

# **A Cross-Cultural Analysis of Academic Etiquette in the United Kingdom and in the Czech Republic**

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## **ABSTRAKT**

Bakalářská práce se zaměřuje na vybrané okruhy a situace spojené s etiketou v akademickém prostředí. Cílem této práce je poukázat na rozdíly a podobnosti v chování a vyjadřování na půdě vysoké školy, s ohledem na kulturu České republiky a Spojeného království. V teoretické části jsou uvedeny poznatky, které pomohou studentům poznat, co se považuje za správné chování v daných zemích. Práce popisuje například jak správně oslovit akademické pracovníky, zásady emailové komunikace i osobního setkání, nebo další témata o oblékání, chování a účasti v hodině.

Praktická část práce je založena na dotazníku pro akademické pracovníky Univerzity Tomáše Bati. V této části jsou představeny výsledky dotazníkového šetření a porovnány s teoretickými poznatky. Cílem tohoto šetření bylo získat informace o přístupech a názorech akademických pracovníků na úroveň dodržování etikety studenty a zjistit jaké jsou nejčastější prohřešky studentů, jak v chování, tak v písemné i ústní komunikaci.

Klíčová slova: Akademická etiketa, kampus, oslovování, komunikace, oblékání.

## **ABSTRACT**

This bachelor thesis focuses on certain topics and situations connected with academic etiquette. The objective of this thesis is to identify and highlight the differences and similarities in campus behaviour considering the cultures of the United Kingdom and the Czech Republic. In the theoretical part, there is information that will help students identify and understand the correct academic behaviour in both countries. This thesis describes, for example, appropriate addressing of academic staff, email principles and face-to-face communication and other situations regarding dress code, behaviour policy and attendance. The practical part is based on a quantitative study achieved by presenting a questionnaire to the academic staff members of Tomas Bata University. In this part research results are introduced and compared with the theoretical knowledge. The objective of the research is to discover the most common student behavioural and communication misconducts and to obtain lecturers' opinions on the level of students' compliance with academic etiquette.

Keywords: Academic etiquette, campus, addressing, communication, dress code.

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## INTRODUCTION

*“Today’s youth is ill-mannered, smacks while eating, does not stand up when adults enter, interrupts and does not show respect for anything” Aristotle*

Does this sentence remind you of something? Youth’s behaviour is a cause of complaints for many people – especially the elderly such as grandparents, but also parents, teachers, friends, and sometimes even for the young generation. Yes, one can even hear them say, how discourteous another young person is, and that they themselves were never this rude at that age. The etiquette and manners are changing all the time, they are not stable. Young men standing up when a woman enters a room, raising their hats, or opening her door are rarely seen in everyday life. But are manners these days so much worse than in previous years, decades and centuries?

First sentence that might be well known to everyone was written by a Greek philosopher Aristotle (in 4th century BC). (Špaček 2008, 12) One can see that the complaints remain the same for centuries. If someone asked me, whether I think young people follow the rules and standards of behaviour, I would probably say I do not think so. During three years spent commuting to school by train, I have met a lot of indecent and impolite people, surprisingly not only among youth. But the older people did not always behave their best either. I do not blame them, because they probably thought their behaviour at that time was the only way to resist the rude youth. But one should not forget that every child’s, pupil’s, student’s and adult person’s manners are to a large extent affected by his/her parents and closest persons, such as friends, colleagues, pedagogues and sometimes even by people in the train.

When comparing two or more countries, the author should take into consideration manners of the particular country/nation. That is why, at the beginning of my work, I pay attention to the population structure of the United Kingdom and the Czech Republic with the focus on migration and its influence on education. This thesis deals with academic etiquette in the United Kingdom and in the Czech Republic, that is why I was interested in the number of Czech students attending higher education institutions in the UK and vice versa. I briefly mention the structure of the UK and Czech families, which may have a great impact on one’s behaviour, because every person learns good manners from his/her parents. Then I move to academic etiquette itself.

Topics, such as communication, addressing, dress code and behaviour policy are covered in this thesis. I count all these among the fundamental issues of social behaviour,

especially on the campus. It does not matter with which topic one starts, all of these are interconnected. Communication begins with salutation. Appropriate addressing (especially in non-verbal communication, where one cannot see gestures, postures and attire) makes our first impression. On the other hand, in verbal communication, apart from the addressing, one can attribute importance to another person's attire. Then it is the attire that makes important part of the first impression. Therefore appropriate addressing and dress code, during all the most common situations that happen on the campus, are described in this thesis.

The last part focuses on behaviour policy. It defines what unacceptable behaviour is and includes topics such as attendance, tardiness and graduation ceremony.

The quantitative questionnaire for the practical part will be created based on the theoretical part of this thesis. The questionnaires will be sent to Tomas Bata University academic staff members. The objective of the research will be to discover the most common student behavioural and communication misconducts and to obtain lecturers' opinions on the level of students' compliance with academic etiquette. The results of the research will be compared with the theoretical part and the recommendation will be made.

## **I. THEORY**

# 1 ACADEMIC ETIQUETTE

## 1.1 Basic terminology

Social behaviour or social code can be defined as a summary of rules, standards, customs, traditions and unwritten laws that determine one's behaviour in society. This summary is not strict and unchangeable. It is a long-term process full of changes and specific dissimilarities (according to culture, religion, places etc.) to set these norms. (Gullová 2011, 12)

### 1.1.1 Decency, politeness and tact

“In our hectic, crowded world it is easy to focus on our own particular agenda oblivious to those around us. People forget that other people can actually hear them talking on a mobile phone or hear their songs on an MP3 player. Even when one feels anonymous, it does not give him/her permission to behave less courteously. Even though one takes a more casual approach to dressing, communicating and entertainment it does not necessarily equate to rudeness”. (Post Peggy, Anna Post, Lizzie Post and Daniel Post Senning 2011, 5-19)

One of the basic rules of civility and every day manners are decency, politeness and tact. Decency differs from culture to culture. What is regarded as decent in the Czech society might be discourteous in the society of other country (colour of mourning is black in Europe, whereas and in many Asian countries it is white; punctual arriving is important for Germans, the Swiss, Americans arrive right on time or even a while before the meeting, British people will arrive a while later and talking about Italians and Spanish or Latin Americans, one might wait even up to one hour for them. (Gullová 2011, 12)

Generally speaking, decency is respect and consideration. The difference between decency and politeness is that decency is inborn but politeness is something that one has to learn. Politeness is an intentional external expression of decency. Displaying decency (politeness) is not inborn. (Špaček 2008, 11)

It is very important to differentiate between decency, politeness and tact. Tact cannot be learned from any book. It might be a whole-life process to recognize what is appropriate and how to find the best way of communicating in difficult situations, how to empathise with someone in order not to offend a person. A tactful person is not self-centred.

Even though it is a whole-life process of learning to behave appropriately, it is essential, especially for students to find the right balance of these three standards. They should step into work with practical knowledge on good manners, e.g. how to use good tone and voice volume (when discontented with the grade, amount of money, another person's pace of working, company standards), student has to keep appropriate rate of politeness but it does not mean he/she should be afraid to negotiate. On the other hand, one should not be rude and should be capable of asking a question with tact and decency.

I would divide the students who are my colleagues into three categories.

- Too polite
- Assertive
- Rude

There are students that are too polite. They say yes to everything, although they at times do not understand the lecturer. Presumably they are afraid to ask or they are ashamed or they do not care. Then they search at home for what it could mean what the lecturer was talking about. Or they do things their own way.

There is not much to say about the assertive students. They can negotiate and express themselves clearly and politely. They can identify appropriate time, place, length of negotiating, tone of their voice, etc.

Although not typical, there are students who are rude. They sometimes do not recognize the suitability of their tone or their station. Often commenting on every task they are supposed to do and mumbling under their breath. This behaviour corresponds with secondary school students.

## 1.2 Academic Etiquette

There is no single definition of the term etiquette. I want to mention one by the Robert Barrass "Etiquette, which may be taught as a set of rules, is a guide to acceptable behaviour in polite society – helping those in Rome to do as Romans do. Good manners in conversation, as in any other social interaction, are no more than common sense: showing one's respect, interest and pleasure or, at least, ensuring that one does not give offence." (Barrass 2006, 7)

Generally one can define etiquette as a code of behaviour for people. Then academic etiquette can be characterized as a code of behaviour for students and lecturers (members of the academic community) and for any employees of a campus.

**1.2.1 Campus**

“The grounds in which a school, college or university is situated, forming a self-contained entity. The term originated in the USA in the late nineteenth century at Princeton University.” (Gordon and Lawton 2005, 34)



## **2 STRUCTURE OF POPULATION**

### **2.1 UK vs. Czech nationalities**

Describing national identities, differences or similarities of the UK four nations (English, Welsh, Scottish and Northern Irish) is not the aim of this thesis. However, I would like to remind every person who reads this thesis, that “it would be a mistake to assume that these four countries share the same education system. There are many similarities with some very important differences.” (Gordon and Lawton 2005, 2) Length of studies and authorities responsible for the education system in the country are the most common differences.

Attempts have sometimes been made to keep the systems close together; however, devolution in 2000 has encouraged Wales and Northern Ireland to develop distinctive differences. Since most aspects of education policy have become the responsibility of the National Assembly of Wales and the Assembly of Northern Ireland, Scotland has always had an education system separate from that of England.” (Gordon and Lawton 2005, 2)

The Czech Republic has three main national identities: Moravian, Bohemian and Silesian. The educational system remains the same for all of these three.

### **2.2 Education and migration**

How does the structure of people influence the education? What exact aspects affect the education? Considering the education, it is appropriate to have a look also at the structure of people in particular countries.

While the composition of the population in the Czech Republic has not had so many chances to change until 1989, the United Kingdom is multiracial and multinational country, which struggles with huge waves of immigrants. According to Dominic Casciani “migrants fall into five categories: those coming for a long-term work, students, temporary workers and visitors, refugees and asylum seekers and people arriving for family reasons.” (Casciani 2011)

But why it is worth mentioning? No longer is it the work what attracts people to move to the UK. Around 60% of immigrants (non-EU) came to the UK because of studies. “Since 2009 studies have been the most common reason stated for immigration to the United Kingdom.” (Office for National statistics 2012, 12) The paradox is that OECD (including the Czech Republic and the United Kingdom) claims that immigrants of OECD area are more educated than the domestic population. In general the difference between

foreign tertiary educated people (23.6%) and native people with this education (19.1%) is 4.5%. In United Kingdom the difference is more than 10%. (OECD 2008, 78)

### 2.2.1 Higher education institutions students and graduates

Statistics also prove that the amount of students and graduates of the higher education institutions in the Czech Republic is gradually increasing in comparison with the amount of such students in UK. In observed years from 2001 to 2010 the number of Czech tertiary educated students has doubled from 204 thousand to almost 400 thousand. (Český statistický úřad 2010, 2) In the United Kingdom there are fewer candidates for studies in higher education institutions than in previous years. “While number of UK universities’ students decreased from 1,970 thousand in 2007 to 1,960 thousand in 2008, those coming from overseas rose by 4.8%.” (BBC news 2009)

### 2.2.2 Foreign students at higher education institutions

In the school year 2007/2008, more than half (55%) of all the foreign pupils and students (50 366) studied at higher education institutions (27 600) in the Czech Republic. The opportunity to study in the Czech Republic was used especially by Slovaks, Russians, Ukrainians, Vietnamese but also people of Great Britain. The most common places to study were Prague, Brno, Ostrava and Olomouc. (Český statistický úřad, 2012)

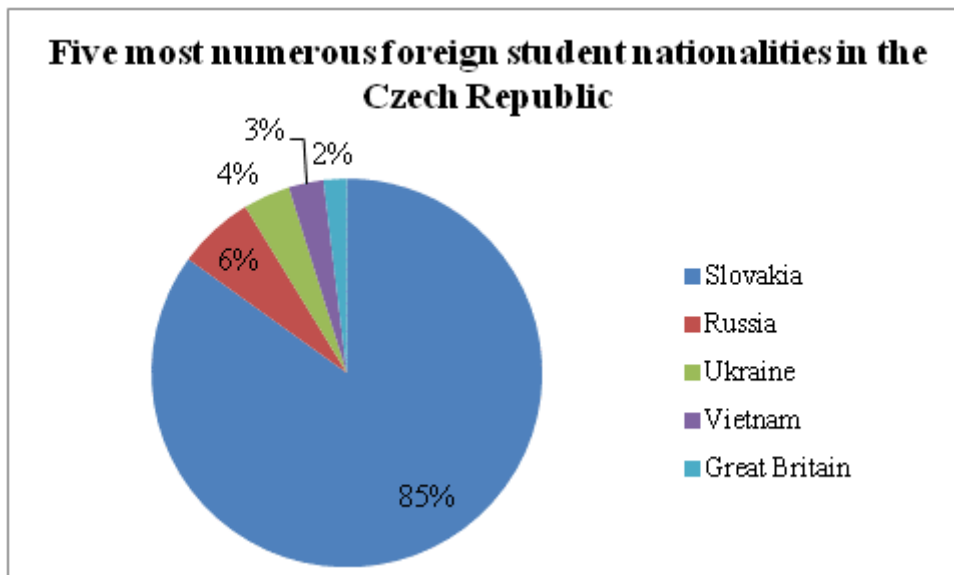


Figure 1. Foreign Students in the Czech Republic (Český statistický úřad, 2012)

From figure 1 one can see that academic etiquette of Czech higher education institutions is not, to big extent, influenced by very different cultures. From five most

common domiciles of foreign students Slovaks make up 85%. Czech and Slovak people formed one state until 1993, which means the etiquette and manners are not very different.

