from abroad, they might not want to live in Spain for a longer period of time. In fact, for some people it might only be a temporary change and they might only work for half a year to one year, and after that go back to their home country or some other country. That is why the question of engagement is another rather interesting one; as in how can the academies encourage its teachers to stay for longer periods of time.

The topic is also current because in 2013 the demand for English teachers in Spain is high despite the fact that the country is in economical turmoil and the unemployment rate is very high.

The research environment is a medium sized language school, which arranges classes in English, French, Chinese, German and other languages for all kinds of people from small kids to adults. The academy does not have a specific customer group they target. The interviewees are the two owners of the language school and eight teachers. The school is a private academy, in which the students study voluntarily after or before school or work.

The mission:

What are the recruitment and engagement methods currently being used in the case company?

The goal is also to research these subjects based on the interviews with the owners and teachers of the academy. The goal is also to make short developmental ideas in the end, but not to make a recruitment plan however it would be easy for somebody else to make such a plan based on this research.

2 Recruiting & Engagement

First chapter is about employer image and its significance to recruiting, then following chapters are about expatriation and recruiting expatriats since it is a part of this research. After the expatriation various stages of recruiting are dealt with then small chapters about global perspective on recruiting and the need for recruiting. Finally, the actual methods and channels of recruiting are handled and the final chapter is only about engagement.

2.1 Employer image

It is obvious that everybody would like a company brand like McDonald's, which is highly regocnizable by only their logo or Starbucks, which basically stands for trendy coffee. The company image or the brand is the thing that separates the company from its competitors. (Arthur 2005, 11.) Even in times of economic recession the companies should strive to keep their standards high concerning new employees, and aim to attract and hire the best ones. This means that companies should hire the people in the same way in the most profitable times as well as in the worst times. This will enhance recruiting practices and in addition get the image of being a fair employer since one treats the employees equally at both times. In turn, employees have their own standards concerning the companies they want to work for, and if these standards are not being met, these employees will sooner or later change the company. (Arthur 2005, 8-9.) This example is highlighted, when two different employers had searched for similar employees. The difference was staggering, first company got over 100 responses, and while the other one got merely ten. In the cases where the applicants are fewer the employer's image and the applicant's requirements often did not match. (Hammarsten 2012.)

Giveaway benefits are a great example of one miscellaneous thing that can attract potential employees, however, they can make it appear as though one is trying to buy the candidate. Another negative side to this is that they may grow accustomed to these gifts and start to require more. In order to make the gifts work for is to

discover what gifts or perks the contestants are giving and top their offerings. Another good way is to make the perks and gifts consistent despite the financial situation in the world. Also in the applying process it is important from the employer's perspective to give 100% attention to the applicants since they will not take the employer seriously, if they will not for example adhere to the agreed schedule of the interview or will only give the applicant a limited amount of attention during the interview while focusing on other matters as well. (Arthur 2005, 9-10.)

Equally, if not more important is internal branding, the company image for the recently acquired employees. This could also be viewed as engagement, which will be talked about later in the thesis. Internal branding or engagement can best be achieved by internal communications, which shall be called IC from now on. This was found out in research conducted by Punjaisri et. al. in 4-5 star hotels in Thailand with an international workforce and customers. High-end hotels were chosen specifically, because they are most likely more concerned of brand image and reputation than the low-end ones. The research was conducted as semi-structured interviews and questionnaires and it was about IC process, what methods of it were employed in the hotels and their stances towards them. (How to generate 2008.)

They discovered that the workers were very aware that their conduct is connected with the brand coherence of service operation. In addition they identified with IC and training as the significant ways of internal branding. Specifically the employees referred to IC as newsletters, discussion forums and daily meetings. Interestingly enough training was the only matter about human resource strategy that the interviewees raised. Other factors were only discussed when the interviewer specifically mentioned them for example pay, reward and recruitment. In turn, rewards as an engaging factor was raised by the management. (How to generate 2008.)

It was discovered that IC and training can aid workers to connect with the brand. The relationship with the brand depends highly of the employee attitude. In addition they discovered that employee brand attitude enhances the connection between employee performance and IC. However, IC's role is more significant

than training to employee performance, and managers also play a crucial role in communicating the brand values of the company to the employees. In order to do this managers need to convert the written values to everyday practical activities within the company. However, absent is the part that recruitment had to act in internal branding. It is hard to recruit somebody whose values would be in-line with the company's, but it is feasible to factor it into selection and recruitment process. In addition, companies should think about reward systems for recognizing the fulfillment of brand promise and consequently improving employee engagement. (How to generate 2008.)

Practically speaking management should improve internal branding by communicating as early as possible by keeping workers informed of: business goals, organizational strategy, services, products, company interaction, values and performance expectations. This stops the workers from feeling secluded and see how certain tasks fit into the process as a whole. The principle is that in internal branding the manager should treat the employees like customers. This can be done, but managers need to think like market professionals, transmit only true information, confirm that workers are operating cross-functionally, and make opportunities for areas like office services, finance to network through the whole business, use technologies like e-mail and intranet often, and improve forward-planning mentality where executives communicate regularly. In conclusion, the key components for success and employee engagement are good internal communications, brand training, brand concept introduction through HR process, using value alignment in selection and recruitment, remunerating behaviour that fulfills the brand promise and cross-functional communication. (How to generate 2008.)

2.2 Expatriation

Expatriation is a foreign assignment which is given to a worker by an international organization, in which he has to work in a foreign country away from his home country. In this case these workers are called expatriats. (Mutsuddi 2012, 11.)

Generally, culturally insensitive behaviours and approaches coming from misguided beliefs or from ignorance are inappropriate and often lead to failure of international business. An awareness about cultural differences is extremely important for an HR manager at both host location and corporate headquarters. All the HR activities, like promoting, hiring, dismissal and rewarding are determined by customs of the host country and value system that is based on the host country's culture. A company might decide to start a new operation abroad with a general manager who is an expatriate, but assign a local to the HR manager position, because he is already familiar with the country's HR practices. (Mutsuddi 2012, 15.)

It is clear that for the success of an international commission cross-cultural adjustment is important for the expatriate. Lack of adjustment leads to depression, apathy, frustration, and might cause the expatriate to resign or repatriate prematurely. Repatriation means an expatriate's return to his home country from his international assignment. (Mutsuddi 2012, 15.)

There are four stages to cultural adaptation: Tourist, cultural shock, pulling up and cultural adjustment stage, these are shown in Figure 1 Stages of cross cultural adaption. Tourist stage is the first stage when an expatriate is having high expectations for the assignment or the chance of high-level work status and life style enrichment. Cultural shock stage constitutes a "reality" shock in a foreign country delivered by the workplace and is caused mostly by lacking adjustment with the local habits, language and culture, which has an impact on individual's performance in a foreign country. If there is no support by the family members or the management individual might go on into a phase of stress or depression, which can lead to quitting the job or returning prematurely to the home country. (Mutsuddi 2012, 15.)

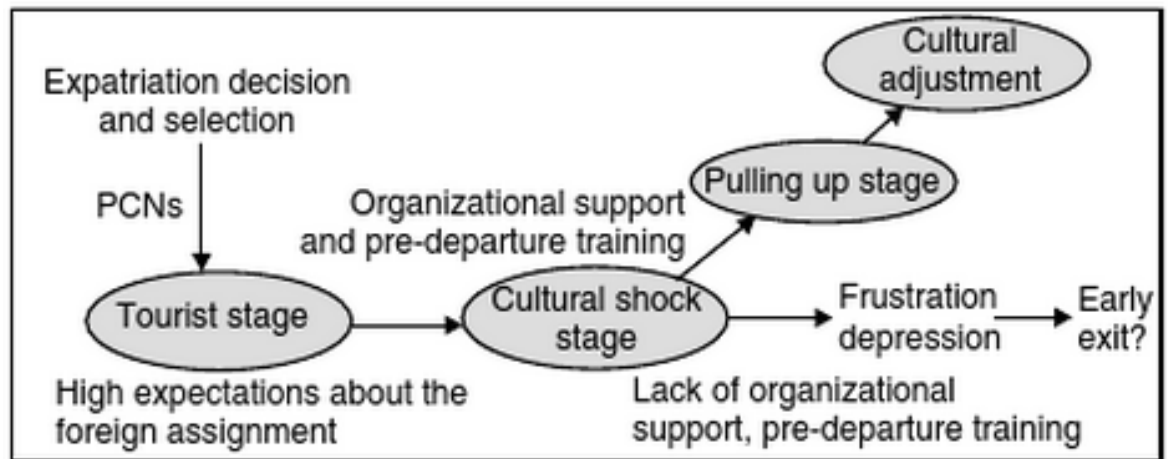


Figure 1 Stages of cross cultural adaptation (Mutsuddi 2012, 16.)

Pulling up stage is what happens if the individual is supported in the previous stage by the family members and the management and if he received a proper training. This leads to recovery from the cultural shock. This leads ultimately to the pulling up phase where the individual makes an attempt to recover from the shock. This stage can be incremental and slow depending on the quality of organizational and social support got by the individual. Cultural adjustment stage is where the actual recovery takes place and the individual gets adjusted with the working environment and local culture. In this phase an individual is characterized by development of his capabilities and a steady performance. (Mutsuddi 2012, 16.)



Figure 2 Possible results for international recruiting (Mutsuddi 2012, 18.)

As it can be seen in Figure 2, these are possible results for international recruiting in all organizations. It is crucial that an internal awareness or sensitivity develops with reverence to cultural differences within the universal concern which is better recognized as cultural sensitivity. Therefore, one could say that cultural sensitivity or awareness about cultural differences is an essential skill for the HR manager both at the host location and at the headquarters as to determine upon actions like hiring, rewarding or promoting. These could be defined by host country's practices and based on the culture's values system. (Mutsuddi 2012, 18.)

It can be said that cultural sensitivity is among the most crucial competences for the expatriates in their assignment abroad. Acquiring a foreign language might be done best by combining it with familiarizing oneself with the culture, taboos and customs of the country in question. This makes the acquisition much less mechanical and tedious and adds the instrumental cultural awareness dimension to the language knowledge. It might be meaningful for the firm's other employees too who are will not be learning the language to have cultural sensitivity of a country they will visit. Another cultural sensitivity acquisition method is reading about the people of the culture with whom a HR manager or an expatriate is going

to deal with or in addition watching films, which sole purpose is to explain cultural variations. Also, expatriates returning to their home country would have to be interviewed about their experiences in the host country concerning culture, practices and beliefs. Case studies should be made of them and shared with the potential expatriates. (Mutsuddi 2012, 18.)

A term expatriate failure encompasses a variety of issues for example a premature return, adjustment problems or low performance. Other factors are the inability to adapt to the culture, foreign assignment is too lengthy, work-related factors and psychological contact with the working environment of the home country. (Mutsuddi 2012, 20.)

2.3 Stages of recruiting

Recruiting can be defined as an act that generates a group of applicants who want to be employed by a given company, and from those the company chooses the most suitable ones for further selection (Rashmi 2010, 11).

Recruiting not only takes a great amount of time, resources and effort, but sometimes it does not even lead to the best or even good results. In the worst-case scenario after all the expenses the employer might end up with sub-par employee. It is also to hard to hang on the good talent that one already has in the company and not to lose them to the competitors. The workforce is beginning to diminish since more and more people are retiring and there are not enough competent people replacing them. In addition, not all the workforce that is replacing the old one is sufficiently educated to do their jobs. (Arthur 2005, 3-4.)

Recruiting could be divided into many stages, here the following are dealt with: planning, recruiting, candidate screening, the application, the interview and collateral materials. (Christopher & Pritchard 2007, 105-106).

Making a requisition is the first phase, which means that the employer has to determine which position the applicants are applying for, what is required, and which are desired properties, education, and experience the new employee should

possess, reason for opening the position and job description. (Christopher & Pritchard 2007, 109-110.)

According to Rashmi even more specifically it should include basic data, which are job title, location and grade. Also purpose, which means objectives and aims for the job relationship. In addition to main tasks of course, occasional and secondary tasks. More importantly, job descriptions should also include the standards for the employee, which the employer requires from an effective performance in the job and criteria for this successful performance. Key responsibilities should be made clear from the start, which are the position, which the applicant would hold in a company, managers that he will be accountable to, employees for whom he is accountable for, responsibilities for materials, finance or equipment and possible classified information. Working environment features indoor and outdoor facilities, and social environment. Finally, training and education should be mentioned that are required for these levels of performance. (Rashmi 2010, 11.)

In addition, it would be beneficial to include information about opportunities for advancement and career development. Naturally salary and benefits are important to know for all the applicants. Finally, job circumstances as in aspects concerning the job that are generally accepted as demanding or easy. (Rashmi 2010, 12.)

Successful recruiting demands time and honesty, and if these requirements are not met the new employee most often decides to leave after becoming disenchanted with the exaggerated work description. Therefore, both recruiter and recruit should be honest and realistic. Despite wanting to impress the applicants and making a job announcement as tempting as possible, a recruiter might want to go through all the requirements and content of a given job as clearly and thoroughly as possible. The recruiter should be well aware of the content and requirements of the job, only then can he determine whether an applicant is suitable or not. (Puustiainen, J. 2010.) After a requisition form is filled the administrative tasks are as follows: making and posting of advertisements, collecting and examining the CVs collected, and sending offer and rejection letters (Christopher & Pritchard 2007, 112).

Candidates are screened with a specific criteria, firstly, by the required and desired properties. Screening initially should concentrate on recognizing these educations, skills and experience. After this recruiters perform measurements and testing to ensure candidates' expertise. For example making screening questions with specific answers that should be heard from any qualified applicant. Another example could be a competency examination like accuracy and speed test for typing. One should take great care in designing the offer and especially the rejection letter. The rejection letter should convey the gratitude for the applicant for his application, voice the rejection smoothly and encourage the applicant to continue searching for a job. (Christopher & Pritchard 2007, 113-114.)

The recruiter should be courteous, friendly, knowledgeable and enthusiastic. In the initial contact not only the company gets a first impression of the candidate, but the candidate also gets a first impression of the company. A friendly and courteous manner from the recruiter will make the candidate more relaxed and able to perform. The recruiter should know the open positions in the company well, because not only then he is able to determine the competence of the candidate in question, but is also able to distinguish between unqualified and qualified prospects. In addition, when the recruiter is also enthusiastic about the position it will affect to the candidate as well in the same way. (Christopher & Pritchard 2007, 119-120.)

After the screenings there are usually several good applicants left, now rather than just handing their resumes to CEO one can pre-close the deal or sell the opportunity so to speak. The recruiter can do this by giving positive feedback and being enthusiastic about presenting the applicant to the manager. Having a general discussion with the applicant about benefits, compensation, operations and company culture. Providing materials about the company such as brochures, company website and annual report. Finally asking pre-close questions such as "What of this opening position attracts to you?" (Christopher & Pritchard 2007, 120-121.)

Well-planned and executed interview is vital to a successful recruiting. It is most of the time the determining factor whether or not the individual in question will be hired. After all the other actions are finished, it is habitually the interviewer's

subjective feelings that make the decision. Certainly subjective contemplations should be considered, because the recruiter knows the company and what kind of a person would be most suitable concerning both the company and the position. After all the new employee needs to be able to get along with the rest of the workforce in order to have a successful career. The downside, however, is that a subjective decision might not always be fair or right for the applicant. It might not even be the best or correct decision. However, subjectivity will play a meaningful role as long as human beings are pertained in the recruiting process. Still there are ways to increase the amount of objectivity in the interview. (Christopher & Pritchard 2007, 128.)

Most recruitments succeed, however, sometimes errors made during the recruiting process lead to failure. Basically all the matters that were dealt with before in this chapter and that are part of a successful recruitment would be inverted or only partly successful in order for recruitment to fail. For example, if the interview is interrupted by some external factors, the image about the applicant gets distorted and it might not be truthful and this might lead to a recruitment of an incompetent employee or to rejection of a competent one. It can also happen, if the interviewer is hurrying to a next appointment in the list and the applicant does not quite feel motivated or important and this lowers his performance in the interview and he might become disinterested about the whole position. To ensure a successful recruitment, the interviewer should not be afraid to ask all the necessary questions. This way there will be no surprises after the recruitment in the workplace. One should only concentrate on things that are important to the recruitment process. (Markkanen 1999, 150-153.)

For example, using behavioural interviewing methods, which focus on the candidates past behaviour in certain situations as well as possible future behaviour. They are presented as open-ended question and it gives the candidate a chance to explain the matter in his own words. For example, if the tasks in the job in question are fast-paced and concerned with deadlines one could ask, "Tell me about a time when you met a deadline while working under extreme pressure" (Christopher & Pritchard 2007, 129).

Collateral materials are more important than one would think. They are often overlooked, because the focus is in the bigger picture. Nevertheless one should also pay attention on making excellence visible in the details as well; therefore one should invest money readily on these materials. These materials include but are not limited to brochures, benefit summaries and annual reports. One should check that all the materials are well written, designed, and easy to understand and read. In addition does it deliver the all the useful information and finally does it aid the applicant to make a choice about joining the company. (Christopher & Pritchard 2007, 132.)

2.4 Global perspective on recruiting

In the previous chapter recruiting process is discussed as a whole, but now international aspect of recruiting is being handled briefly. The process is similar, but there is a lot of matters that are not controlled by the company. Organizational recruitment strategy and plan are also depending on the internationalization stage of the company and its maturity in international context. Regulations in a given host country also affect a great deal, because the companies have to abide to them. Labor legislations and laws, statutory regulations set by the government and the influence of trade unions. Conditions and terms and HR policies might be different in organization of the host country. In addition working conditions, benefits, compensation and career growth opportunities vary between companies. Also organizational culture and climate and corporate image affect the recruitment plan. Finally availability of competent staff affects as well, because for example in the developing countries there is not enough competent work force to be recruited hence they hire people from abroad. (Mutsuddi 2012, 34-35.)

2.5 The need of recruiting

The reasons for new recruitments vary. Sometimes there is a need to replace an employee who is leaving for one reason or another. Another common one is that there is a need for a new employee, because the company is expanding and new

job positions are created. Or merely the workload increases so much that the current employees cannot handle it by themselves. (Henkilöstön hankinta [Referred 29.03.2013].)

Nowadays from assets of a company 70% are intangible whereas in 1980 it was just 20%. In any case the amount of positions available that demand said skills are increasing in a rate that there is not enough people to fill them out. To make matters worse the amount of population that is working is dropping, because the so-called baby boomer generation is retiring soon. Also career paths are variant nowadays, the employees will not stay in one company for a long time, but change between workplaces multiple times. Therefore firms must work harder to attract and retain talent. (Recruitment 2007, 6.)

2.6 The channels and means of recruiting

There is a huge amount of different recruiting channels and methods, therefore the author has decided to include only the ones that are more applicable for the company in question.

Before starting the recruitment process the company should consider the amount of money they want to use, how fast the position has to be filled, how large is the amount of people they want to reach and the position's exemption level. (Arthur 2005, 23.)

One could classify the sources to three different categories external, internal and others. Internal sources include transfers and promotions, external job fairs, recruiting firms and advertising and others employee referrals and advertisement on premises or gates. (Rashmi 2010, 11.)