In the year 2005/2006 there were 330,080 foreign students of higher education in the UK. 32% of them were from the European Union countries and 68% of non-EU domicile. The most common domicile of foreign students is China, India, USA and Republic of Ireland. From the total of 330,080 non UK students 875 are from the Czech Republic. (Ramsden 2007, 83-85)

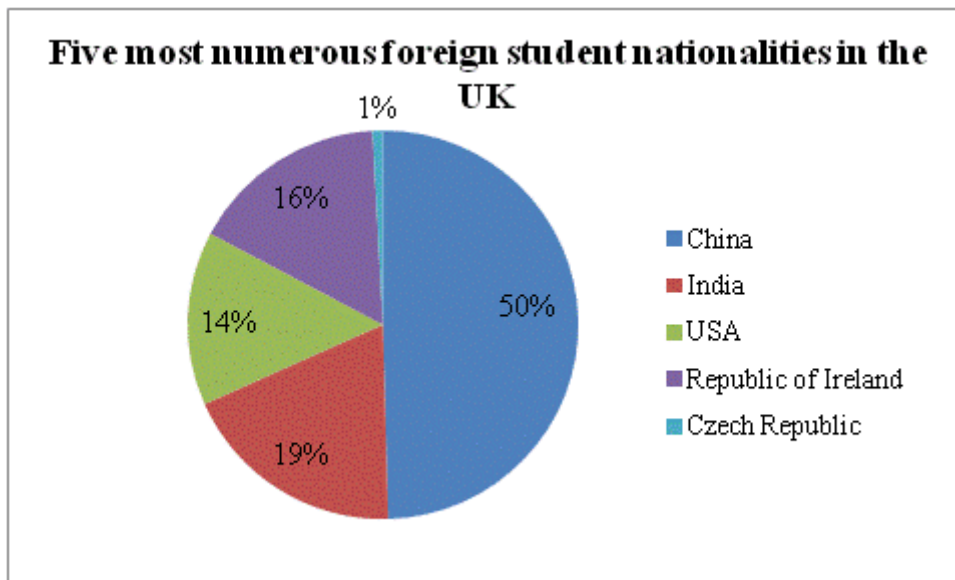


Figure 2. Foreign students in the United Kingdom (Ramsden 2007, 83-85)

Looking at *figure 2* one can see more diverse culture differences among the UK and foreign students of tertiary education. Chinese and Indian people are less similar to British than Czechs to Slovaks. However, all students should adapt manners and standards of each university and thus little of each nation.

This thesis should be the number one topic for majority of Czech students because more and more of them apply for studies at higher education institution. Another reason is that students of both countries (UK and the Czech Republic) are present at their higher education institutions, which makes this thesis very important kind of summary of some similarities and differences in their academic etiquette.

### 2.3 Structure of Family

How educated the children will be is very dependable on the structure of the family. Whether the parents can support studies of their children and give them the necessary

amount of money for fees, books, accommodation, meal etc. also depends on the structure of the family.

“The structure of the British family has shifted significantly over the last 50 years and this looks set to continue. Families are less stable than in previous generations. Children often grow-up with different parents, in stepfamilies, or with one parent missing. These children are more likely to experience poverty, poor health and wellbeing and be involved in antisocial behaviour.” (Jenkins, Pereira and Evans 2009, 5-10) As well as there is increasing number of divorces in UK it is a hot topic in many television news or written papers in the Czech Republic. This is associated with changes in world’s attitudes and expectations. When marriage does not work, partners often have lack of interest in working on it.

But the composition of a family has a great impact on children’s behaviour. As Ladislav Špaček says, a child learns social behaviour and tact towards other people by observing the parents. (Mazanec 2006) Environment one is brought-up and the social status of the family, which goes hand in hand with the parent’s income (that decides whether a child can afford university, especially in the United Kingdom where the fees are at all the universities) has an affect on one’s politeness, tact and style of communication. When children see their parents arguing all the time, their way of communication and behaviour might not be at very high level.

In appendix I one can see graphically illustrated structure of UK and Czech families.

### 3 DIVISION OF HIGHER EDUCATION INSTITUTIONS

#### 3.1 Higher education institutions

There are three types of higher education institutions in the Czech Republic, public (26), private (46) and national (2). These three types are further divided into non-university higher education institutions and universities. (Ministerstvo školství, mládeže a tělovýchovy) “The United Kingdom distinguishes between academic universities and vocational institutes more than the Czech Republic. Throughout Europe there are significantly different definitions of terms *university* and *higher education*. However, International Standard Classification of Education (ISCED) 1997 classifies education into 7 levels. Regarding the tertiary education, it is as follows:

- ISCED level 5: First stage of tertiary education (not leading directly to an advanced research qualification), covering programmes of at least two years’ duration, divided between:
  - Type A: Programmes that are theoretically based and/or preparatory to research (history, philosophy, mathematics etc) or give access to professions with high skill requirements such as medicine, dentistry and architecture. This category includes first degrees and taught higher degrees.
  - Type B: Programmes that are practically oriented/occupationally specific and are mainly designed for participants to acquire the practical skills and knowhow needed for employment in a particular occupation or trade.
- ISCED level 6: Second stage of tertiary education, covering programmes leading to an advanced research qualification (for example PhD or doctorate), which are devoted to advanced study and original research and not based on coursework only.” (Ramsden 2009, 91)

Another division of the higher education institutions breaks them into two types - public and private. The most significant difference between public and private is the financial aspect. Public higher education institutions are given money by state and they offer students scholarships for commuting, for social disadvantaged students or scholarships for students with very good results of studies. On the other hand, students have to pay for education at private higher education institutions, but most of them say that it is worth it, because they study in a better facilitated environment and the field of study is much more attractive and adaptable to new situations on the market. Private higher

education institutions are seen as less quality and prestige, not just among students but also among many employers. The truth is that some students or parents prefer the long tradition of public ones and others prefer the “unusual” or “unavailable” field of study at the private ones. It is hard to speak about the quality and prestige because the private higher education institutions are very young and time is needed for people to be able to evaluate them. In the UK almost all of the higher education institutions are funded by state. “There are five private providers that have their own UK degree awarding powers - University of Buckingham, BPP College of Professional Studies, the College of Law, IFS School of Finance and Ashridge Business School.” (Baker 2011) Students have to pay fees in all of them.

The amount of these fees depends on the type of study (undergraduate vs. postgraduate) and on the prestige of the institution. Same fees apply for EU foreign students as well as the UK students at most of the institutions. For undergraduates students fees are from 1 000 to 3 000 pounds per year in the UK and 30 000- 80 000 Czech crowns per year in the Czech Republic (at private tertiary institutions). Postgraduates students pay 3 000 up to 6 000 pounds per year but it can be up to 20 000 pounds per year at the most prestigious MBA programmes. (British Council 2002, 1) In the Czech Republic most fees at private institutions for master studies are similar to bachelor studies. But for MBA it is in hundreds of thousands of Czech crowns (up to 430 000 in Aglo-Americká vysoká škola, o.p.s.)

## 4 ADDRESSING

Salutation belongs among the most important expressions of politeness. One has to be aware who greets whom first (such as a younger person the older one, a man a woman, and a student a teacher). In today's world (intercultural environment) one has to be very careful also about the pronunciation of the names. Not only incorrect addressing is unimpressive, but also the unchangeable first impression is stamped. The incorrect salutation makes the person we talk to not like us. And it is extremely hard to unsay what has been already said. The correct salutation is not just listing all the titles and functions of the person, but often not mangling the name is sufficient. Salutation is one of the important social activities by which one expresses not only his/her acknowledgement, but also the attitude towards the addressed person.

How to address one correctly, with tact and politeness? What are the differences between addressing in the Czech Republic and in the United Kingdom? How to avoid impoliteness or rudeness? In the Czech Republic it is common to use Mr and Mrs for adults, Miss for a young woman and Master for a young man. In the situation when one does not know the person he/she does not use the surname. For example: *“Excuse me Mr/ Mrs/ Ms/ Miss/ Master, could you ..., please?”* Even though people seem very busy nowadays, they are willing to help a courteous person. In the United Kingdom one cannot use the mentioned titles Mr/ Mrs/ etc. without a surname. Another way how to express tact is to use a salutation Sir or Madam instead of Mr or Mrs. The sentence will be then: *“Excuse me Sir/ Madam, could you..., please?”*

Familiar people address each other, for example, by titles Mr/ Mrs/ Ms/ Miss/ Master and add the surname. This applies to both the United Kingdom and the Czech Republic.

In addressing one expresses not only the person's position or function, but also his/her attitude towards this person. One should not be impolite and has to be careful not to offend. It is more than advisable to study all the countries differences before entering any multicultural meeting, whether it is a business meeting, school meeting or just going out with people from different country.

Different approaches towards the addressing are visible even within one university. In terms of Tomas Bata University, lecturers of economic studies address their students mostly as Mr/Mrs colleague or Mr/Mrs and surname. But lecturers of English courses (at Department of English and American studies) or lecturers of English languages tend to address students rather by their first names.

In terms of addressing in the United Kingdom one has to realise the difference between salutation Mrs and Ms - Mrs is used for a woman, when one knows for sure that she is married. When he/she is not sure about her marital status, using Ms is appropriate. It is also important to be careful with the pronunciation of name. It is not just one would not make many friends by saying their name in a wrong way but this may be the example of potential gratuitous insult. Therefore it is appropriate to learn the right pronunciation of the name before any meeting. (Špaček 2010, 37)

At a work place more specific, less informal and friendlier addressing might be preferable. On a campus students become colleagues of lecturers. A campus is their work place. But student should not forget the hierarchy – students represent subordinate persons to lecturers. Compared with the Czech Republic, where titles and functions are more important (generally it is appropriate to address a superordinate person the Manager by the subordinate person and to be called Nováku it is considered as an inappropriate way), in Anglo Saxon countries first names are quite common salutation. (Gullová, Müllerová, and Šroněk 2003, 28) But students should never address lecturers by their first names (if it was not agreed on before).

#### **4.1 Peerage**

In the Czech Republic the aristocratic titles were cancelled soon after the establishment of the first republic by the Act. No 61/1918 Sb., providing for abolition of Czech aristocratic titles. These cancelled titles are nobleman, knight, baron, prince, earl and duke. Even though the titles are not valid, aristocrats are still addressed by them in the media for example Karel prince Schwarzenberg or František count Kinský. A few people got their titles back through other states, such as Ladislav, Prince de Lobkowitz, who was awarded by the Belgian royal family. (Smejkal and Bachrachová 2008, 68-69; Česká Televize 1996-2012; Aristokracie.cz 2011)

Peerages are, on the other hand, valid and highly used in the United Kingdom. The range of noble titles is really wide there.

“A peer of the realm is someone who holds one (or more) of five possible titles (in descending order of precedence, or rank): duke, marquess, earl, viscount, baron. The highest rank of the peerage, duke, is the most exclusive. Peerages is inherited from a direct ancestor or bestowed upon one by the monarch.”



Table 1. Peerages in the United Kingdom

Peerage Type	Envelope	Beginning of Letter	End of Letter
Duke	The Duke/Duchess of...	Dear Duke/Duchess	Yours sincerely.
Marquess	The Marquess/Marchioness of...	Dear Lord/Lady	
Earl	The Earl/Countess of...	Dear Lord/Lady	
Viscount	Viscount/Viscountess + surname.	Dear Lord/Lady	
Baron	The Lord/Lady + surname.	Dear Lord/Lady	

(Debretts.com)

“The wife of a duke is always described as the Duchess.

The wife of a marquess is a marchioness, the wife of an earl is a countess, the wife of a viscount is a viscountess and are known as Ladies and use of the title marchioness/countess/viscountess in everyday speech is socially incorrect unless it needs to be specifically mentioned, for example in a formal introduction.

The fifth degree of the Peerage, baron is always referred to, both verbally and in correspondence, as Lord rather than Baron. The title baron is never used, except in formal or legal documents. The wife of a baron is known as Lady.” (Debretts.com)

## 4.2 On the campus

### 4.2.1 Hierarchy

The hierarchical position of functions and degrees is very important. Use of academic titles, degrees or functions can be explicitly required, such as Mr or Ms Engineer/Master/Professor/Doctor in both countries. All this depends on many circumstances. These are especially how the person introduces himself/herself and if you are on first-name terms or on formal terms.

The native speaking lecturers allow students to address them by their first names. The Czech lecturers do not say what the student should call them. It is the most appropriate to call them by their academic titles. If a student wants to avoid this (is not sure about the degree), it does not spoil anything to say: “*Good morning, Mr/Ms surname or just Good morning.*” Many students avoid saying titles or names. They say just: “*Good morning, may I ask you something...?*” When a new semester starts and lecturers come to a lecture, they do not introduce themselves with all the titles. But they usually say: “*Hello/Good morning.*”

*My name is xy and I will go with you through this course.*” The titles are written in the presentation, so students can make a note for themselves.

#### 4.2.2 Professors or teachers

From the moment I attended secondary school, we were mistakenly taught to address the teachers as professors. They did require that. Taking into account that a professor is the highest possible degree one can gain in the Czech Republic and such a person has to be appointed by the President of the Czech Republic, they did not have the right to oblige us to call them thus.

A lecturer/pedagogue in a higher education institution can be a professor, an associate professor, an assistant professor, an assistant, a lector or a researcher. When addressing a lecturer the highest achieved degree is used: professor (prof.), Associate Professor (doc.), Doctor (Ph.D., Dr., RNDr., PhDr., MUDr., JUDr.), Engineer (Ing.) Master (Mgr.) or Bachelor (Bc.). Significant faculty or school officials are called according to their function (rector, vice-rector, dean, vice-dean, director). It is necessary to avoid mistakes such as using Miss in connection with a title (Vysoké učení technické v Brně) or use an incorrect title or wrong structure of salutation, such as Mr and woman’s name or Mr/Ms first name.

To address the lecturer in the right way one needs to know the education, “literally” the gained degree they have. On the campus lecturers are addressed by their academic titles. One has to be careful of the hierarchical order of them. For example *Mgr./Ing. xy, Ph.D./Th.D./CSc./Dr./DrSc./DSc./ArtD.* this person will be addressed as “Mr/Mrs Doctor” in the Czech Republic.

The most common degrees in the Czech Republic are:

##### I. Academic degrees:

Higher professional school: DiS.

Bachelor programmes: Bc.; BcA.

Master’s programmes: Ing.; Ing.arch.; MUDr.; MDDr.; MVDr.; Mgr.; MgA.

Masters with rigorous examination: PhDr.; JUDr.; RNDr.; PharmDr.; ThDr.; ThLic.

- no longer awarded: PaedDr.; RSDr.; RCDr.
- ak.arch./akad.arch.; ak.mal./akad.mal.; ak.soch./akad.soch.; akad. –a former title of a member of the Academy of sciences of the Czechoslovakia.

##### II. Academic-scientific degrees:

Post-gradual studies (Doctoral): Ph.D./Th.D.

- no longer awarded: CSc./DrSc./Dr.

III. Scientific-pedagogical degrees: doc. (Associate professor), prof. (Professor)

IV. Scientific degrees:

DSc. - awarded by the Academy of sciences of the Czech Republic since 2003.

V. Honorary degree:

Dr. h. c. - honorary doctor (doctor honoris causa).

(Ústav pro jazyk český Akademie věd ČR, v. v. i. 2008-2012; Meško, Katuščák, Findra and collective 2004, 161-164)

More detailed look at the most common degrees in the Czech Republic is enclosed in - appendix P II.

Qualifications common in the United Kingdom are listed in – appendix P III.

Students who have completed the bachelor's programme are not usually called Mr/Ms Bachelor. Graduates of master's programmes, who have gained the title Ing., are called Mr/Ms Engineer, those who studied the field of medicine Mr/Ms Doctor and those who studied other field of Master's program Mr/Ms Master.

Students of Master's programme have the opportunity to take a rigorous examination and then gain the title Doctor. When this situation occurs they are called Mr/Ms Doctor.

Post-gradual studies are finished with the defence of the dissertation thesis. If the student is successful he/she gains the title Ph.D. for doctoral studies programme or Th.D. for the theological studies programme. These titles are placed after the name. And such a person is addressed Mr/Ms Doctor.

Still we can see titles such as CSc. (candidate of Sciences - this title is not used in salutation), DrSc. (doctor of Sciences) or Dr. (doctor) placed after the name, which are no longer awarded and are equal to Ph.D. (Ústav pro jazyk český Akademie věd ČR, v. v. i. 2008-2012)

#### **4.2.2.1 First-name terms policy**

Czech lecturers usually address their students Mr/Mrs colleague or by their second or first name, together with formal terms policy. If it is not agreed in advance, being on first-name terms is considered inappropriate even from the position of a lecturer.

As Peggy Post says “unless a school or teacher has a first-name policy, children and teens should address all school personnel by title and surname - even if they are on first-

name basis outside of school”. (Post 2004, 166) I would say this should apply also to higher education institutions. I think it should be unified – whether a lecturer is on first-name terms or formal terms with students, he/she should observe it equally to all. However, automatic being on first-name terms with students is considered impolite.

#### **4.2.3 Magnificence, Spectabilis, Honoratus**

During a university ceremony (matriculation, graduation, degree awarding, etc.), rector of the university is addressed by a title Magnificence (noble), a pro-rector salutation is Honorabilis (honourable), a dean of the university Spectabilis (famous), a pro-dean salutation is Honorabilis and an associate Professor is addressed Honoratus. All these titles are derived from the Latin. (Univerzita Tomáše Bati ve Zlíně 2009, 20)

## 5 DRESS CODE

“Clothes are to us what fur and feathers are to beasts and birds; they not only add to our appearance, but they are our appearance.” (Post Emily 2007, 540)

Attire is an important part of first impression. That is why one should pay attention to his/her way of dressing not only in the social occasions, but also in their private life. It is essential to wear the appropriate type of clothing in certain situations, such as at a work place, at university or at a formal social occasion. No less important is the cleanness and tidiness. A while ago I heard on one television programme that it is not so important to have shoes according to the latest fashion, as it is to have them clean. And I follow this rule from that time. Of course everybody has his/her own style and people like different fashion, colours or materials, but there always is broad awareness of what is acceptable and what is not in a certain situation. Even the most sport minded people infer that their favourite tracksuit is not appropriate for occasions like theatre, office or school. However, in terms of sportsmen and women, it sometimes happens that students (e.g. in the Masaryk University in Brno of the Faculty of Physical Education) attend their lectures in a tracksuit and nobody has complained yet. Dress code in the UK educational system is stricter than in the Czech Republic. Most of the schools require their students to wear uniforms. Regarding the tertiary education institutions there is freedom in the dress code. Even for the examinations students do not have to be dressed up (see section 5.3 below). But at many universities it is required to dress up for a presentation during a semester. Even though there is general move toward casualness in dressing on campus there are policies about hair colours and body jewellery (piercings and tattoos) in the UK. Often hair cannot be dyed unnatural colours – such as pink or blue and sometimes also extreme trends such as dreadlocks are not accepted as well as visible tattoos or piercings.

### 5.1 School uniforms

How important is the way and style of our dressing in our lives? How much does it count in the world of children and how much in the adult's? From an early childhood girls were growing up as the little sweet (pink) ladies and boys as the strong caring persons. Remember the first day of your schooling, take a picture of this day and, you will most likely see, a woman in a dress or in skirt with a nice blouse and man with pressed trousers and a formal shirt. And it continues this way through all our lives. There were occasions when parents said it was necessary to be dressed up, such as for first and last day of school

year, then for graduation, the entry exams to university, examinations, matriculation, job interviews, etc. Even though some of these dressing rules are not written anywhere, people want to be dressed appropriately according to the occasion, and parents and teachers help the pupils to acquire this behaviour.

It is really worth stressing the school uniform system of the UK and its absence in the Czech Republic. In comparison with countries such as Great Britain (where the history of school uniforms dates back to 16th century), Australia, New Zealand, USA or Japan, India and even Poland, there is no tradition on wearing school uniforms in the Czech Republic. Although there is a tendency in the Czech Republic to adopt the British long-time usage of uniforms, these include especially private schools. The introduction of wearing uniforms at schools in the Czech Republic would be a hard and long-term process but it might be a good decision. Due to the fact that uniforms delete social differences, students/pupils are more equal and feel more comfortable. They become more confident. Of course at universities dress code is not so strict, except for the most prestigious ones. Since it is considered that no one will be attacked by a mockery, the way of dressing is up to individuals.

Adults' word of dress code policies - there is no insignificant number of jobs that have established dress code or even let's say uniforms in both countries. Think of post office workers or railroad employees. Requirements, such as the knee-length skirts, heeled shoes and decent blouse or black trousers with a shirt for men can be considered as a kind of uniform too (only less strict one). As well as for students, for lecturers of higher education institutions do not apply any special rules on day-to-day attire. Except for certain university ceremonies, where academic staff members wear gowns and insignias.

## **5.2 Academic dress and gown**

Regarding the dress on campus, there are two aspects to consider, a gown with a hood and a sub-fusc. According to the online Merriam-Webster dictionary, the definition of a gown is "a distinctive robe worn by a professional or academic person. (Merriam-Webster.com)

Most of the British gowns are derived from the Oxford and Cambridge universities that developed the academic dress throughout the medieval era. (Goff)

"Academic dress has been an iconic part of student life at Oxford for hundreds of years and the roots of the gowns worn today can be traced back to the clerical robes worn by medieval students. In earlier times, undergraduates were additionally expected to wear their

gowns to all lectures, tutorials, in the Bodleian Library and around the city. The slang term ‘beaver’ was used by both proctors and students to refer to not wearing a gown, and the register of fines in the 1920s shows this used to be a fairly common misdemeanour. The circumstances in which gowns are worn have changed. Today, academic dress is compulsory at all formal ceremonies of the university and generally in the presence of high University officers, at matriculation (when being admitted to membership of the University) and at examinations. There are different gowns and hoods according to the person’s role or gained degree, different are colours and materials of the gown.” (University of Oxford 2009)

The period of wearing gowns to all lectures are irrecoverably gone. And that is a good thing. Imagine of a summer semester spent in a heavy airtight gown is not comfortable. On a campus it is considered there is no need to clear the social differences and it is not expected one would mock another. That is why dress code does not need to be so strict - to require uniforms.

At Czech universities there are standards on dressing, especially at the private ones. For example Evropský Polytechnický Institut, s.r.o. is a private university in Kroměříž that requires its students to dress decently. Males are supposed to wear a suit and females an appropriate blouse and skirts or black trousers to all seminars and lectures.

One can see the difference between Oxford University and Tomas Bata University in Zlín. In the Oxford University gowns are worn more often. For example when a student becomes a member during the matriculation ceremony in Oxford he/she wears a gown. In TBU (Tomas Bata University) students are not dressed in the gowns during the matriculation, they are just supposed to be decently dressed.

### **5.2.1 Full academic dress**

Full academic dress is known as sub-fusc at Oxford University. “For men this means a dark suit, dark socks and shoes or boots, white shirt and collar and a white bow tie. For women, this means a dark skirt or trousers, dark stockings and shoes or boots, a white blouse and a black tie, and if desired, a dark coat. Students will be required to wear this when attending the matriculation ceremony, sitting their public examinations and on their degree day. Any student who is not properly dressed in a sub-fusc on these occasions could be turned away by the University Officials.” (University of Oxford 2008) “As graduation is a formal occasion, an appropriate standard of dress is expected. The dress code is strictly enforced at

ceremonies, and if students do not observe it, they may not be permitted to graduate. The overall aim is for a tidy and formal appearance.” (Trinity College Cambridge 2012) Family members, friends and other persons who are not members of the university should be dressed appropriately (formally).

### **5.3 Dress code during examinations**

Students of the Czech universities should wear appropriate formal dress such as suits, dresses or skirts with blouse to the examinations and credit tests. Although 96% (31) of students, I have asked, think their attire during the oral examination somehow affects the grade, they do not observe the rule about formal dressing often, especially for the written examinations. Apart from the most prestigious universities, it is not even required to dress-up for the examinations in the United Kingdom. Perhaps because many of the examinations are written so students attend these in casual dress in the UK.



## 6 BEHAVIOUR POLICY

### 6.1 Attendance

*"Eighty percent of success is showing up"* Woody Allen

(quotationsbook.com)

Each faculty and its department sets out the syllabus describing certain regulations about each course. There are written requirements on the students, such as comprehensive minimal attendance, requirements for obtaining the credit and examination, length of assignments, presentations and research. This applies to most of UK universities as well as to most of the Czech universities (including Tomas Bata University). These requirements differ from course to course, except for one, which is very similar to all the courses and that is 80% attendance at seminars (and optional attendance in the lectures in terms of the Czech Republic). Because it is changeable, according to the length of the semester and amount of state holidays, it is more than advisable to check the syllabus from time to time or at least at the beginning of each semester. Usually lecturers state the required attendance but it is not their duty. Regarding the academic etiquette it is appropriate when you notify them in advance (e.g. by email) that you are not coming to the class. Due to the fact that most of the lectures in Czech higher education institutions are of the optional attendance, students tend not to attend these at present. Perhaps, because of this, some of the lecturers make their own attendance policy. For example at Tomas Bata University one lecturer required the students to come at least at every third lecture. In the terms of seminar most of the academic institutions in the Czech Republic allow students the opportunity to attend a certain seminar at different time or on a different day. But this is not something all the lecturers see as appropriate. But if they do not like it, they usually tell the students at first seminar of the semester. Then students should not break this rule.

### 6.2 Graduation ceremony

Graduation ceremony is one of the public academic ceremonies during which diplomas to university graduates and academic degrees are awarded. Students as well as academic staff wear gowns during the ceremony. Even though each university has a bit different process of this ceremony, there are certain rules that apply generally:

- Arrive on time.
- Dress up.

- Come neat (wash-up, hair-up, sober).
- Listen to the instructions of the organizer, especially those students who come first in the line or give a speech. A mistake of these would affect the entire ceremony.
- During the ceremony do not wave or blink at friends or family members. Do not giggle or talk to a student standing next to you.
- Behave humbly and decently. If any undesired situation occurs (a broken heel, split seam, etc.), do not panic and act as if nothing happened. (Smejkal and Bachrachová 2007, 102-103)

### **6.3 Unacceptable behaviour**

#### **6.3.1 Tardiness**

Although there are not written rules about tardiness, Emerick states “walking into a class in progress 10, 15, or more minutes late is disruptive and should be avoided or kept to a minimum. His rule is: “Come late to class rather than not come at all.” But when a student is late, he/she should enter the room as quietly and unobtrusively as possible. He also says that habitual tardiness is noticeable and makes him think of the student’s motivation and interest.” (Emerick 1994, 342)

The truth is there are no rules or penalties for coming late to a lecture or a seminar at most of the higher education institutions. But is it connected with the question of etiquette and social behaviour because late arriving is disruptive not only to the lecturer, but also to the rest of students. (Smejkal and Bachrachová 2011, 106)

#### **6.3.2 Aggression, disruptive behaviour, unreasonable demands**

According to the Glasgow University the definition of unacceptable behaviour is as follows: “It is understood that, in upsetting or distressing circumstances, and in certain forms or stages of ill health, people may act out of character and may become persistent, angry or upset. However, where it leads to aggressive behaviour or unreasonable demands, it is considered unacceptable. Similarly, behaviour which disrupts normal university activities, intentionally or not, is considered unacceptable. Members of the university community are entitled to be treated with respect and courtesy” (Senate Office of the University of Glasgow 2009, 69).