Employer should not always use only the same channels and means of recruiting, because in doing so they ignore part, possibly vital part of the employee pool and end-up with homogenous employees. In addition the employer, who only uses one channel of recruitment, for example newspaper should make an extra effort for the timing of their recruitment advertisements for example advertisements that are

posted in the weekends or just before christmas do not get much coverage. (Arthur 2005, 22.)

The employer should also note the costs that come with each method, for example recruiting agencies cost a lot and there is no guarantee of the number of suitable applicants. On the other hand, for example employee reference with good result might cost very little compared to a recruiting agency. It is better to try the fast solutions first before moving to the more costly and time consuming ones. One option is always to look at the current employees, and see if one can find a replacement, even a temporary one until one can find somebody to fill the position permanently. (Arthur 2005, 23.)

Launching an employee referral is a program that is useful and low-cost and spreading the word to all the employees (Arthur 2005, 23). They want to company to be successful, because their jobs depend upon it. They have their social circles family, friends, competitors and acquaintances. Employees who work in the company already know what it takes to be successful in that particular company therefore they know who to recommend and who not to. This can even be a start of a great recruiting program. Naturally from these contributions to the company employees will be offered rewards, recognition or other perks, if the contact leads to successful hiring. (Christopher & Pritchard 2007, 55-56.) The incentives can range from small cash rewards to fully paid holiday trips. These programs generally work very well for all the parties concerned. Employees are happy to get their incentive rewards and employer is happy for time, money and effort that are saved in this considerably easier recruiting method. (Arthur 2005, 38.) However it is instrumental to follow-up on these references since, if the employer does not, the employees will be upset and lose interest on the program. (Christopher & Pritchard 2007, 55-56.)

According to Herrenkohl one of the best ways to hire good employees is looking into one's existing circle of friends and acquaintances and expanding it. If one would imagine the network as circles, it would look like a picture in Figure 3 Sources of potential employee referrals or recruits. Each circle contains possible referral sources and future employees. The "no introduction group", which are the people one is already familiar with, would be the most glad to receive e-mail or a

call. For example one's friends from elementary schools or a roommate from college might be viable albeit unexpected contacts that might benefit one's recruiting efforts. However what this really means is that the network needs to be continually developed in the long run and one has to invest time and money in order to keep them. It is not just one meeting, but rather having a gathering every week. In addition one should not hire friends and family just because they are friends and family, but one should not ignore them either for the same reason. Nevertheless they should be treated with equal terms as other employees. (Herrenkohl 2010, 61-63.)

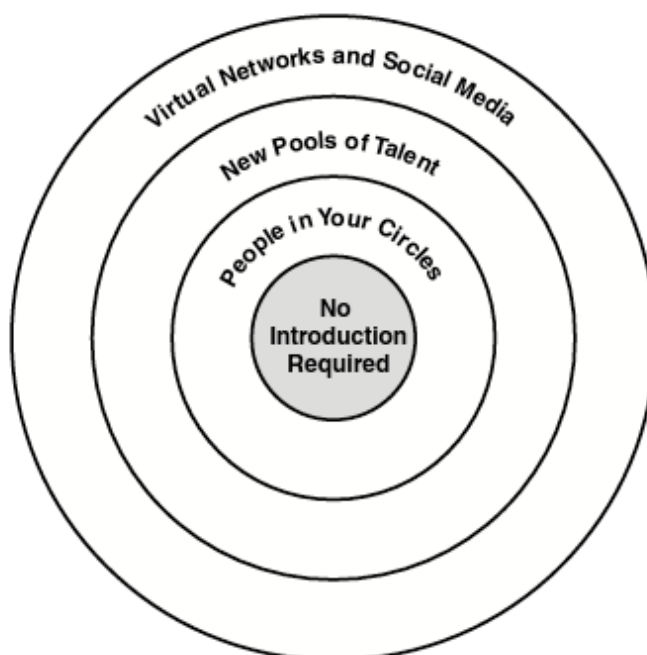


Figure 4 Sources of potential employee referrals or recruits (Herrenkohl 2010, 61.)

Looking into the former employees who have worked for the company and to the applicants that were not at one time hired might prove to be useful (Arthur 2005, 23). Some companies make a point of not hiring former employees, but in today's unstable economic times former employees are indeed a viable source. In many cases however the employer has to bring in the employee with a higher position and salary than in the first time. In addition this can be demotivating for the rest of the employees, who might be inclined to leave the firm and then come back in the hopes of a better salary and position. The employer should in these cases check

the work history of the employee in question and review long and hard whether it is suitable to bring the worker back. (Arthur 2005, 33.)

Rejected applicants might as well be good future employees, even though they did not fill the opening they originally applied for. Usually there are a lot of good applicants applying for one single opening; therefore choosing one over the others does not make other applicants unqualified. Employer ought to check the employees' records about their skills, education and other capabilities. Despite the kept records, contacting the applicants, updating the records and making an interview are instrumental. (Arthur 2005, 40.)

Broad-based recruitment for the positions that are difficult to fill the employer would want to reach and interview a large number of applicants and therefore use methods like recruiting agencies and newspaper advertisements. In addition using them to advertise not only in the city, but also in surrounding areas too and covering the applicants travel expenses. (Arthur 2005, 23-24.)

Advertising in professional publications and newspapers is an effective and popular method of soliciting applications. However it requires planning in advance concerning the timing, location and content in order to generate a big response. Before making the announcement one should first define the target audience one wants to reach. If one has a clear picture of what kind of employee and skillset one wants and what kind of responsibilities and duties should he handle it should be clearly stated. On the other hand if one is looking for a talent the announcement should be more ambiguous in all those areas. Naturally the design of the advertisement tells a lot the use of color, creative graphics, clever language and humor can make a huge difference and project a positive image of the company. (Arthur 2005, 33-36.)

In addition one should also choose the advertising medium more specifically, instead of just choosing newspapers as the advertising medium one should in addition also choose for example local or national newspaper. This affects to the number and characteristics of the people seeing the advertisement. For example one should choose national newspapers, if one is looking a sales manager that is responsible for the whole country, but use local ones, if looking for a district sales

manager. However the problem with this type of advertising is that no matter how precisely the job description is made one still gets a lot job applications from people who are not qualified. Therefore this recruiting method is not suitable for finding a person to a very specific job. (Rashmi 2010, 27.)

Direct mail means targeting the specific individuals through mail. Since expected answer rate is usually low, several mailing lists are needed. Lists can be obtained from for example business directories, professional associations and trade groups. Sometimes these campaigns fail because the recipients ignore the mail all together and throw it away. The cover of the letter should contain something interesting that gets the recipient's attention like a text "confidential". In addition the text inside should be very concise and easy-to-read since it is likely that the applicant does not give it much attention. Actually the first sentence should already convey the interest and purpose of the job proposal. (Arthur 2005, 37-38.)

The difference between employment agencies and search firms is that employment agencies recruit for some exempt jobs and non-exempt jobs while search firms recruit only for professional job openings. Employment agencies and search firms are great for two reasons, first they have an access to a vast labor pool and can search through the market for potential applicants, even people who appear to be satisfied with their current jobs. Second they can do it a lot faster than one's own company. The cost is however relatively high and that is also the most common reason not to use these services. One should be wary of some things, when dealing with an employment agency. One should be sure that the agency only refers the applicants, who meet the standards and do not consider anybody who does not meet the job requirements. In addition it would be wise to make a written agreement about the fee that the company pays to an agency. Finally since there are plenty of the firms out there, one should be selective of which one to work with and hold meetings with them and see how well they know the business of the company. (Arthur 2005, 38-39.)

When recruiting electronically through the company's website one should target a specific group rather than posting a job announcement to all the people. If one does this one might end-up with only a few results or a stack of unqualified applications. (Arthur 2005, 60-61.) Concerning the company website itself,

browsing the website should be easy as should be finding and applying for a job in the website. Employer should also be prepared to answer the applicants swiftly as they might lose interest in the job offering, if they have to wait for prolonged periods of time. Maintaining the employment database up-to-date is important to get the right resumes at the right time. Next step is screening out the unqualified applicants that do not fit in the job description. In addition the website should be balanced with good content, pleasant graphics and user-friendliness. (Arthur 2005, 64-65.)

When a company recruits internationally the languages play an important role. Rather than having the website translated to several languages one could make it work only in English, if the language is understandable. English is a widespread language, but many people speak it as a second language and this should be noted in the language of the website. The website should be devoid of jargon, vocabulary that is specific to certain profession and generally not understood by all the people. Otherwise use words carefully, one should avoid using words that are often confused with other words such as “accept” and “except” and which carry a different meaning. Using proper grammar, spelling and punctuation is of the essence since especially those who speak English as a second language pay attention to them. Also be aware of the use of colours and graphics since symbols and colours often have different meanings in different cultures. (Arthur 2005, 66-67.)

Other proficient recruitment sources in the Internet are for example job boards, where job announcements can be posted. Since these job boards are often crowded and might cost a lot of money to use, it is recommended that one checks several of these and picks the best one. Another good way is to search for industry-specific boards, where the applicants are more likely to have interest on the specific type of business one’s company is in. Also school job boards, which universities and colleges provide are a great way to recruit. (Arthur 2005, 66-67.)

2.7 Employee Engagement

Retention or engagement starts from the first day of a given employee. In the first day one should consider the following things: the new employee should feel expected and welcome, all the resources should be prepared for him in advance for example computer, writing accessories and whatever else the new recruit might need are available. The new people will appreciate the time and attention to detail that is invested in getting them started. (Christopher & Pritchard 2007, 143.)