The unacceptable behaviour is defined as:

1. aggressive/abusive behaviour

According to the Code of practice on unacceptable behaviour of the Glasgow University “any behaviour or language (spoken or written) which causes staff or students to feel unduly concerned, afraid, threatened or abused is not acceptable. That might include any of the following:

- *demeaning, abusive, indecent offensive language or comments;*
  - *threatening behaviour or language, or actual threats;*
  - *written, verbal or physical harassment;*
  - *comments that discriminate on the basis of sex, sexual orientation, race and ethnicity, age,*
  - *disability, religion and belief or other irrelevant distinction;*
  - *unsubstantiated allegations;*
  - *use of aggressive or inappropriate gestures.*
2. unreasonable demands and undue persistence
- *demanding responses within inappropriate timescales;*
  - *expecting staff to discuss complaints or grievances in a public context (such as lectures or seminars);*
  - *persistent emails or mass circulation of emails;*
  - *making lengthy or repeated phone calls and expecting attention from staff outside normal office hours;*
  - *approaches to other members other people or agencies when due process has already commenced or has been completed“* (Senate Office of the University of Glasgow 2009, 69).

The University would consider these cases as unacceptable because it is time-consuming for a teacher and other staff. Even though the request may be reasonable, the undue persistence would be viewed as unacceptable.

3. disruptive behaviour
- *persistently interrupting others*
  - *behaviour which distracts others from the main activity;*

- *engaging in antisocial behaviour*“ (Senate Office of the University of Glasgow 2009, 70).

## 7 COMMUNICATION

### 7.1 Written communication

#### 7.1.1 Emails

*“Litera scripta manet”* – written remains.

More than a spoken word it is the written form of communication that forces one to be more precise. Written information is something one can return to. It is something one can refer to. It is necessary to watch the consistency of content and form. A mistake in a verbal communication can be easily corrected, sometimes it might be overheard. But this does not apply in a written form. Here one presents his thinking, education and language skills. (Štěpaník 2005, 113)

From my experience I could say that every email should be clear, concrete and well structured. It starts with the subject of the message. That should be clear and concise. One should think of the subject twice because it can affect the length of the respondent's time to answer. Some titles can make a respondent think the message can wait, that is not so urgent. When a student wants to ask a lecturer for more details about some work or ask for a meeting or anything, he/she should not call the subject just *a question*, but should add more detailed information to keep the lecturer interested.

##### 7.1.1.1 Greeting and one's introduction

The second most important part of email correspondence is greeting and introducing oneself. Hopefully it is not necessary to stress how important the greeting is. When someone does not greet, it is not just ignorance of etiquette, but rudeness. There is the known division of social behaviour (including greetings) to formal and informal. With the formal greeting such as Dear Mr/Mrs/Ms/Miss and surname or Dear Sir/Madam no one will do anything wrong. In the terms of greeting, a lecturer acknowledges every student what he/she can afford. If it is a rather informal relationship (the lecturer said: Call me his/her first name), student will probably write in an email *“Hello/Hi first name”*.

The greeting is not only at the beginning but also at the end. At the end one will sign off with:

- “Yours sincerely” whenever opening is Dear John or Dear Mr (Mrs)/Ms (Mrs, Miss) Smith at the beginning (when one knows the person).

- "Yours faithfully" with opening Dear Sir/Madam (when one does not know the person).

As the formal ending greeting is considered mentioned yours sincerely, yours faithfully or with regards. The informal ones include e.g. take care, bye (for now), speak to/see you soon, all the best, love, yours, etc. (Emmerson 2004, 74)

#### **7.1.1.2 Structure of an email**

In terms of the structure of an email one should use an "enter" button and create some paragraphs to make the message clear and easily readable. For the purpose of clarity, there might be a line between the greeting and the text. After ending the student should write his name and it might be also very useful for the lecturer, if the student identify himself/herself by e.g. field of study and a year of study or the lecturer's class he/she attends. From my experience of writing emails I would recommend reading text again and pay attention to the grammar and spelling.

Another aspect to consider is the "tone". Via the electronic written communication one cannot understand another person's sense of humour or can misunderstood the tone. And anything written cannot be withdrawn. One should be polite and not underestimate this fact. It might be useful for everyone to reply to an email by using the "reply" button. Because a lecturer can be busy and it is easier to understand and connect a message together, when they can see what was asked in the previous email. (Taylor 2009, 33)

#### **7.1.1.3 Acronyms and emoticons**

Abbreviating the words might be useful for email communication. Some of the acronyms (written below) are used in a business world. However, I would not recommend that students use them in academic or business writing (such as applying for a job). Abbreviations can be offensive. Regarding the etiquette, it indicates one will not waste his/her time to write a whole word. Everyone can estimate according to the purpose of the message, what he/she can afford.

- AFAIK- as far as I know
- TIA- thanks in advance
- ASAP- as soon as possible
- BTW- by the way
- IMO- in my opinion

- NRN-no reply necessary
- FYI-for your information
- IOW-in other words
- C ya- very informal (see you)

Personally I use these acronyms just in personal messages with friends and family. And I have not encountered any of these in any email from a lecturer. That makes me believe that it is not appropriate to use them.

As to the emoticons I encountered some of them during my studies in the lecturer - student emails. When a lecturer writes in such a friendly way and it is appropriate one can also use them in the reply.

Generally it is inappropriate to solve long messages or complicated problems via emails. A faster and easier solution would be a face-to-face meeting or telephone communicating.

## **7.2 Verbal communication**

### **7.2.1 Mobile phones**

#### **7.2.1.1 Basic points of phoning**

- Greeting.
- Introduction.
- Timing.
- Reason for the call.
- Notes.
- Acknowledgement.
- Farewell.

I would say that mobile phone's etiquette is identical to the email etiquette. During the phone call as well as during the email communication, all the aspects of face-to-face communication are missing. Communication is deprived of visual clues and depends primarily on the perceptions of voice. Our image is formed according to our voice. That is why one has to focus on these important things:

- The content of the speech (clarity, pragmatism and logical structure, comprehensibility).

- The formal side of the speech (colour of the voice, optimal loudness, pronunciation).
- Active listening (repetition, questions, summary of things that were said).
- Etiquette (politeness, greeting, addressing by a name or a degree, acknowledgement, farewell). (Štěpaník 2005, 119)

It is necessary to introduce yourself. I have heard a few phone calls, in which students did not introduce at the beginning. In my opinion it might be very confusing for the person on the other end. My advice would be to introduce at the beginning: *“Good morning, here is/my name is Iveta Pešková, ...”* and I recommend to identify more deeply by visited year and field of study, such as: *“Good morning, here is/my name is Iveta Pešková, I am a third year student of English for Business Administration, ...”* especially when talking to an administrative worker of the university or lecturer who does not teach you. When a student calls a familiar lecturer, he/she should mention which course of the lecturer he/she attends (*“Good morning, here is Iveta Pešková, I attend your English course on Mondays, ...”*).

“If you are placing the call, ask the other person, if this is a good time to talk. If it is not, ask when might be a convenient time for you to call back.” (Moore 2007, 50) It would be preferable to look up the lecturer’s office hours, because this is the reserved time for students. And some of lecturers might not like it, when you disturb them at any other time (in the middle of a lecture or a seminar). On the other hand a lecturer should not answer the phone in the middle of a class or in the middle of his/her speech. However, that also happens mainly to the busier (external) lecturers.

Then student should shortly clarify the reason of the call. Keeping in mind the tone of his/her voice one should meet with the set rules on decency, politeness and tact during the whole conversation.

One of the great impolitenesses is interrupting the speaker. Every participant should also write down any important information during the phone call, therefore one should be careful about his/her rate of speech. (Lepilová 2008, 59-60) “One should be careful of the background noises. It is totally inappropriate to eat, drink or chew a gum while having a telephone conversation.” (Ludden 2002, 45) At the end of the call it would be appropriate to thank the lecturer for his time and appropriately say goodbye.

Students as well as lecturers should turn off their phones or set it to “vibrate” before a lecture or a seminar.



## 7.2.2 Face-to-face communication

“The purpose of speaking (to inform, to convince, to consult, to provide feedback, etc) will influence one’s choice of words, use of eye contact, facial expressions and gestures, the position one adopts in relation to the audience, and perhaps also the way one dresses.” (Barrass 2006, 10)

### 7.2.2.1 Body language

The thing that is of great importance with the face-to-face communicating is body language (body posture, hand movements and gestures, positioning in another person’s private space, eye contact and facial expressions). (Ludden 2002, 72)

“Body language will always be the most trusted indicator for conveying feelings, attitudes and emotions. People unwittingly go about their everyday lives displaying their inner thoughts. The relatively new form of communication, speech, fulfils the role of conveying information (facts and data) while the body fulfils the role of feelings. It is an inescapable fact that one’s nonverbal actions scream out more about his/her mood and feelings than he/she would perhaps wish to disclose. People tend to use the whole body to read a person’s moods and attitudes, and this is absorbed mainly at the unconscious level.” (Borg 2010, 3)

One should control his/her body language and minimize hand gestures or nervous swaying. In the face-to-face communication one should keep an eye contact to affirm the speaker that he/she is listening to him. It is good to assure about the listening by words such as: yes, ok, sure, ahm, ok, etc. But from the view of the speaker one should avoid sounds like ehmn, hm, eh, etc.

### 7.2.2.2 Asking questions in lectures and seminars

Regarding asking questions directly in a lecture or a seminar student do not have to observe the addressing rules so strictly. In the middle of the session they can just ask: “*May I ask you... or I do not understand it very well, could you clarify it for me, please.*” I think it is not necessary to call them Mr/Ms engineer, doctor, etc. Little difference I would recommend when asking a lecturer right after the session. When coming to his/her desk or wherever he/she stands it might be more appropriate to greet and address a lecturer by the academic title or in another way agreed before.

“When listening during a lecture or a seminar, students can make notes; write question marks to signpost anything they do not fully understand. Then they are prepared, if there is

time for questions or discussion during or at the end of the class, to ask for clarification or for further explanation. A student is unlikely to be the only one who did not understand or would like to know more. The questions will therefore help others and will encourage others to ask questions – and everyone should learn from the lecturer’s replies.”(Barrass 2006, 27)

However, it is rarely visible to have a class full of students who want to ask something, in the Czech Republic. Either students tend to solve things in more personal meetings, such as office hours or everyone wait for the definite end of the class.

### *7.2.2.3 Office hours visits*

When a student has a more complex question or problem, he/she should wait or agree on further discussion time with a lecturer, e.g. during lecturer’s office hours they will have enough time to solve the problem. There applies the same rules described in the email or telephone communication (concerning addressing, body language, decency, politeness, etc.)

## 8 TERMINOLOGY

During my research I came across some ambiguous, unclear, misleading terms.

### 8.1 College

According to many Czech dictionaries and according to my knowledge from the secondary school, a college means a secondary school. But through the research I was confused by this term. Since on many websites of UK different higher education institutions there are published policies such as *Pembroke College student handbook*, *University of Oxford*, I was not sure if I can use it as a source for academic etiquette or not.

According to the Chambers online dictionary the *college* refers to:

“1 an institution, either self-contained or part of a university, which provides higher education, further education or professional training

2 one of a number of self-governing establishments that make up certain universities

3 the staff and students of a college

4 the buildings which make up a college

5 (often College) a name used by some larger secondary schools”

University of Oxford states the difference between the university and its colleges as follows:

“The *colleges* are independent, self-governing institutions with their own charters. They are responsible for activities such as:

- Election of fellows; appointment of tutors and college lecturers; selection and admission of undergraduates; tutorial teaching and college examinations; student accommodation and meals; college libraries and college computing/IT facilities; student welfare, health and college discipline; college sports facilities.

The *university* is also an independent, self-governing institution, responsible for activities such as:

- Appointment of professors and university lecturers; selection and admission of graduates (who are then admitted to college membership); structure of syllabus, university lecture programme, setting and supervision of public examinations, award of degrees; provision of laboratories, libraries, museums, computing services, telecommunications network; provision of support services, e.g. Counselling, careers, occupational health, sport; continuing education; official university publications.

Students at Oxford become part of an individual college (which has admitted them as a member) and the wider university (in which they are matriculated). Matriculated students sign a Student Contract with their college and with the university.” (University of Oxford 2011)

### 8.1.1 University College

University college is “a college lacking the right to confer its own degrees and for this purpose attached to but physically separate from a university.” (Merriam-Webster.com)

## 8.2 Other difficulties

Term used in the Czech Republic vs. term in UK (meaning is the same)

- rector (continental Europe) vs. vice-chancellor (UK)
- higher professional school/post-secondary technical school vs. college of higher education (adequate level of education)
- institutions offering the first degree studies (postsecondary institutions) vs. university college
- student of bachelor degree vs. undergraduate student
- student of master degree vs. postgraduate student

According to the Cambridge Dictionaries Online the definition of *postgraduate* is as follows: “a student who has already got one degree and is studying at a university for a more advanced qualification.” But in the Czech Republic postgraduate has already achieved two degrees- from bachelor and master studies, and is studying for Ph.D./Th.D. (Cambridge Dictionaries Online 2011)

## **II. ANALYSIS**

## 9 ANALYSIS OF ACADEMIC ETIQUETTE

### 9.1 The objective of analysis

The practical part analyses the behaviour and manners of Tomas Bata University students seen from the point of academic staff members. After the general facts about the respondents i.e. gender, age and education, there are eight closed questions regarding the manners on addressing the lecturers, attire of students during examinations, first-name terms policy and preferred type of communication. At the end of the questionnaire there are two open questions regarding students' communication mistakes. Results arising from the theory are compared with the results based on the answers of the academic staff. The objective of the research is to discover the most common student behavioural and communication misconducts and to obtain lecturers' opinions on the level of students' compliance with academic etiquette.

### 9.2 The analysis method

A questionnaire is the most usual method for obtaining information from a larger group of people. In this case the quantitative questionnaire was selected as the most suitable research method. A questionnaire might consist of two types of questions: closed (where a respondent has a given answer) or open (where there is space for expressing a respondent's opinion). In this questionnaire there are both types.

This questionnaire was created in consideration of the academic staff members' time, so it covers the most important parts of students' behaviour and manners and at the same time completing took just a few minutes. At the beginning of the questionnaire there is the introduction (about the author, theme, the merit, approximate time for completing) and acknowledgement.

The questionnaire is attached in the list of appendixes- appendix IV.

#### 9.2.1 Determination of hypothesis

*Hypothesis number one:* Academic staff members expect from their students to be addressed by academic titles.

*Verification:* From the moment I attended secondary school, we were mistakenly taught to address the teachers as professors. Despite this, addressing a lecturer Mr/Mrs professor would be a mistake at higher education institution. Appropriate way of addressing lecturers in the Czech Republic is Mr/Mrs and surname or their academic titles. As *figure 5*

indicates, most of the academic staff answered they expect students to address them by their academic titles. It may be said that hypothesis number one was verified.

Hypothesis 1 is confirmed - verified.

*Hypothesis number two:* Students make more mistakes when addressing a lecturer through verbal communication.

*Verification:* Salutation belongs among the most important expressions of politeness. Students should pay great attention to correct and appropriate addressing of their lecturers. In terms of written communication (emails), students can search for appropriate highest degree on the university's website in order to avoid mistakes. When a student visits a lecturer in his office hours he/she sees the titles on the door and should be able to remember them. Then the salutation would be correct. However, I assume that students are too lazy to wait for the office hours. That is why I suppose that students wait till the end of a lecture or a seminar and then ask questions. There students cannot see title of the lecturer anywhere. From *figure 7* one can see that verbal communication accounts for 7% more answers (of incorrect addressing) than written. It may be said that hypothesis number two was verified.

Hypothesis 2 is confirmed - verified.

*Hypothesis number three:* To come casually dressed for a written examination is inappropriate.

*Verification:* Tomas Bata University students are advised to dress up for every examination at the beginning of their studies. It was literally said to them that they should follow it even in the case of credits. Even though students' way of dressing has moved towards casualness, I find examinations the most important social occasions of study life. That is why I would recommend to all students to formally dress up even for written examinations and I consider inappropriate not to do it. However, *figure 10* shows that the results of lecturers' opinions, regarding casual dressing during written examinations, are not unified. Respondents, who find casual way of dressing inappropriate, account for the same amount as those who do not (both 33%). This shows the reader that it depends on each lecturer as to what is acceptable. Hypothesis number three was not verified.

Hypothesis 3 is not confirmed - not verified.

### 9.2.2 Distribution of questionnaires

Questionnaires were sent to the academic staff via email during March and the beginning of April 2012.

There were two ways of completing them. In both of them respondents were sent an email with a request for completing, brief introduction of the author and the theme and acknowledgement. The differences between these two ways were:

- Firstly, the questionnaire was created in Microsoft Office Word and formatted for the direct completion. In such cases respondents had to save the questionnaire and send it back afterwards.
- Secondly, in order to make the completing as little time consuming as possible (in a shortest possible time) and anonymous, the questionnaire was created on the free web site *anasurvey.com*. Respondents had to click on the link given in an email, complete it and click on the bottom “send the questionnaire” (it was sent to that web site anonymously).

### 9.2.3 Questions

There were 13 questions altogether. Eleven of them were closed questions and the last two of them were open questions (where space for writing lecturers’ opinions was given). These questions were chosen according to the practical part of this thesis.

- *Gender.*
- *Age.*
- *Highest academic qualification.*
- *Expected addressing.*
- *If they are addressed incorrectly.*
- *If they are addressed incorrectly, in what type of communication.*
- *Their reaction on an incorrect addressing.*
- *If they consider casually dressed student for a written examination as inappropriate.*
- *If they encountered with an inappropriately dressed student for an oral examination.*
- *First-name terms policy.*
- *If they prefer communication via email or face-to-face.*
- *The most common misconducts of students in*



- a) *Email communication.*
- b) *Face-to-face communication.*

### **9.3 The target groups**

As was mentioned above, the questionnaire was given to Tomas Bata University academic staff. In order to have a comprehensive view, the questionnaire reached at least one department of each faculty.

As for the Faculty of Management and Economics, the departments were:

- Department of Management and Marketing.
- Department of Economics.
- Department of Enterprise Economics.
- Department of Industrial Engineering and Information Systems.
- Department of Finance and Accounting.
- Department of Regional Development, Public Sector Administration and Law.
- Department of Statistics and Quantitative Methods.

As for the Faculty of Technology it was:

- Department of Food Analysis and Chemistry.
- Department of Production Engineering.

As for the Faculty of Logistics and Crisis Management it was:

- Department of Logistics.

As for the Faculty of Humanities it was:

- Department of English and American Studies.

## 10 ANALYSIS OF RESULTS

The corresponding academic staff members were of different gender, age and highest academic qualification. These aspects are analysed in the following graphs. Some results of the analysis will be analysed in more detail with insight on age or gender.

### 10.1 Gender

The total number of respondents was 55. From that it was 53% male (29) and 47% female (26). The range of male and female respondents is useful taking into account that gender differentiation will be used while analysing the answers.

### 10.2 Age differentiation

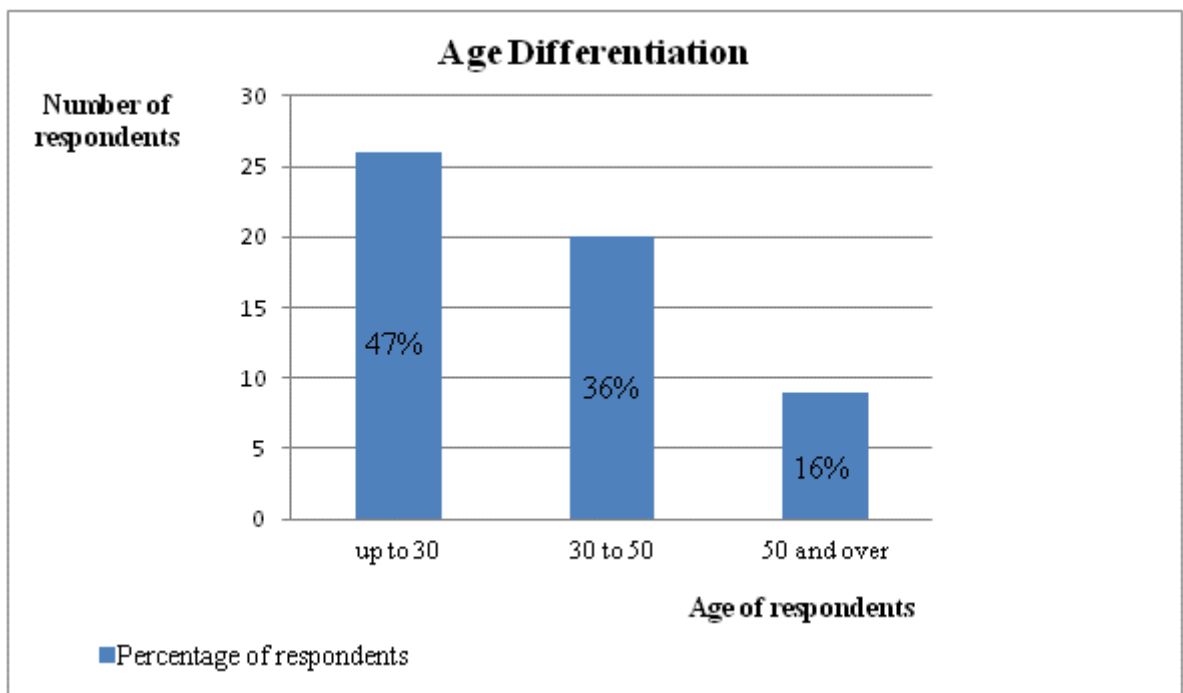


Figure 3. Age differentiation of the respondents (Own elaboration based on the results arising from the questionnaires).

Figure 3 indicates that the most usual group of respondents (almost half of them) is *up to 30 years old*. This group of academic staff is the youngest one. Some of them might have been in their occupation longer time and some of them shorter time (as well as two other age groups). However, generally this sample of respondents (up to 30) may have less experience with misconducts of students concerning inappropriate addressing and dress code. On the other hand their approaches might differ from the approaches of academic staff *aged 30 to 50 (and more)*. It is expected that the oldest respondents have more

experience. The age will therefore play an important role during the analysis of some answers.

### 10.3 Academic Qualification

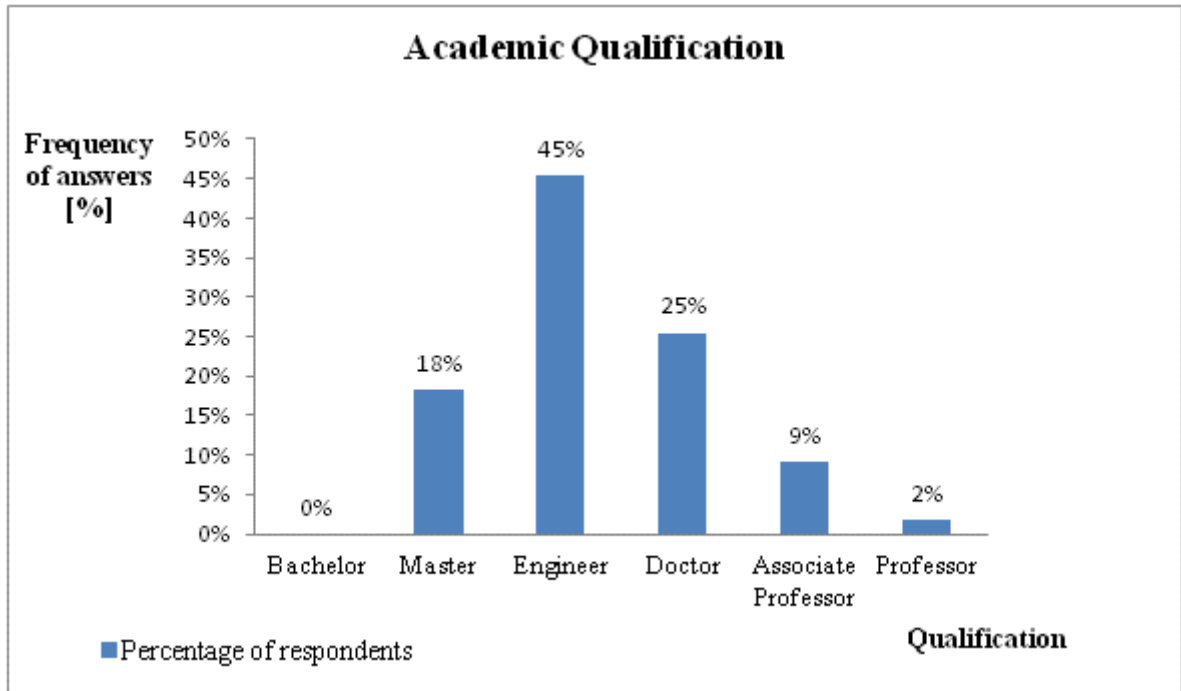


Figure 4. Highest academic qualification attained (Own elaboration based on the results arising from the questionnaires).

Even though there is no age limit to estimate when one can become a professor or associate professor, the Faculty of Civil Engineering (Brno University of Technology) shows in its report (evaluating age and qualification structure of academic staff) that the average age of professors is 59.8 years (51.3 when obtaining the degree) and 55.5 years of associate professor (45.5 when obtaining the degree). (Vysoké učení technické v Brně 2011)

That is why it is clearly visible from the age differentiation that there is little chance to have a high number of respondents with qualification such as *professor* (2%) or *associate professor* (9%) – since just 16% of respondents are of 50 and more years old.

Figure 4 indicates that the most frequent academic qualification was *Engineers* (45%), almost half of all the respondents. In second place there were *Doctors* (25%) and thirdly *Masters* (18%). Regarding process of completing the questionnaire, doctors and professors were among the first respondents who were interested in and willing to answer the last two

open questions. But after a while other respondents started to complete these two questions and the answers were really interesting.

#### 10.4 Question 4

How do you expect to be addressed by a student?