The next thing would be bringing new employee up-to-date on the basic things at work such as the working hours and basic procedures in the workplace. Also making sure that the new people know where all the resources and facilities they have to use are for example the copier is over there and the IT-support is just down the hall. In addition to this so-called work cultural habits such as going out for beer every friday should be mentioned. Building a sense of community or so-called "we" –spirit is instrumental, if the employer wants to keep his employees at work in the long-run. Some ways to do this are celebrating birthdays and holidays also at work, creating company outings and making company goal, mission and vision statements known and visible to all workers. (Christopher & Pritchard 2007, 144-145.)

Recognition and rewards are rather common, but working ways of engaging people. Mostly employees might be sensitive to critique and long for reassurance. Especially in the uncertain times of market turmoil the employees must feel valued and safe. Rather than asking the workers to improve in something, one should praise them about something they did well. This itself is an effective to improve performance. This could take form only verbally like "Good job on your previous assignment, Jill!" or in more formal written form for example as an employee of the month certificate. People tend to appreciate it, when their efforts are acknowledged. Recognition motivates excellence and raises morale. Therefore employer should generously always recognize hard work, progress and improvement, dedication and doing extra work. One should take advantage of opportunities to strengthen the actions and behaviours that will increase one's employees' progress for excellence. Recognition is a psychological form of reward, whereas rewards are the touchable recognition form. Reward can be for

example a cash bonus, promotion, gift certificate or a holiday trip. (Christopher & Pritchard 2007, 146-148.)

Employees' emotional attachment to the company is often improved, if the workers are allowed significant involvement in the decisions affecting their everyday lives and future. For example as mentioned before the positive side of employee referral program is that the employees that they have had a personal impact on the company, if they have personally referred or recruited another employee. Workers who are chosen or volunteer for task force and committee participation usually come out with similar sense of involvement and feeling that they have made a difference. The downside is that the frustration committee members might feel, if the management does not agree or support their findings. However when the management supports the committee, the workers feel empowered and appreciated. (Christopher & Pritchard 2007, 149-150.)

One cannot stress enough the importance of training and development on individual employees at the workplace, where retaining employees is important. They are investments to the workers and signal that the company believes in them recognizes their expertise and they are committed in improving their skills and gaining new ones. Also the relationship between management and employees should be based on mutual respect and trust. It is easy for the management for example to forget the promised raise or promotion after one year. Management should take note on the things promised and come through with them otherwise the employees will eventually become disillusioned and will no longer trust the management. This is also one of the reasons people leave their current job and change the company. (Christopher & Pritchard 2007, 151-152.)

Regular feedback from the employees' is of the essence; one could organize this for example by the company Intranet to increase the number of responses and anonymity. In addition open-ended simple questions should provide the best results. In addition doing this kind of enquiry and evaluating it regularly thorough the year would be the smart thing to do. Ultimately the best indicator for unsuccessful or successful retention is that how high or low is the employer turnover rate. (Christopher & Pritchard 2007, 153-154.)

When some employees decide to leave the company despite all retention efforts it is smart to interview them to find out the reasons for their departure. Again the use of open-ended questions is recommended for maximum flexibility in the responses, also the format of the answer should be optional as well for example employee could choose from written Internet interview or face-to-face interview. The questions should include the reason for leaving, best and worst sides of working in the given position and how could those be improved. The employer should also highlight the confidentiality of the interview in order to get the best honest answers out of the leaving employee. The information gained from the interview can obviously be used to improve employee retention. Also when interviewing new potential employees' employer could ask what were the reasons for quitting the employee's last job. This way he can proactively avoid doing the same mistakes that the former employer did. (Christopher & Pritchard 2007, 157-158.)

Long-term financial bonuses, which are also referred to as golden handcuffs are effective ways of retaining employees. For example bonuses are given at the end of the year as opposed to end of the month and seniority in the company equals greater number of vacation days. Retention will be affected positively since workers are reluctant to leave, because the future rewards await them. (Christopher & Pritchard 2007, 159.)

Most organizations do not realize the money that is wasted, if they only recruit people and do not spend money on engaging them. It is only in the long run that an employee becomes the most profitable. According to human resources evaluation and development corporation SHL Group's country leader Jukka Rautiainen an evaluation process of a new employee costs approximately 20 000€ to a company as internal expenses. According to a research by SHL Group for example for an expert it takes nine months to reach the competency. The same research also reveals that every 12th worker changes a workplace before reaching a adequate competency. Turnover can be as high as fourth of the workforce in a company that does not take care of the training of their employees, and that the content of the work matches to the advertised job description. However in a company that does both of these matters right, turnover can be under 10%. The

increased costs are formed by sudden resignations, new training, new recruiting, decreased productivity, weakened employer image and decreased sales. Therefore one can easily see why it is preferable to retain current employees than to hire new ones. (Fiilin 2009.)

In a news article in HR Focus magazine called “Solving the Riddle of Recruiting and Retention” there are several proposed tactics in order to avoid turnover in a company. First challenge is, of course understanding why employees leave when they do. This can be done through for example exit interviews, because only then the employer can address the problem. Often the leading reasons behind the turnover are increased pay, work/life balance in other jobs. In addition personal reasons are often included as well. Interestingly enough benefits are in the last on the list. (Solving the Riddle 2008.)

There are many ways increase retention rate for example simply asking the workers what counts, chances are one cannot fulfil every wish, but at least they know after this that their opinion matters and the management is listening to them. Being a quality workplace, whether it is about training, promotion or social opportunities. The important thing is to make it about something that the employees highly appreciate. Dealing with troublesome managers and supervisors, this might seem like a sensitive matter, however it is of utmost importance if one wants to retain employees in long-term. Finally recognizing contributions and even giving bonuses for them is a good way to boost overall moral of the workplace. (Solving the Riddle 2008.)

3 Research

The chapter encompasses theoretical facts about the research methods used, it also includes the reasons why the author is using specifically these methods. The second part of the chapter is about how the research was actually implemented in practice.

3.1 Research methods

Research can be conducted in two ways quantitative and qualitative. Qualitative research takes place in a real-life natural setting and is attempting to interpret the phenomena researched as people describe it. Qualitative research includes using and collecting of empiric materials for example personal experiences, interviews or observational texts. (Jha 2008, 45-46.) Qualitative research aims collect in-depth data about the understanding of behaviour and reasons behind it. This research type focuses more on small samples that are needed rather than large random samples. For example it focuses on just a small group of chosen people rather than a massive amount of random people. (Glenn 2010, 95.)

The interview method used in this research is semi-structured interview method that is called focused interview. The focused interview differentiates from other interviewing methods greatly, even though it might seem similar. Characteristics are as follows for instance that it is known that the interviewee has experienced a given event or situation. Secondly the researcher has made a preliminary investigation about the important aspects of a given phenomenon for example processes, structures and entirety. With this information the researcher can make an interview body for the research. The interview will be directed to subjective experiences of the interviewees. (Hirsjärvi & Hurme 2000, 47.)

The focused interview differentiates from other types of interview by the fact that it is focused on certain themes, which are discussed during the interview. It does not require certain experimentally achieved common experience. It can be used to research all the experiences of individual including thoughts, emotions and beliefs. Focused interview is not qualitative or quantitative method and it does not take a

stance about how deep the researcher should go in the research or about the amount of the interview times. Instead of detailed questions the fundamental themes are the most important matter in the interview. This partly sets the researcher free from his perspective and gives more room to the interviewee to tell about his experiences more freely. Focused interview takes into account that interpretations of the people and the meanings they give to the matters are important and that the meanings are born in the interaction. (Hirsjärvi & Hurme 2000, 47-48.)

The focused interview is more unstructured than structured, because the aspect of having themes and topics is the same for everybody. In other semi-structured methods the form of the questions or the questions themselves are the same for everyone. The focused interview is lacking the strict order of the form interviews but is not quite as free as in-depth interview. (Hirsjärvi & Hurme 2000, 48.)

Unstructured interview is used in this case, because the interest lies in the personal experiences and opinions of the interviewees (Gilham 2005, 45-46). It is already known that the participants have the situation in question. In this case they have experienced the recruiting process. (Hirsjärvi & Hurme 2000, 47.) They can only be obtained by allowing them to tell about it in their own words without limiting the interview with a ready-made structure. It's also clear that the investigator does not yet know or cannot determine what there is to find out. The important thing is presenting the topic and making sure they understand it is about the people's experiences and opinions and what their thoughts and feelings about them. The examples of such topics could be a process of moving from one country to another or working in a busy recruiting agency. This highlights the fact that qualitative research is about understanding and discovering somebody else's world. (Gilham 2005, 45-46.)

It is fairly easy to see the advantages of letting the interviewees tell the story in their own words, however with unstructured interview there is a danger that the transcripts might become unanalyzable. One good technique is to compare the interviews and find similarities in them, which might reveal generalities. While the perceptions might be different some of them still could bear the same experience or context. (Gilham 2005, 49-50.)

Preparing the interviewees is extremely important. Despite the fact that the interview is unstructured there is a lot of preparation to be done; this is because during the actual interview, the researcher does not have a pre-determined timetable on which to work on. As the interview is about an episode in interviewee's life it is extremely important to confirm that they know the topics that are to be discussed in the interview. They also need to know the topics in advance in order to reflect upon them, mentally prepare themselves and what they are going to say. In addition there needs to be a paper that further specifies the topics, terms and goals of the research in order to maximize the results. (Gilham 2005, 50-51.)

The use of qualitative research methods is justifiable, because of the small number of staff. The use of quantitative research methods would be a bad choice for this kind of research, because of the same reason and in addition the results would become easily saturated or distorted. The use of unstructured questions is also justifiable for the same reason, which is to avoid saturation and get different answers with the same theme and most importantly to get deeper more detailed information.

3.2 The implementation

The implementation of the research started with the author making themes for the interview and creating the form about them. The form also included simple facts about the research such as the reason for the research and the fact the respondents shall remain anonymous. The themes that were chosen for the interview were all rather general and the interviews were to last only 20-30 minutes. The timeframe is quite short for a focused interview as they can sometimes last even for three hours, however the company owner limited the length of the interviews. Therefore the author was forced to make shorter and more general questionnaire rather than longer and more detailed one, which a focused interview usually is.

The themes were as follows basic information, recruitment, engagement, employer image and as a conclusion free word from the interviewee, if anything was left

unsaid previously in the interview. The most relevant topics were chosen according to the written theory part. Recruitment and engagement were chosen, because they are the main topics of the whole research, basic information and employer image were chosen because of their significance to both of the main topics. Focused interview was chosen for a research medium, because it fits the nature of the research. The research is essentially about subjective experiences of the respondents, which in this case is the experience about recruiting process of the employees before they started working in the school. Therefore focused interview is perfect for this type of research.

The form with and without helping questions is attached to this work as appendices. The author sent the form by e-mail to the owners of the language school who in turn forwarded it to the teachers, who were willing to participate to the research. The amount of teachers who were interviewed was eight. The owners were interviewed as well. Due to small size of the academy the author initially wanted to interview all of the teachers, but as some of the teachers did not speak English it was impossible for them to participate. Therefore three teachers were left out from the research, however everybody else agreed to be interviewed and therefore was interviewed. The owners also scheduled the interviews with the teachers, after which the interviews took place at the language school in one of the empty classrooms.

First the author made sure that the interviewee was familiar with the research, that he had received the form, read it and thought about it. If not the author provided the form again before the interview and gave the interviewee time to go through it and ask possibly questions if anything was unclear. The forms were present during the interview as well to aid both the interviewee and the interviewer. The interviews were conducted as one-on-one and face-to-face interviews without interruptions or other distractions. The author recorded the interviews by using a laptop and later transcribed them by using a computer. However author wrote the interviews out manually. The interviews were transcribed and edited to some degree in order to avoid repetition within one interview and also to avoid irrelevant information for the research, but in a manner that the original message from the

interviewee was not changed. In addition all the names of the schools, people and places were edited out for the sake of anonymity.

4 Analysis

The data from the interviews is analyzed according to the same themes that were present on the interview and the interview form, which are basic information, recruitment, engagement and employer image. In the quotes from the interviews "Int" means interviewer and "Tea" means teacher.

4.1 Basic information

The basic information about the teachers such as country of origin, education, length of the teaching career and if the interviewee is a foreigner reasons and plans to stay in the country are dealt with in this chapter. The respondents are quite diverse in this area. The respondents are Spanish (2), Scottish (1), English (1), American (3), Brazilian (1) and the owners are Spanish. In addition there is a lot of variety in their education for teaching or related to teaching, for a lot of them teaching is only a part of their studies. However one of them is in the process of studying a full university degree focused only solely teaching while also working. Another interesting fact was that two of the respondents have only a TELF-certificate and one of them had taught before for six years without an education.

Int: What education do you have for teaching?

Tea: I have an university degree in translation and interpreting and also what I think is relevant teaching experience are so-called booster courses, which give you the basics of teaching. (Interview 5.)

Int: What education do you have for the teaching?

Tea: I have highschool teaching education, and now I'm studying primary school education. (Interview 4.)

Int: What education do you have for teaching?

Tea: I taught in Japan for about six years without any certificate and when I moved to Spain I had to do TEFL course or CELTA because here it's a must, because without it it's very difficult to find a job

especially if you're not a native speaker. So I did a TEFL certificate. (Interview 7.)

These were basically the three types of educations that the teachers have in this specific language school: TEFL certified, language related studies plus some teacher studies and a degree in teaching. What is interesting is that there does not seem to be any specific education that is a must for the teachers since all of them have very different qualifications although they all are still qualified. As the owners said in their interview that professionalism and qualifications are an important requirement to work in their academy.

Int: What kind of people do you aim to hire? If there would be a perfect teacher profile for the academy what would it be?

The owners: We look for professional and qualified teachers. (Interview 1.)

Also the experience between the teachers varies a lot, some of the teachers had a lot of private teaching and tutoring experience ranging from five to seven years, but only one year experience of academy teaching, some of them had a lot of experience ranging from five to ten years and then one had no experience before joining the academy, but had now almost one year of experience.

Int: How long have you been teaching languages?

Tea: In total I think almost eight years. Seven or eight years. (Interview 7.)

Int: How long have you been teaching languages?

Tea: As a tutor for ten years, but just for individual people. But in an academy like this one only six months. (Interview 9.)

Int: How long have you been teaching languages?

Tea: One year, almost one year. So it would be seven or eight months now. (Interview 4.)

Majority of the teachers teach English and only English, but some of them also teach Spanish, Portuguese and French. This is most likely because English is the language that is the most in demand in 2013, because of the financial crisis. As are other languages too, but to a lesser degree, because English is more widely spoken.

Plans as to how long teachers are staying in the country ranged from indefinite to a few months. One of the teachers stated that she will leave in mid-June after having taught for roughly an year in Spain. Other one stated that her stay will be permanent as she has a family here now. However as stated in one of the interviews as well, the nature of English teaching jobs is usually short-term, for example generally only short contracts are made, usually the longest ones are for one year. Generally speaking too the teachers are usually the ones who are teaching only for short-term as in from couple months to few years in order to get to know another culture or to travel. Therefore it's hard to come by a long-term job.

Int: Do you aim for long or short-term employment?

Tea: Long-term and that's quite difficult for an English teacher. And not specifically is Spain, just in general, with English teaching the contracts are usually short-term, temporary contracts. (Interview 8.)

Reasons to stay in the country are various as well including the weather, the people, partners, family, culture, food, friends living in Spain, demand for English teachers is greater than in the respondent's home country and one respondent mentioned also the fact that he wanted to study more Spanish as a motivator for coming to Spain.

4.2 Recruitment

The recruitment descriptions seemed to have two dominant recruiting methods either the respondents were recruited by using word of mouth or the Internet. Also the word of mouth aspect seemed to have a lot to do with the fact that the academy is located in a small town where most people know each other and news travel fast.

Int: So about the recruitment, could you describe how the academy recruited you?

Tea: Oh, wow. It's kind of interesting. I was working as a waitress and one of the clients told me that he has friend who is opening a school and he told me that, if you want I'll give you his phone number or I'll get them your phone number because he thought that we would work well together and so I think that was maybe at this past summer in June I think, or July. And then in August they called me and we had and interview and that was it. (Interview 4.)

In this example the respondent hearing about the academy was a sheer coincidence, she heard about the academy from a stranger and later followed up on this tip and at the time was not even searching for a job. Whereas the respondents who were recruited by using the Internet were searching actively for a job or an additional job to complement their current one.

Int: So, we'll move on to the recruitment part, could you describe how the academy recruited you?

Tea: Through the Internet, there's this one website where students and schools leave ads, little posts looking for teachers and it works the other way around as well, if you're a teacher and you want to find students, you can leave your profile, your post and the academy left message saying that they were looking for teachers and that's how I found them. (Interview 7.)

What is common for all the recruitings is that the respondents were already living in Spain at the time of the recruitment, therefore is safe to assume that the academy does not aim to recruit people who are still outside of Spain at the time of the recruitment. This does make sense, since it is more troublesome to recruit them from abroad and bring them here, whereas there is already a pool of potential recruits in Spain from abroad as well.

In addition when asking about the best recruitment methods most of the respondents said the same things the Internet and word of mouth. Interestingly enough there were other ones as well for example recruiting last year students or students who have already graduated from the university.

Int: What do you think is generally the best way to recruit for example to teaching positions?

Tea: I would look for students or someone who has studied teaching.

Int: How?

Tea: Through the Internet or schools. I would go to the universities and ask the students there if they would be interested. Or maybe someone could suggest somebody to me, like most college professors sometimes they have a really long list of students that they had before. And when you need teacher they can point out to you that this is really good student for you. (Interview 4.)

This way one could hire qualified teachers, however with very little or no experience. Unless they get contact information of somebody who has already started teaching, but their professor has their name still on the list. This method is particularly suitable for the academy since they seem to hold dear new ideas and new ways of teaching as opposed to the old ones. Who better than fresh graduates to perform these new ways. Another interesting one was co-operation with organizations that actually bring qualified teachers to the country, with backgrounds and qualifications already checked.

Int: So, what type of organizations do you mean?

Tea: For example I have a job as a teaching assistant through this organization which is part of Spanish government and I came here through their program, that program brings in hundreds of language assistants every year and they e-mail us about the current job opportunities and they're an established professional, international program, so if you could find other organizations similar to them then I think it's good because all the people they hire have already had their background checks, you know they're qualified you know they're college graduates so they have already done a lot of work. And they tell people, oh if you want more work, things like that. And I know another girl who works at this academy came here through the same program. (Interview 6.)

This method also has the distinct advantage of not having to recruit teachers while they're still outside of Spain. The problem however is, since they mostly likely have a job when they are arriving here, probably they only want a part-time job in a

private academy. One of the respondents also emphasized how important it is to make a good description about the person a company is looking for.

Int: What do you think is generally the best way to recruit?

Tea: The best way is to make a good description of what kind of people you're looking for. Then just put advertisements in a website or you can go to the university put the ads in the walls. (Interview 9.)

One cannot be certain how precisely the academy does this description since, there does not seem to be too many characteristics that all the current teachers share, therefore maybe it's more about the personality than the actual qualifications, experience or other merits. However the quote also contains one other recruiting method concerning the universities, which is putting up the advertisements in the message boards of universities. This might be an effective and in some ways a better method than just asking the professors for recommendations since only the ones that are actually interested about the positions would response to the advertisement and this would also reach a wider audience.