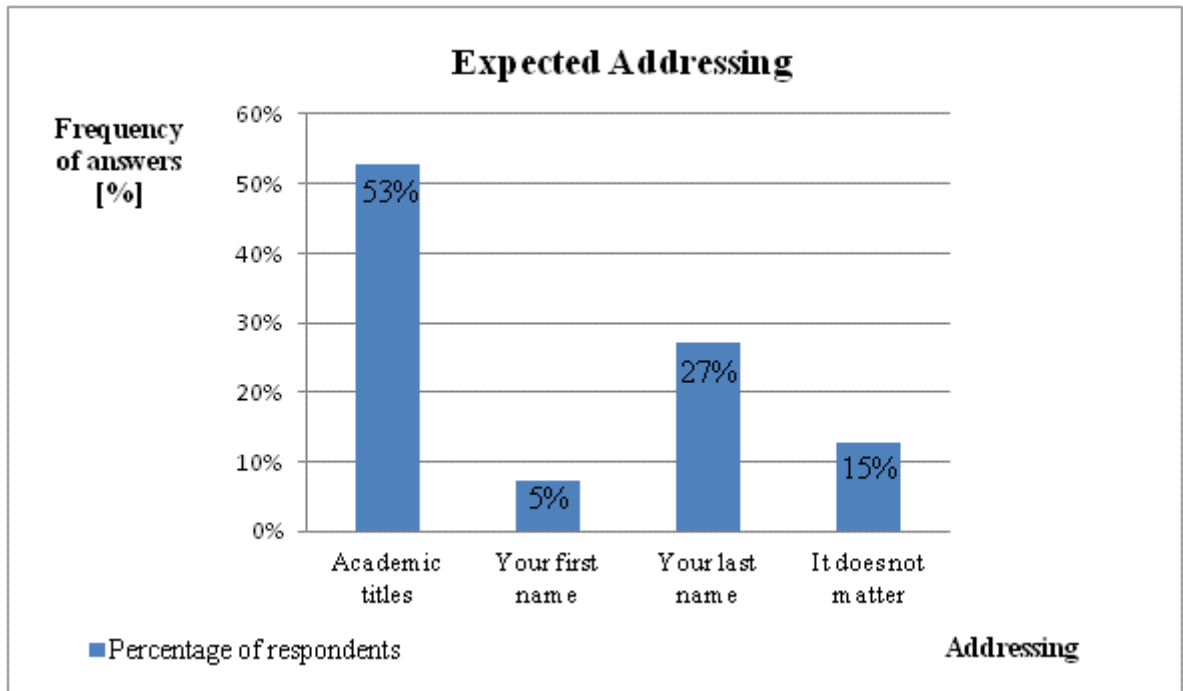


Figure 5. How do you expect to be addressed by a student? (Own elaboration based on the results arising from the questionnaires).

More than half of all respondents expect to be addressed by their *academic title* (53%). A significant proportion of respondents chose the answer *your last name* (27%), which according to the theoretical part also belongs to appropriate addressing (Mr/Ms/...Smith). A few amount of respondents said *it does not matter* to them (15%). It was interesting to have a look at the option *your first name* (5%). One can assume this answer was picked by the native speaking lecturers. This is not something one can commonly see on the Czech campus. However, 2.5% of the respondents who agreed to this answer were of Czech nationality. They said that they find Anglophone usage of first name (in Czech system together with formal term policy) more pleasing. As stated above youngest group of respondents might have different approach to addressing than academic staff aged 30 to 50 and more years old. Czech respondents who said they want to be addressed by their first name belonged to the youngest group of all respondents (were of up to or nearly 30 years old).

## 10.5 Question 5

Does it happen to you that you are addressed incorrectly?

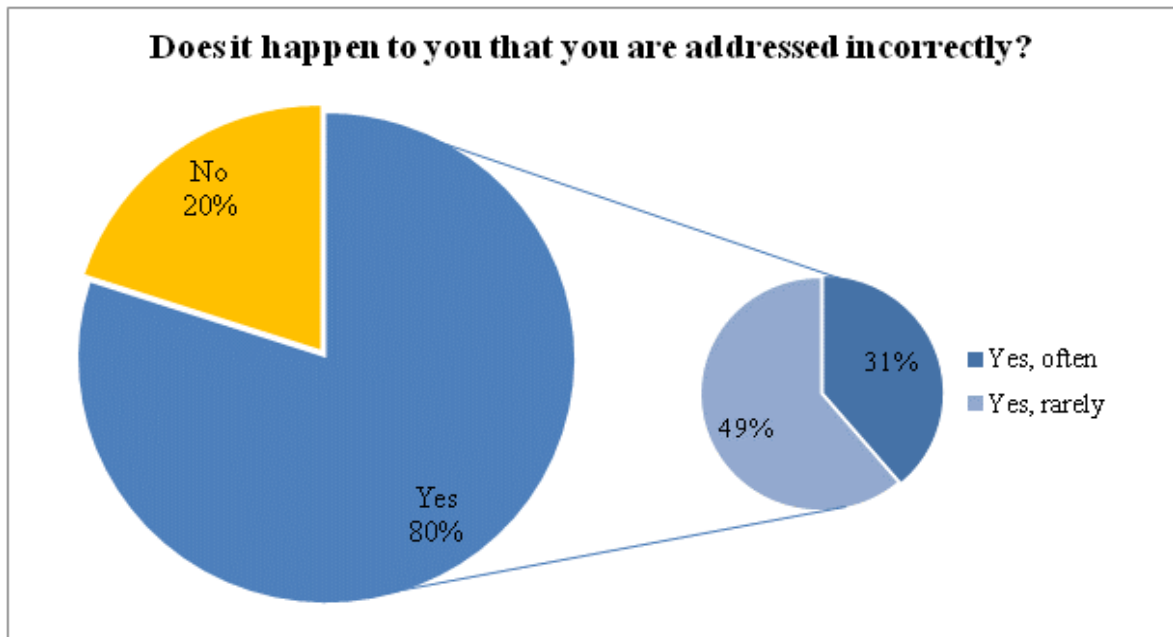


Figure 6. Does it happen to you that you are addressed incorrectly? (Own elaboration based on the results arising from the questionnaires).

From figure 6 one can see that incorrect addressing is a common mistake of students. By addressing incorrectly I meant stating incorrect academic title, which was also given as the most frequent answer to question 12 - What are the most common misconducts of students in an email communication. But incorrect addressing could be also understood as incorrect structure of salutation, such as Mr/Ms and name instead of surname or any other incorrect way (Hello... instead of Good morning/afternoon/evening/ Dear Mr/Ms/...).

80% of the respondents have experienced being addressed incorrectly. As expected it happens rather *rarely* (49%) than *often* (31%). However, this alarming numbers force me to recommend all the students to pay more attention to addressing/salutation. I think I do not have to repeat the importance of first impression, respect, tact and approach of students towards a lecturer. First few minutes of every conversation are the most important. Start a letter, an email or a conversation with incorrect addressing might shift the quality and approach to the negotiating to a different gravity, e.g. lecturer could be more willing to solve student's problem when a student was not willing to verify the correctness of salutation.

Respondents to whom incorrect addressing *does not happen* account for 20% and I think this number shows a problem to rethink and something students should improve.

## 10.6 Question 6

If your answer to question 5 is “yes”, specify how this is communicated.

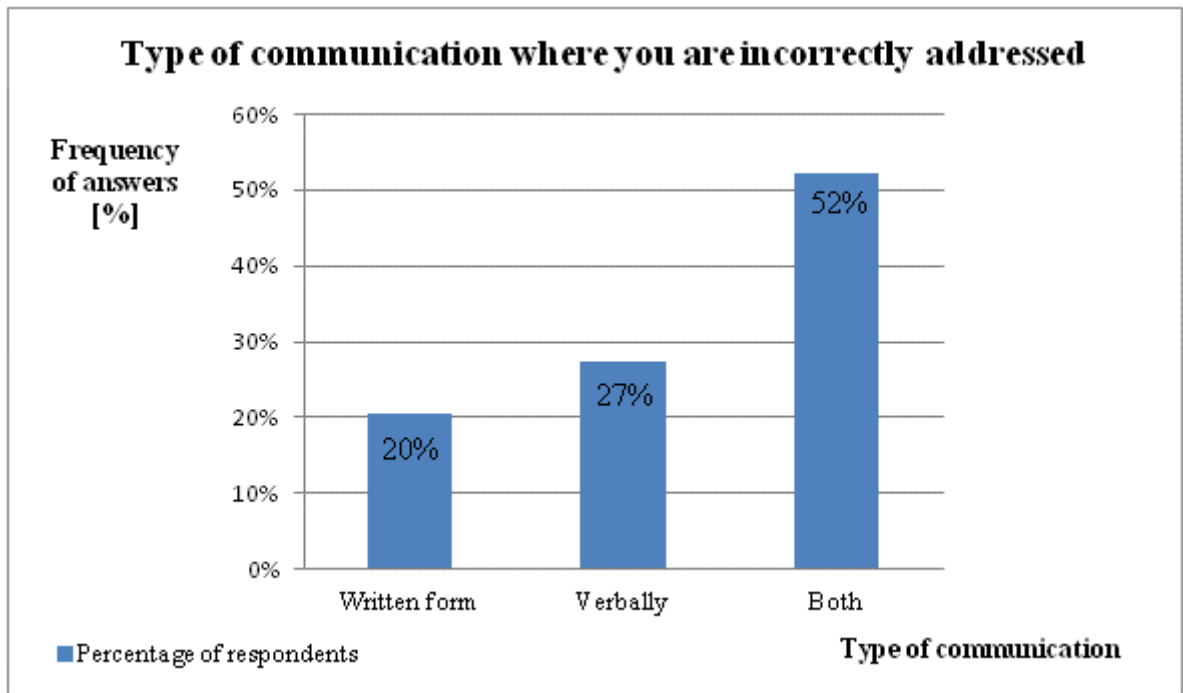


Figure 7. If your answer to question 5 is “yes”, specify how this is communicated (Own elaboration based on the results arising from the questionnaires).

The objective of this question was to find out in what type of communication students make more mistakes when addressing academic staff members. My expectation was that they make them more through verbal communication.

By addressing incorrectly I meant stating incorrect academic title. Before every communication students can verify the correctness of the intended salutation, either on the university’s website, on the door before a lecturer’s office or in their notes from classes. Then the salutation would be correct. From the results of this question I assumed that students communicate with a lecturer mostly at the end of a lecture or a seminar face-to-face, where they are cannot see the academic title anywhere. If a student is unsure of the title, it would be appropriate to omit it.

Even though most respondents answered that they are addressed incorrectly in both types of communication (written and verbal), still *verbal communication* accounts for more of these two options with 27% against 20% *written*. Most answers (52%) noted *both*. When this number is equally divided into individual sections (written and verbal) the difference between them remains the same (7%).

### 10.7 Question 7

Does it matter to you if you were addressed inappropriately?

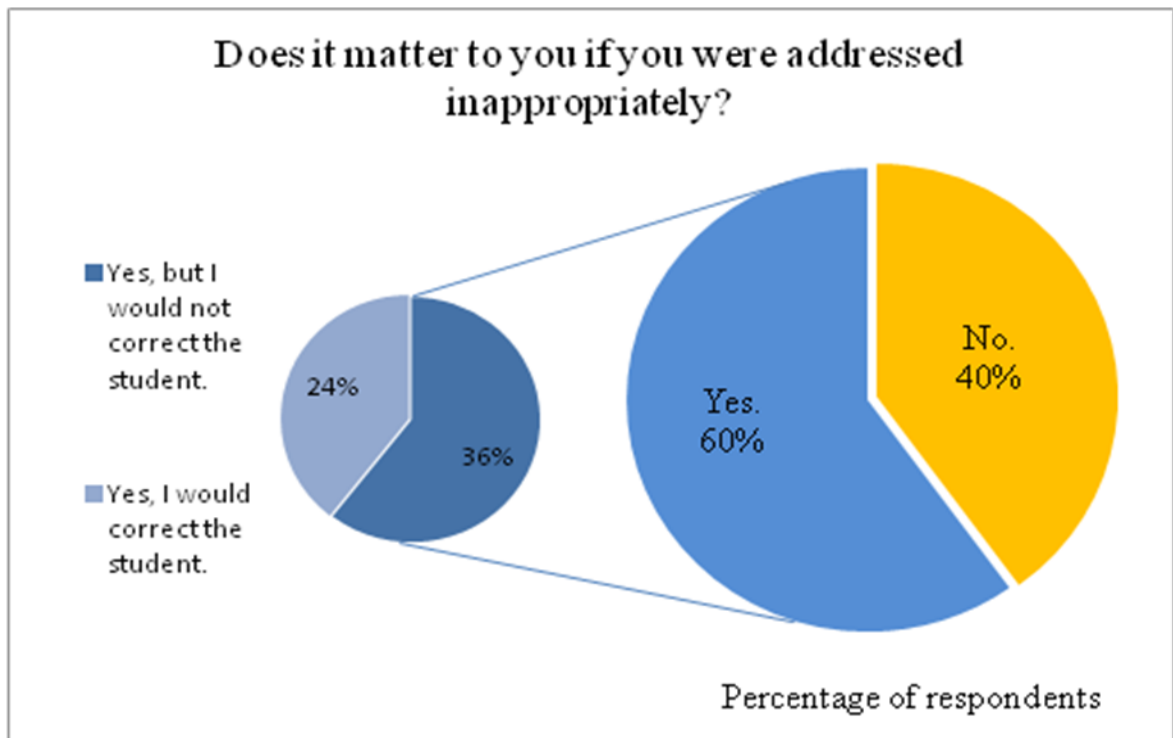


Figure 8. Does it matter to you if you were addressed inappropriately? (Own elaboration based on the results arising from the questionnaires).