Concerning the difficulty or easiness of finding a job the opinions were divided into two camps. There were the ones who thought that finding a job is rather difficult especially for Spanish teachers, but that for native speakers mostly for English teachers being American or British finding a job was easy. On the other hand it was also mentioned that it's easier for Spanish teachers to get a job in public schools, but for private academies native speakers are more sought for.

Int: Do you think it's hard to find a job as a teacher?

Tea: Yeah, in my case. I've studied a degree English philology, but it's just not about teaching, we study literature, grammar and history. In Spain academies look for native speakers, so it's much harder for Spanish teachers to find a job. If you don't work for the public institutions or schools, it's very difficult to find a job. (Interview 9.)

Whereas when asking one foreign teacher pointed out that the availability of teaching jobs not only depends on the country where a teacher is from, but also of the size of the city where one is teaching. Bigger city equals more jobs, more

opportunities, whereas smaller one equals less. In addition time of the year also affects a great deal in finding a job, when the semesters start (January and September) it's the easiest time to find a job, whereas outside of that timeframe, especially more towards the summer when the academies start closing their doors for the summer it becomes increasingly difficult.

Int: Was it hard to find a job as a teacher?

Tea: At first it was, cause here in Spain if you don't live in a big city it's quite difficult to find a job because most of the schools have their own teachers already so if you live in a small city yes, it's quite difficult. But if you live in a big city, it's much easier. There are always schools looking for teachers and also there's another thing it depends on the month, they are usually looking for teachers....they start looking or recruiting in September and January. If you try to look for a job right now as a teacher I think it's gonna be quite difficult. (Interview 7.)

Concerning the question about whether it is more about academies finding teachers or teachers finding academies or basically whether there is more demand than supply or the other way around. There was basically two answers either the teachers told the researcher that it was both or it was more about academies finding teachers. This would indicate that there is currently slightly more demand than supply.

Int: Do you think it is mainly more teachers going and searching for a job or is it the academies that need to find the teachers?

Tea: The second one. The academies need the teachers, because there are a lot of students and they need qualified teachers for a variety of languages, Spanish, English, French, German etc. (Interview 2.)

Int: Do you think it's more about academies finding teachers or the other way around?

Tea: It could work both ways, but obviously like if there is no one looking for teachers, there is no way of teachers finding a job you know. You need to...yeah I think it's both ways. (Interview 7.)

When asking about the sources teachers used to find a job the answers coincided well with the previous ones given to the question, which were best recruiting practices in their opinion. Most of them replied that they use the Internet and go to the schools by themselves. This would indicate that they are most likely the best methods at least for Spain and for this area since all the respondents were using them. It was only the owners who mentioned of having used newspapers and radio to advertise the academy locally, the respondents either had no knowledge of this or did not mention it.

Int: That's interesting. What sources do you usually use when you want to find a job?

Tea: Firstly, I prefer checking for the positions in the Internet, if there are some available. There might sometimes even be some places that need to be filled urgently, so I usually try to find these and apply for them. Though sometimes I prefer to go and visit the academies and bring them my CV and a cover letter, because going there in person tells a lot about your personality. (Interview 3.)

In addition networks as in groups of friends and acquaintances was mentioned by one of the respondents. The respondent said that he would be willing to organize an interview through a friend. One could assume that networks like fellow teachers would be useful, if one would want to find a job in this manner. One could put this into a category of employee referrals.

Int: Ok, we'll back up a question, what sources do you generally use for finding a job?

Tea: As I said the Internet and through friends as well, like if someone knows that this specific school is looking for a teacher, I would arrange an interview through this friend. (Interview 7.)

As to what restrictions the respondents have in their personal lives that could affect them from accepting a job, most of them did not have any restrictions, however some mentioned that their studies or their family limit working in a sense that they cannot accept a job that is located for example in another country or that they cannot work as much as they could without it or specific times of a day or a week.

Int: Is there any restrictions that personal life poses to you in finding a job?

Tea: Yes, I have a child and I have to fit timetables of my work and my family for example I have to take my child to school and I can't work at this time. Sometimes it's like Tetris when you organize your timetables. And sometimes your child is ill so you can't come to work. Also it's harder to accept a job abroad, because of the family. (Interview 9.)

Int: So, do you have any restrictions that personal life poses to you when it comes to teaching?

Tea: Like I said it's hard to study and work at the same time. So yeah studying is my big problem right now. (Interview 4.)

Desirability of an ideal academy mostly coincided with the good qualities found the case academy the respondents work for. Majority of the teachers mentioned atmosphere, communication, professionalism, new ways of teaching and showing appreciation to the learning as opposed to just making money. In addition being honest and well organized and having materials readily available were important factors. Technology was also mentioned by some of the respondents, technology as in having for example computers, Internet and interactive whiteboards. Money was only mentioned by some of the respondents and it did not seem to be as important as the other factors. However one respondent stated that it is not charity they are doing and that the pay is important, whereas another one also stated this, but on the same time said that high salary is not as important as the above-mentioned things.

Int: What are the properties that you look for in an academy you want to work for?

Tea: It needs to be for me friendly atmosphere and dynamic. I like to see things like interactive whiteboards, so that it's easy to teach and it makes your life a bit easier. I think paying on time. Some academies don't pay you on time. But it's not just about the money, some academies could pay you let's say 20 euros for an hour although it's unlikely, but they might be terrible to work for. I like this academy because the owners are young, they're really enthusiastic, they got lots of good ideas and it's friendly academy. (Interview 8.)

Int: What properties do you generally look in a language school you want to work for?

Tea: Place that has good community, I think is most important. I like this academy because they have small classes, people know each other, when you walk in there, you are greeted personally. I think that's important in absolutely any job you have some sense of community, in big corporations you can't always have that. But you can have it to an extent. I think especially in a school because it's just an intimate relationship I mean you're teaching these people, so there's teachers and students, then there's the owners of the school. So I think community is really important. You want it to be professional, you want them to have everything that you need, you want to be sure that you'll be taken care of. So in a school I want them to have the materials, books and Internet for teaching or whatever I need.

Int: You already said that some of these were present in this academy, but was there something more?

Tea: I think specifically in this academy is that the owners are really dedicated to languages themselves. So it's a language school, so to be owners of a language school you have to be a business person. So you could open a school just with a business person, because it's a business. But the thing about this academy is that you can really tell that they love languages you know and I think that makes it more personal and adds to the community. Like the owners speak Spanish and English and want to learn German. You know they're really interested about what's going on with the languages and I think that's really important. (Interview 6.)

When asked for a long or short-term employment almost all of the teachers preferred long-term, provided that the working environment continues to be the same and everything works well, there was only one that preferred short-term right now, because she was going back to her home country.

Int: Do you aim for long or short-term employment?

Tea: Long-term and that's quite difficult for an English teacher. And not specifically is Spain, just in general, with English teaching the contracts are usually short-term, temporary contracts. And although it's a bit crazy, because I've always had lots of work, when you get to the summer you start to think that what if nobody wants me in September. It has never happened, but you still kinda think about it. But yeah I would really prefer long-term employment.

Int: How about working in the same school all time time as opposed to changing a school or working at different schools at the same time?

Tea: I guess that would be fine. There are advantages and disadvantages to both really. I work for four academies now, which are somewhat far away from each other. And I got all different levels, some are exam classes, some are preparation, some business, some general, so it's good variety. But then again I would just quite like to come to one location and spend the whole day there. Work six hours and then go home. (Interview 8.)

However at the same time they said that they realize that English teaching is volatile profession and that it generally is hard to find long-term employment. Some of them also said that, if they do not like the academy they work for obviously they do not prefer long-term employment that case. Also the owners of the academy said they preferred to do one year contracts.

Int: Do you aim to hire the teachers for a long-term or only for a short-term?

The owners: We aim to hire the teachers for one year starting from October and ending in June. However some cases we hire them also starting from January and ending in June. (Interview 1.)

The reasons for long-term employment were the desire for stability and responsibility for the academy and the students to finish the ongoing courses. In addition most them saw themselves working as a teacher for a longer period of time or were not quite sure as a opposed to knowing they are going to teach only for half an year or one year. This could indicate that there might be more teachers who want to work for a longer period of time, but the manner that the system works now does not support it. What the author means by this is that the contracts are relatively short and even though there is a lot of demand, there is also a lot teachers coming and going all the time therefore for a school, it is not necessary to keep the same teachers for a long time.

When asked about the preference to work in a same school for a long time or two work in a different schools or changing them once in a while the answers were diverse. Other respondents felt that the academy they worked for now was so good that, if the things continued to work as they had they were prepared to work

there for a longer time. Whereas the others felt that it was necessary to change the schools from time to time in order to retain fresh teaching methods and not to become stagnant with only the methods used and the groups taught in one school.

Int: Alright. Do you think it would be good to work only at the same school or would like to work in different schools?

Tea: I would like to work at different schools, because I'm here in Spain to teach and to have a good experience and I would like to see what kind of new different thoughts and ideas about teaching various schools have. And also because I think that most of the academies in this very same city use different methods of teaching. And it's interesting to see the differences and use different methods in my own teaching. (Interview 2.)

Also one of the respondents who preferred diversity said that the distance is inconvenient and where she preferred diversity, she would have also preferred to teach in one school for the whole and not to drive around so much.

4.3 Engagement

Regarding how the academy engaged them the respondents came up with yet again similar answers. There was no engaging in the terms of financial bonuses, rewards or training. Even feedback and recognition was left somewhat unmentioned in the interviews even though judging from the answers it most likely exists. The most answers revolved around good atmosphere or working environment, which means that the teachers feel comfortable teaching there in the academy. Good communication, the owners are present in the academy, can be talked with in person and teachers can resolve problems with them. In addition also the small town effect, the sense of community, everybody knows each other makes teachers feel more invested in the academy.

Int: And about engagement, what are your reasons for wanting to keep a job here in the academy? How has the academy engaged you in a way that you kind of want to stay there?

Tea: Yes, for the reasons I said before. I think the community, knowing that they love languages and are interested. And the other

that is very good is what makes me enjoy my time there as a teacher was that they don't micromanage. That's a really good incentive for employees to work there and to stay there. Because they want to make sure that the students are learning and they can monitor that with the practice exams so they know if you're doing your job but they never have told me you need to do this or you need to teach this. They give you the freedom, so it's nice to feel trusted. (Interview 6.)

The owners further increase the feeling of being comfortable since they make it clear that possible new recruits are not hired in order to replace any current teachers, but to teach new groups. Freedom concerning the teaching methods was also a big thing for most of the respondents said that even though they follow a book in the classes they get to implement their own style, methods and some content to the teaching. The fact that they are not micromanaged in this way, makes them feel trusted and enhances their investment to the academy. In addition the availability of materials aids also in being invested to the academy. It is not only that the academy has the materials, but that they really are available not just somewhere in the academy for teachers to be found.

Int: Interesting, and about engagement, how has the academy engaged you?

Tea: As I said before that I feel comfortable here. I think just with that if you have a good relationship with your bosses and colleagues. That for me is more important than payment. If you feel comfortable in some place and they give you tools and they make the job easier for you. And also that they don't restrict you from doing your job by "saying you can't do this, you can't do that". (Interview 9.)

The fact that the owners themselves are interested about languages and learning them and are concerned if the students learn or not as opposed to being interested mostly about money. Also the responsibility from teacher's part to the owners and the students to finish the current course was found to be engaging. Last but not least a certain degree of professionalism of not having to deal with for example technical problems or the students' parents.

Int: Ok, lots of reasons. So how has the academy actually engaged you?

Tea: They are very professional and I think that in itself is engaging. For example everyday I start at eleven o'clock and finish at half past one. The whole time that I'm in there I'm teaching. I don't have to deal with technical problems with the equipment or deal with the parents' questions, the managers will do that. (Interview 2.)

In the following interview there was one way that the academy engages teachers and students alike, which is kind of extra, since it does not revolve around the daily activities of working in a language school. The academy organizes events for students and teachers. The author thinks that these events mentioned in the interview provide good medium for teachers and students to use and practice different languages at their free time outside of the classroom environment. What makes it engaging is that it shows that the owners care about their learning and want their teachers and students to spend a little time together outside of the classroom as well.

Int: And what do you think is the best way to keep the employees in the company for a longer period of time?

Tea: I think asking feedback regularly and making sure that the teachers are happy and nothing is bothering them at work. And actually I only remembered now that in this academy they do an outdoor meeting on Thursdays for teachers and students for example in a bar where you can speak in different languages including English, Spanish, French, German etc. They use to have another event on Fridays called tea time, where they would play different board games and such in different languages. (Interview 3.)

The answers from engagement ways in the academy coincided mostly with the answers got from general ways of engagement. There were some differences though. As one of the respondents stated that it largely depends on what the employees are looking for. Some of the similar things with the previous answers included stability as in longer term contracts, the interest that the owners take in to their employees, balance between rules and freedom in the workplace. One completely new thing was the sharing of ideas and materials between employees, which as the respondent said could be implemented to the language school quite easily.

Int: And what do you think is generally the best way to engage?

Tea: Again, with the community and by being interested in your employees. And show interest as an employer of what's going on. But in a balanced way as being interested but not being overbearing. I think for me these are the most important things and I've noticed these in the places I've worked so far. And the balance has always been important to me to have that balance to always have the freedom to do my job to best way that I can but also to know that they're there to help me and again to have the resources that I need. Just to make your employees feel comfortable and not to feel that someone is breathing down your neck all the time. (Interview 6.)

The things in both the values and common things between the academy and the given interviewee seemed to coincide so well that the author decided to include both of them in this chapter. Some of the same things that were mentioned were freedom in teaching, friendly and comfortable atmosphere, professional appreciation, good communication, genuine interest and appreciation from the owners part toward language learning, new approach to teaching and commitment to the academy. But there were others that were not mentioned before like being fair to everybody, equality in the academy, the boss does not seem to be any higher than the other people, giving positive feedback when it is due, modern school environment, the academy does not resemble a school in a traditional sense, certain degree of flexibility in for example timetables, honesty in all aspects of running the academy, a small class size, which enforces the learning experience and makes it more personal and requesting constantly feedback from the students and teachers alike, if something is troubling them.

Int: What kind of values the academy has as a company?

Tea: Again comparing to other academies, the small class size is a good value to have. I get the feeling that all the students who walk in are very comfortable and that's a good value to have for people who are coming in to learn a new language, because a lot of people who are learning a new language are very shy and nervous and they don't want to speak or they don't understand. So for them to feel comfortable is a good value to have. And like I said the visual aesthetics of the school is another important value to have. Other than that the fact that they organize things outside of the school. They've been doing a good job with that. (Interview 6.)

All the respondents deemed co-workers and knowing them important to their job satisfaction. However most of the respondents did not spend much time with their

co-workers, because of timetable issues. Timetable issues in a sense that some of the teachers only work in the mornings, others in the evenings therefore these teachers do not really get to see each other. Also the lack of time might be another reason. In addition distance to the academy to the other teachers was mentioned since some of the teachers live in different towns.

All of them stated that they would like to spend more with their co-workers. The reason for this is that they thought that sharing ideas between teachers is important and they would have somebody to ask or give advice to, if need be concerning teaching. Secondly some of them thought that it is important that some of the co-workers are their friends. However none of the respondents spent much, if any time with their co-workers outside of the academy. Most if not all the interaction took place in the academy, yet some of the respondents mentioned that the academy organizes a weekly event for teachers and students alike, where they can communicate with various languages outside of the classroom. It remained unclear how many of the teachers actually go to this event though. Few of the teachers knew most of the teachers, on the other hand few of them barely knew anybody.

Int: What about co-workers? How well do you know other teachers who work in the academy?

Tea: I'd say pretty well.

Int: How important are they to you and how much time do you spent together?

Tea: It varies, because of timetable restrictions I don't meet up with as often as I could. And I really don't socialize that much outside of the academy, however it is quite easy for me to start chatting with someone and still be chatting an hour later. So we do interact a lot between classes. I have occasionally stopped by in the morning when I don't have classes to say hello to the morning teacher who I also know. So you know I think we all would be more open to socializing if timetable would allow it. (Interview 5.)

Int: About other employees, how well do you know other teachers in the academy?

Tea: I don't know the other teachers very well. I do know who they are, but as I work in the mornings I don't get to see the other teachers very often. There's a Chinese teacher who works in the mornings, but when I get to the academy she's teaching and when I finish she's gone already. So I see her, but we don't get to talk. So I don't know the other teachers.

Int: So you don't spend anytime with them, but would you like to?

Tea: Yeah, definitely. I think it's very important, when you work as a group, you can exchange information as I said before, if you have some problems with a specific topic you can ask for help, if you have co-workers. Now I kinda do everything by myself, like when I'm not sure I ask my boss, but it's not enough. So having someone, another teacher there, would be much better. (Interview 7.)

4.4 Employer Image

When asking about the first thing that comes to mind about the academy's name most of the respondents had a hard time giving an answer. However when the author changed the question to the first impressions upon arriving to the academy in the first time there were more answers. Some of the things the respondents said were that the name was innovative and it stands out in a good way, it's not something usual like "James' school of English". One of them instantly thought about a community and family-like vibe they get from the academy. Whereas one of the respondents paid attention to the logo design and the colours used in it. One of them described the first impression when he walked into the academy as clean, comfortable and professional. Another was impressed about the amount of resources and technology.

Int: And about the employer image, what is the first thing that comes to mind, when you hear the name of the academy?

Tea: Dynamic and I would say and modern. When I first spoke to them, I had no...I knew that they were opening an academy and I thought it was going to be much smaller, with less resources, less text books and everything. But when I first walked in I was really impressed with everything that I saw. Like the projectors they have in every classroom, the decoration of the school, which is very modern. I was very impressed. (Interview 7.)

One of them thought that the environment itself was fundamentally different from other academies as it was more informal and relaxed than majority of the schools. Finally one of them described the first impression as being young, open and fresh. All this gives an overall impression that the name was a good choice and it somewhat stands out, which is a good thing as there is a lot of private academies operating in Spain now in 2013. In addition the first impressions about the academy were all positive descriptions, however all the respondents paid attention to different things at the academy upon the arrival, which one could think is a good thing since there is a lot to be paid attention to for not just only one good thing about the academy.

Int: About employer image, what is the first thing that comes to your mind when you think of the name of the academy? Or your first impression at the first time you visited the academy?

Tea: When I came for my interview again I got the impression that it was fun, modern, the rooms didn't feel closed up, the classrooms were quite effective. And I liked this little area with the sofa and the kitchen and the library. I think it makes it feel less intimidating less like a school. Especially for kids, young people, I think they generally sometimes feel reluctant to go to the school and the environment helps to get rid of that feeling. (Interview 8.)

When describing a typical employee at the academy the answers coincided well within the answers of teachers, there were basically two kinds of answers. The most popular answer was that either that a typical employee does not exist or exists only to a degree that all the teachers in the academy are young and passionate about teaching. In addition some of the respondents described a typical employee as professional, open-minded, qualified, proactive and co-operative. One of the respondents mentioned that another advantage that comes with the young age of a teacher is that they understand the student better than the older teachers, because it was not so long ago that they were students themselves.

Int: What is in your opinion typical employee in the academy?