I was interested in the reaction of the academic staff as to whether does it matter to them if they are inappropriately addressed. What would one imagine behind the words “inappropriately addressed”? This could be, for example, an incorrect way of addressing (referring to someone by title and first name: Ms Iveta) or not corresponding salutation for the relation between a lecturer and a student or inappropriately chosen salutation (Hello Mr/Ms teacher) as well as incorrect academic title again.

40% of the respondents said that *it does not matter* to them if they were addressed inappropriately. It is a surprisingly high number. Because as it was stated in the theoretical part, incorrect addressing (even a mangled name/surname) worsens one’s first impression, and it could be even seen as negligence and lack of interest.

Below a reader can see more detailed results to this question with an insight on gender differentiation.

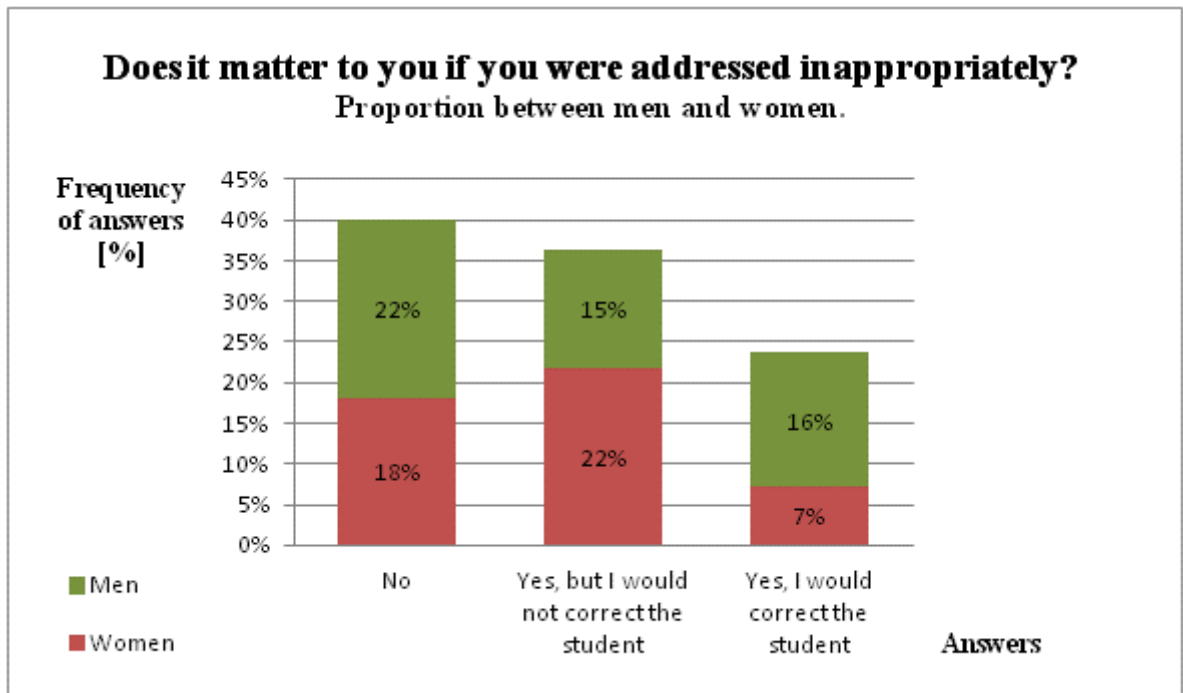


Figure 9. Does it matter to you if you were addressed inappropriately? Gender differentiation in answers (Own elaboration based on the results arising from the questionnaires).

The results from this question were analysed also in consideration of gender. As one can see from the graph proportion of the answers *no* given by men and those given by women turned out to be almost the same. 4% more men than women answered *no*. Men are a little bit more phlegmatic about the wrong addressing.

Both answers *yes* (total amount 60%) can be divided between men (total amount 31%) and women (total 29%). (Adding together the green/red fields of answers “Yes, (but) I would (not) correct the student one gets the numbers 31% / 29%).

Even though respondents chose to answer *yes* nearly in the same contrast men to women (31%: 29%) it is important to take a look at these “yeses” separately.

*Yes, but I would not correct the student* - this answer was chosen by more women than men. On the other hand, *yes it does matter to me and I would correct the student* was chosen by more men than women. From *figure 9* one can see that if men are addressed inappropriately and they do not like it, half of them will correct a student (16%) and half will not (15%). According to this research it can be said that men are not unified (on whether they would correct student or not) and the reaction depends on the individuals. But the women’s view on such situations can be much more generalized. From *figure 9* it is obvious, that women are less aggressive than men or they care far less about students’



accuracy. If inappropriately addressed women do not like it, only 1/4 of them (7%) would correct the student, the remaining 3/4 (22%) would not.

### 10.8 Question 8

Do you consider it inappropriate when a student dresses casually for a written examination?

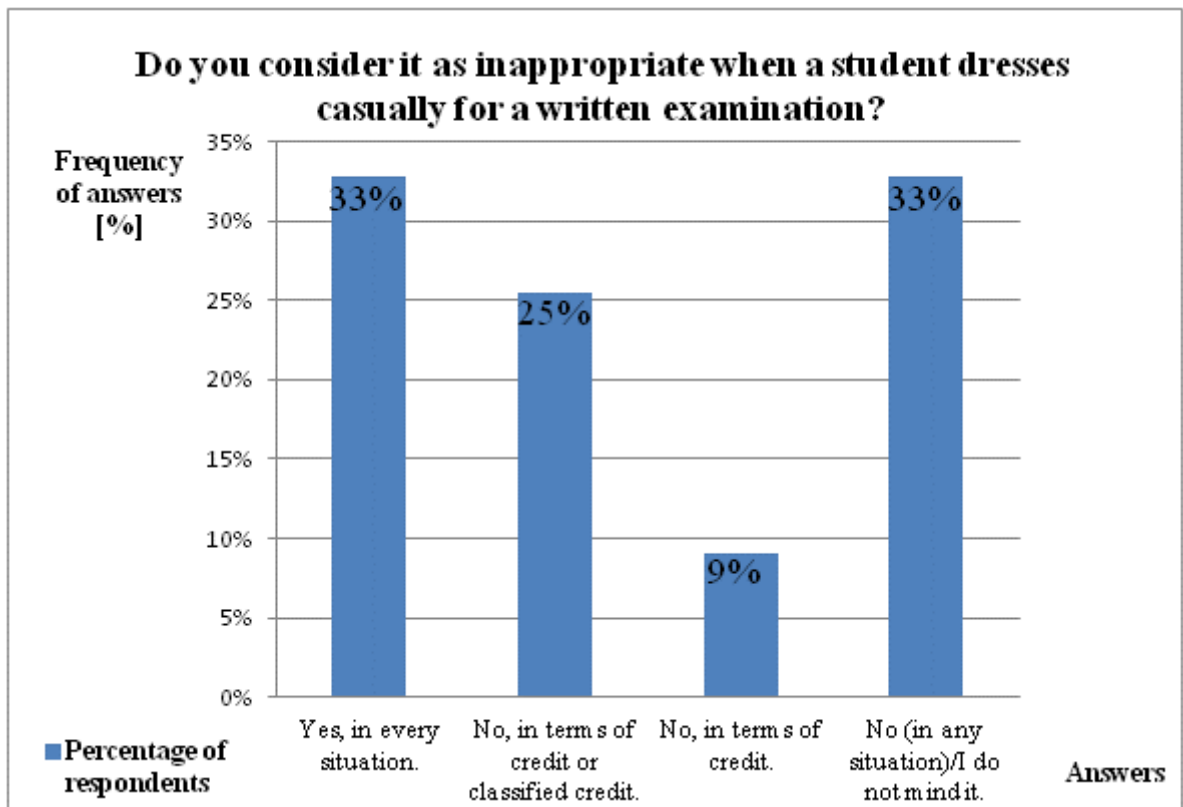


Figure 10. Do you consider it as inappropriate when a student dresses casually for a written examination? (Own elaboration based on the results arising from the questionnaires).

Students of the Tomas Bata University are advised to dress up for every examination (even a written one) at the beginning of their studies. However, *figure 10* shows that the results of lectures' opinions, regarding written examinations, are not unified.

There is not one clear definition of casual dress or casual attire. It can be e.g. business casual (clothing other than a suit, but it doesn't mean jeans, a T-shirt and sneakers), formal casual (Fox 2007, 41) or just casual (jeans and T-shirts). Also, casual attire means something different for every person. For these purposes it was meant casual attire including jeans, T-shirts, black jeans, jacket or pullover (day-to-day clothing).

Respondents, who find casual way of dressing inappropriate, account for the same amount as those, who do not (both 33%). This shows that deciding what is acceptable is dependable on individual lecturers.

However, it is also important to separate between the examinations and the classified credit and the credit. One can see that 34% of total respondents saw a difference between these 3 types of examinations. More of these (25%) do not find casual attire inappropriate in either – *classified credit* or *credit* (credit usually is a subpart of examination).

Answers to this question are not clear and definite, that is why I would strongly recommend all the students to dress up for every kind of examination. It is really hard to estimate each person's requirements. Although it does not necessarily have to be a suit. But I think males should dress decently, e.g. black trousers and shirt or pullover and females should wear dresses or decent skirts with a blouse or a decent trousers with a blouse.

### 10.9 Question 9

Have you ever had first-hand experience of a student appearing inappropriately dressed for a viva voce/oral examination?

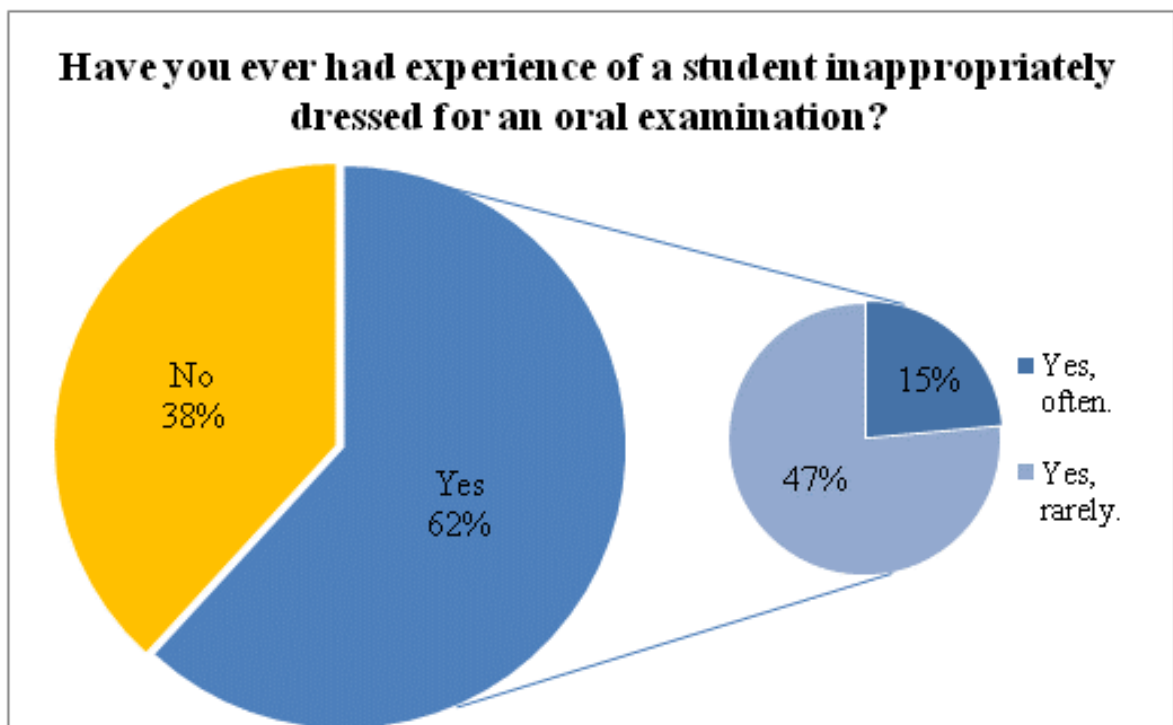


Figure 11. Have you ever had first-hand experience of a student appearing inappropriately dressed for an oral examination? (Own elaboration based on the results arising from the questionnaires).

Unexpectedly, there was a huge number of respondents who have had experience with inappropriately dressed students for oral examinations. Even though this situation does not occur very *often* (15%) but rather *rarely* (47%), it is not a good sign. As it was stated above, 96% students believe that their attire during an oral examination affects their grade. Nevertheless they do not follow the unwritten rules on decent dressing. Students should realize they present not just their knowledge, but also their attitude towards the lecturer and they represent themselves during the examinations, especially the oral ones.

Below a reader can see more detailed results to this question with an insight on age differentiation.