Tea: Well, there's quite a few of us here and we have varying degrees of experience, so there are the more experienced ones and less experienced ones. I actually think that none of us...there isn't really a typical employee in terms that there very little that we all would have

in common, you know they're not looking for a fixed model. They're looking for individuals who they think might be able to fit and work with. I mean the one thing we have in common is that we're all kind of keen to do our thing basically, but in the same time we won't turn down any additional ideas. We're willing to try other things and improvise. So a certain degree of open-mindedness concerning teaching. And to come to think of we all know our stuff and we know what we're doing so to speak so that's one common thing. (Interview 5.)

Int: How would you describe a typical employee in the academy?

Tea: Not me, younger than me. Sometimes I don't know in this academy though, but lots of teachers seem to doing the job only for gap years before they start another seamless job. Here it's a little bit different, because I know some of them have lived here for a longer time. But I don't really know about a typical employee, I think that's all I can say.

Int: So anything else come to mind then young?

Tea: No not really...oh well we're all very enthusiastic about teaching and everybody looks really happy with what they are doing and when they're here. (Interview 8.)

The owners' answer was that they seek professional and qualified teachers, but young age is not a requirement and the fact that most of the teachers are young in the academy is a coincidence. In addition experience and enthusiasm are valued. The most sought after properties according to the owners are professionalism, qualifications and commitment towards the academy and students.

Int: What kind of people do you aim to hire? If there would be a perfect teacher profile for the academy what would it be?

The owners: We look for professional and qualified teachers. The age is not really important, there is no requirement that he must for example be 25. But we actually have hired very young people so far in their twenties or thirties, so right now we kind of a young company. Also commitment with students and the company is very important. This is important because the image really starts with the teachers and the students. We also value experience and enthusiasm. But experience is not a must, because we also want to offer qualified teachers with little or no experience a job. The experience

requirement depends also on the group, for example especially for children's group we want a person with experience. (Interview 1.)

None of the respondents had anything to say in the final comments section.

4.5 Reliability and validity of the research

Reliability

Reliability means that when the research would be done with the same person twice the results would be the same or if two different researchers conduct the same research the results would be the same. (Hirsjärvi & Hurme 2000, 186.)

The research's reliability is aided by the fact that all the employees who were contacted in the academy participated to the research. Therefore technically the attendance was 100%, however some of the the employees were not contacted at all, because they did not speak English. The number of these employees was rather small though, only three therefore the research can be considered reliable.

The research form was made in a way that all the respondents remained anonymous and asking excessively personal questions was avoided, which worked out since the respondents did not refuse to answer any of the questions.

Afterwards to author thinks that some of the questions presented in the research were too similar with each other. Or at least they produced answers that were almost the same. Therefore if the author were to do the research again some of the questions would be altered.

Validity

Validity means the research's ability to measure or to investigate the given phenomenon that it was suppose to investigate or to measure. (Hirsjärvi & Hurme 2000, 186-187.)

Focused interview was used as a method in this research to gather all the research material. The results of the research, when compared between the

respondents coincided well; therefore the author would say that the validity of the research is good.

The author aimed to make the question form as clear as possible and sent them in advance to all the participants. In addition before the interview it was made sure that they had read the paper before starting the interview and all the questions they might had before the interview were answered. Therefore the participants knew about the theme of the interview and had some time to think about their answer before the actual interview.

5 Conclusions

The academy seems to be using quite limited channels for recruiting teachers, only the Internet and word of mouth. It was mentioned though that they participate to a job fair as well during this spring and they advertised locally on radio and newspapers. However despite using only few channels they seem to work well for the academy. Another matter is that they only recruit locally, they only seem to look for teachers who are already living and working in nearby areas, which is rational as it is much easier than to try to hire somebody from another country. Despite this majority of academy's teachers are foreign. The academy might consider co-operating with local organizations that deal with teachers such TEFL or CELTA which educate English teachers in order to recruit more employees. In addition working with other language schools might be effective as well since a lot of teachers work in more academies than one.

Also continuing to adapt to individual needs of some teachers who have some restriction matters, when it comes to teaching for example they are studying or they have a family. The author does not know how well they communicate this information to potential employees, but the fact that are already doing it might be worth communicating for potential employees who are having the same phase in their life and that is possible to work in these conditions for them as well.

The answers indicate that the academy has done quite well regarding the basic needs for teachers, which supposedly is not the norm in general in private academies in Spain. For example the communication, availability of the owners, the resources and the functionality of the classrooms and technology has been great. What they could improve upon is the extra activities or materials. One of the respondents mentioned that they sell English text books in the academy with the same price as they buy them for. In addition they have language exchange event once in a week and they also borrow English literature and movies to the students for free. They could build upon this foundation and create other extra activities or resources for students in order to further show them that they truly care about their learning, for example they could make a survey for the students about the extracurricular activities they wish for from the academy's part and implement

some of the most wished for ones. This activity would most likely further engage the teachers as well, when they see that the academy is more involved in the learning process.

Mostly on teachers part the things they want from an academy in general and the things they have in the academy right now coincide very well. Probably the only negative thing mentioned was the fact that in a small academy like this one there is no possibility for further training on teachers' part, which on the other hand bigger academies do have. Therefore that is one thing that the academy should consider, when it further expands its operations. One thing that also was mentioned in the interviews that they are thinking of expanding their course spectrum to cover for example business English classes. The author think that this is a good idea, but that they also should consider the limits the current space of the academy poses. There are currently only four classrooms in the academy, therefore when the number of lessons increases the scheduling problems are bound follow at some point. Therefore at some point the academy needs to consider expanding its space at some point in the future.

Most of the current employees seemed to prefer long-term employment to short-term employment. This indicates that the academy has succeeded in communicating the message about their appreciation of commitment to the current teachers.

Concerning the engagement the respondents mostly said the same things that were desirable properties in a school they would look for and the properties they found in the academy. This would indicate that one does not really need that much extra rewards or benefits as much as one needs the basic things such as paying on time, communicating directly and solving problems to be flawless. That being said the academy could think of some extra ways to engage teachers, such as organizing extracurricular activities exclusively for teachers or rewarding a teacher, if the exam score of his students are especially high.

Especially the extracurricular activities would be important since most of the respondents stated they would like to spend more them with their co-workers, but they do not have a chance to do so. Therefore the academy should consider

organizing two kinds of activities for the teachers: a staff meeting type of comparing your ideas and teaching methods and learning from your colleagues type of meeting and just getting to know each other while having fun, for example a bowling day once in a while, where teachers could just discuss while having a good time. In addition one of the respondents mentioned the advantage of having a resource center in the academy or a dropbox in the Internet, where teachers could share their ideas and materials concerning teaching.

Concerning the values and image of the company, the owners seemed to know pretty well what they were talking about when the author asked this question, but the author does not think that it is that clear for all the employees yet. Therefore the author thinks that the academy should have written values, which would be communicated in paper and in words to teachers upon hiring. Additionally the academy could make a slogan that could be attached to its logo, which would communicate the values of the academy.

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APPENDICES

APPENDIX 1. Questionnaire for teachers

Questionnaire for teachers

Facts:

The questionnaire is about recruiting and engagement in the case academy.

The interviewees shall remain anonymous. Your name will not be published anywhere.

There are no right or wrong answers; the interview is about your personal experience concerning the topic.

The interviews are recorded.

The interview is unstructured, which means that there are no direct questions just topics that are listed below, so that the interviewee will tell his own experiences about it.

Questions:

Background:

What is your country of origin?

What education do you have?

How long has been teaching languages?

What languages have you been teaching?

If you're a foreigner how long do you plan to stay in the city/country?

If you're a foreigner what are the reasons for teaching in Spain specifically?

Recruitment:

Methods of job searching used

Employee finding the job or the job finding an employee

Restrictions personal life poses to job searching

Desirable properties in ideal company to work for

Desirable properties in the case academy

Aim for short or long-term employment

Engagement:

Reasons for wanting to keep a job

Common things between an employee and the case company

The case company values

Knowing other employees

Employer Image:

The first things that come to mind when hearing the case company's name

Typical employee in the case company

Conclusion:

Any comments that the interviewee would like to add that were not mentioned before in the interview.

APPENDIX 2. Questionnaire for teachers with helping questions

Questionnaire for teachers with helping questions

Facts:

The questionnaire is about recruiting and engagement in the case company.

The interviewees shall remain anonymous. Your name will not be published anywhere.

There are no right or wrong answers; the interview is about your personal experience concerning the topic.

The interviews are recorded.

The interview is unstructured, which means that there are no direct questions just topics that are listed below that the interviewee tells his own experiences about.

Questions:

Background:

What is your country of origin?

What education do you have?

How long has been teaching languages?

What languages have you been teaching?

If you're a foreigner how long do you plan to stay in the city/country?

If you're a foreigner what are the reasons for teaching in Spain specifically?

Recruitment:

Methods of job searching used

How did the case company recruit you?

- What is the best way to recruit?
- Was it hard to find a job as a teacher?

Employee finding the job or the job finding an employee

- What sources you use to find a job?
- What sources did the case company use to find you?

Restrictions personal life poses to job searching

- Does personal life somehow restrict your working life? How?

Desirable properties in ideal company to work for

- When you are searching for a job what properties you think are the best ones?

Desirable properties in the case company

- What good qualities does the case company have?

Aim for short or long-term employment

- How long do you think you will work as a teacher?
- How long do you think you will work at the same school?

Engagement:

Reasons for wanting to keep a job

- How does the case company engage you?
- What is the best way to engage?

Common things between an employee and the case company

- What things you and the case company have in common?
- What things you like about the case company?

The case company's values

- What values you think the case company has as a company?

Knowing other employees

- How well do you know other employees?
- How much time you spend with them?

Employer Image:

The first things that come to mind when hearing the case company's name

Typical employee in the case company

Conclusion:

Any comments that the interviewee would like to add that were not mentioned before in the interview.