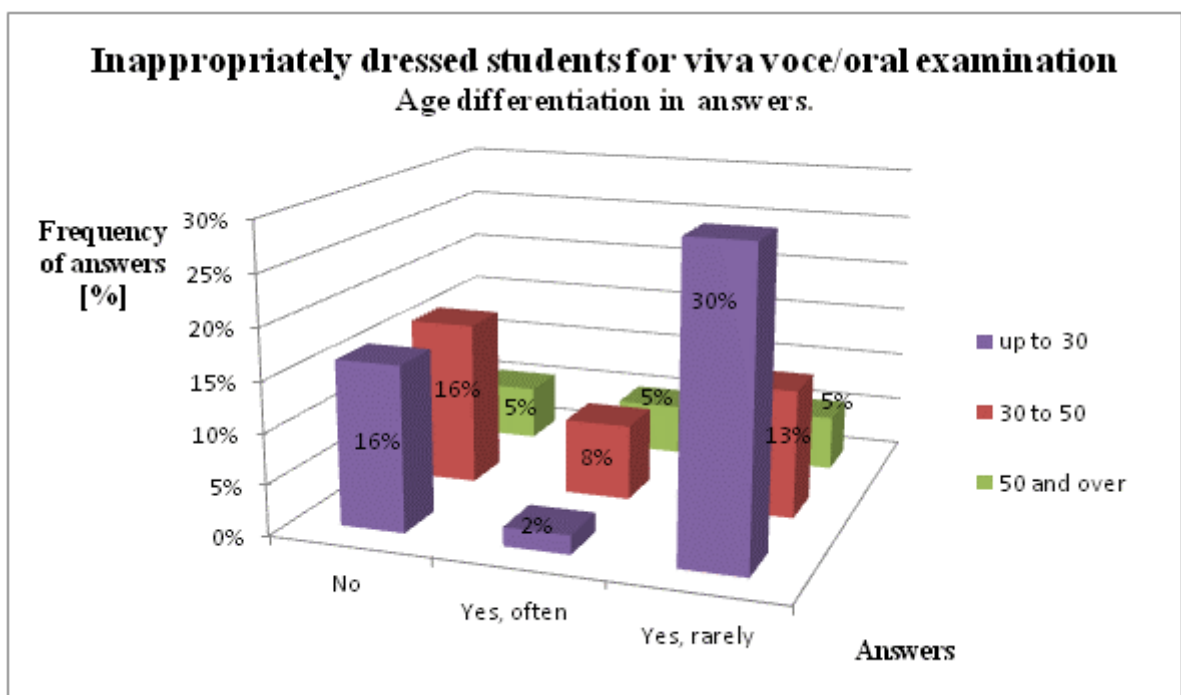


Figure 12. Have you ever had first-hand experience of a student appearing inappropriately dressed for a viva voce/ oral examination? Age differentiation in answers (Own elaboration based on the results arising from the questionnaires).

Affirmative responses to this question were expected especially from more senior lecturers. However, their answers were divided exactly in the same proportion (5% of respondents for all answers - *no*; *yes, often*; *yes, rarely*).

From *figure 12* it could be said that inappropriate dress for oral examinations is rather new trend, because most *yes* answers (32%) are of the youngest academic staff (up to 30 years old) and they cannot be in their occupation longer than 6 years.

On the other hand, it is not definite. The difference between *often* and *rarely* response from the second age group (30 to 50 years old) is not as big as with the youngest age group.

This shows the reader that lecturers between 30 and 50 years old meet inappropriately dressed students for oral examinations more *often* (8%) than those up to 30 years old (2%), but also much less frequently – *rarely* (13%) than youngest academic staff (30%).

Even though the largest number of respondents stated that they come across inappropriately dressed students for oral examination rarely (47%), there are still 15% of respondents who meet them often. That is not a small number. Students should choose their attire carefully because nothing is more important than examinations during their studies. Stated above- students are told at the beginning of their studies to dress up for every examination. The fact that they do not follow this for the oral examinations is neglectful and shameful.

### 10.10 Question 10

Are you on first-name terms with any student?

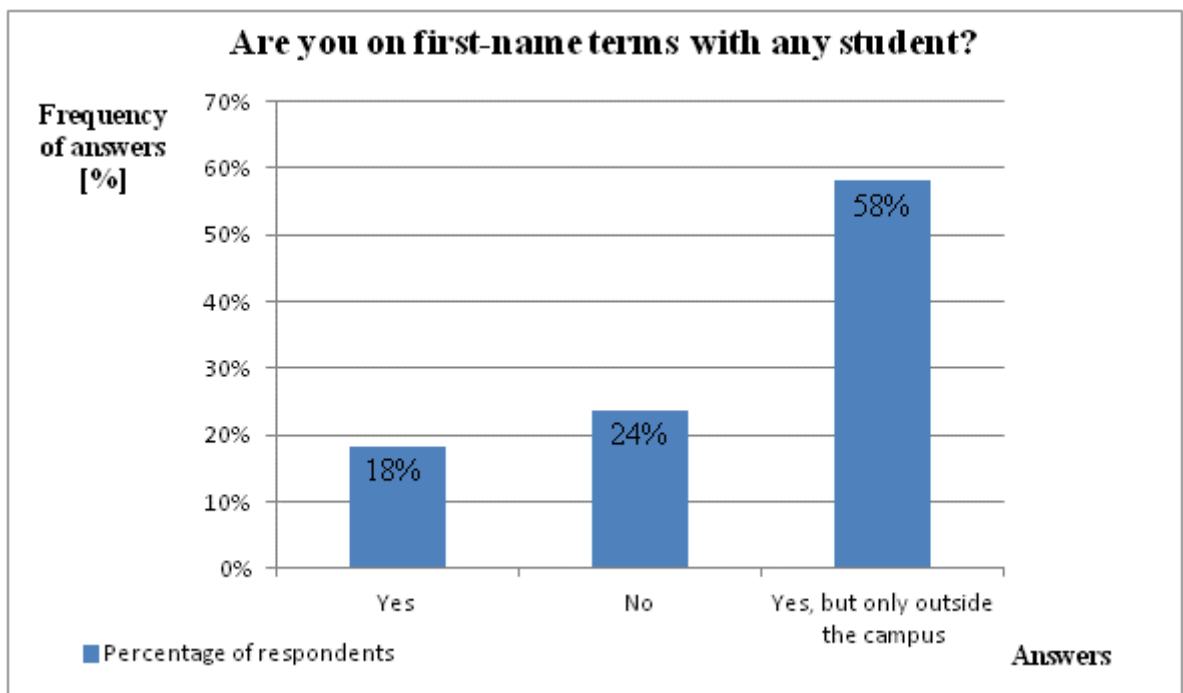


Figure 13. Are you on first-name terms with any student? (Own elaboration based on the results arising from the questionnaires).

Moravian University College Olomouc states that lecturers should address students by their surname, usually even in cases when they are on first-name terms outside the campus. (Rössler 2009, 18)

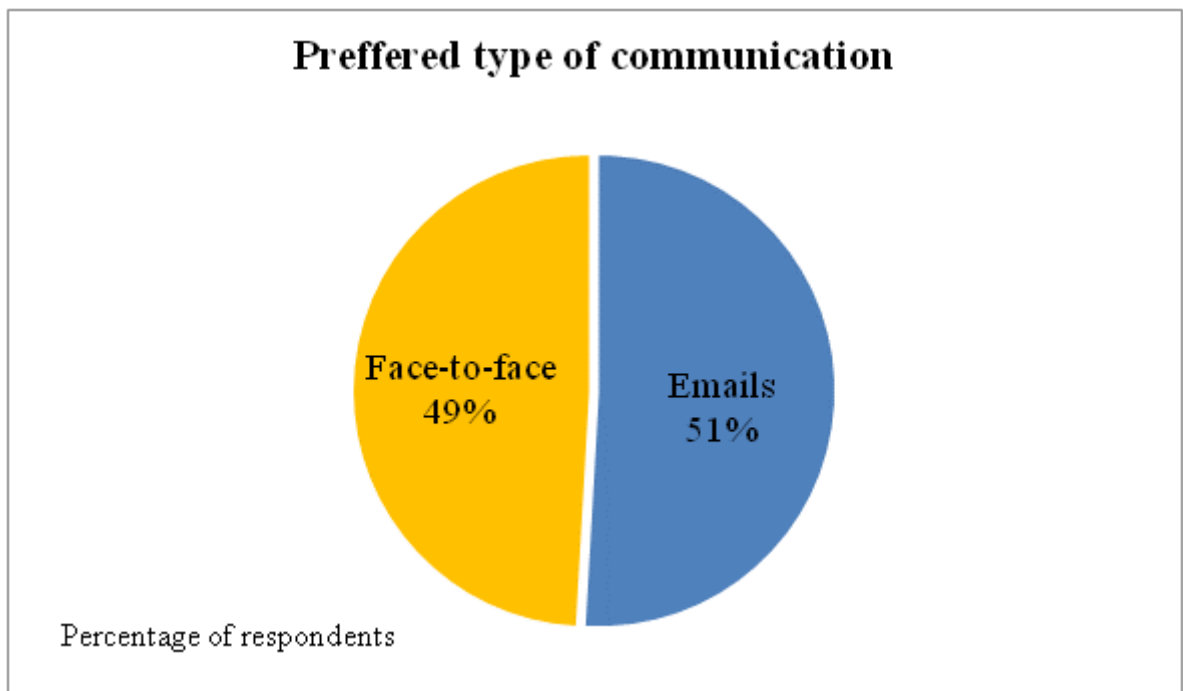
In TBU (especially on the Faculty of Humanities - English for Business Administration) lecturers address their students by their first name (together with formal

terms policy). That remains the Anglophone countries usage of first names, which some Czech lecturers consider as a preferred way to be addressed by students. Even though approaches to addressing differ from department to department at TBU, the first-name or second-name policy should be unified.

This question was asked because during my studies I observed some negative comments from students, who did not like the lecturer being on first-name terms only with chosen students. As one can see from *figure 13* more than half of the respondents (58%) are on first-name terms with student *only outside the campus*. And I consider it a good way to have it unified – whether a lecturer is on first-name terms or formal terms with students, he/she should observe it equally to all. However, automatic being on first-name terms with students is inappropriate.

### 10.11 Question 11

In today's busy world, communication via emails is becoming more popular/favourite and frequent. What kind of communication do you prefer?



*Figure 14. What kind of communication do you prefer? (Own elaboration based on the results arising from the questionnaires).*

One could say that face-to-face communication is being pushed away by emails. Emails are a very popular type of communication in today's busy world. They have many advantages - they are fast and break the distance; the addresser reads them when he has

time and can take time to think about the answer. The largest advantage is that data can be traced back. But emails also have their disadvantages, e.g. the risk of sending an email to an unauthorised person and the fact that they are impersonal. The largest disadvantage is that an email can be lost among other emails in the mailbox or that it can be intentionally ignored by the recipient. The message in an email can be misunderstood – communication noise may occur. (Ludden 2002, 113) However, emails are preferred by 51% of respondents.

49% of respondents chose the second given type - face-to-face communication as their preferred method of communication. Taking into account the possibility of misunderstanding, when one has to deal with a more complex problem, face-to-face negotiation would be better choice.

Every student has to be aware of basic rules for both types of communication. Even though, Tomas Bata University offers courses such as Basics of communication skills, Culture of managerial communication, Profession ethics or Ethics, it is evident from the results of the last two questions that students' manners are not at the level they should be. However, I do not think students are ill-mannered. I suppose that they are just getting lazier to pay attention to their manners.

### 10.12 Question 12

What are the most common misconducts of students you have ever encountered in email communication?

In this question respondents were asked to write comments on the quality of students' email communication. Their answers were similar, the most common repeated were:

- Incorrect addressing.
- Missing subject of an email.
- No text in an email.
- Inappropriate style of communication.
- Giving too much or too little information.
- Incorrect grammar.
- Poor language skills.
- No signature or identification of a student.
- Inappropriate closing of an email.

I spoke a lot about incorrect addressing above. Missing subject, grammar and signature with identification is mentioned in the theoretical part – section communication. That is why I will not talk about it again.

One of the most commonly mentioned problems was that the overall standard of students' expression is much poorer than in the past. Students are not able to clarify the message of their emails. They are not concise – which is one of the basic rules of writing an email. They add too much or too little information. They expect the lecturers to remember them speaking about a problem previously, e.g. a week ago.

Lecturers complained that students do not write any text in emails when they send some assignment. Of course this should not be the norm but I know that many students forget, especially when they send it at the last minute. It is not appropriate, but it can happen.

Totally surprising information for me was that students are not skilled in appropriate closing. Closures, such as *bye*, *see you*, *forever yours* or *with love* were used. This might be associated also with the fact, that students sometimes forget about the relationship student-lecturer and use inappropriate style of communication. Lecturers stated that students use too informal structure of emails, as if they were writing to a peer. Some lecturers said that students write without respect and they often want to have an answer immediately.

### 10.13 Question 13

What are the most common misconducts of students you have ever encountered in face-to-face communication?

- Wrong addressing.
- Inappropriate timing.
- Inappropriate style of communication.
- Poor language skills.
- Inappropriate body language.

Inappropriate timing and body language belong among the most common misconducts of students that were not mentioned in email communication, but are being problems in face-to-face communication. Students do not respect lecturers' office hours and request immediate communication at inappropriate place and time. As I have stated above students are too lazy to wait for the office hours. It is much easier to address a lecturer at the end of the class. When it is not a more complex problem I do consider it inappropriate. However,

it is inappropriate to demand solving a problem e.g. at the hall, during a lunch, in a parking place or just anywhere where a student meet a lecturer.

According to the answers, students have problems with logically constructed continuous speech. They ask unclear questions, they are not able to specify the reason for coming. They ask about things they should know and therefore waste lecturers' time.

Regarding the body language, there were repeated problems with proximity (invasion of lecturer personal space), eye contact and hands in pockets.



## CONCLUSION

This bachelor thesis deals with academic etiquette in the United Kingdom and in the Czech Republic as adopted by students and lecturers. Specifically, the focus was the appropriate addressing of lecturers, dress code, communication and behavioural policy.

The objective of the theoretical part was to summarise academic etiquette information from the current literature. Even though I expected the results to demonstrate that there are more differences than similarities between the two countries, the research proved otherwise. I began by assuming that UK students at higher education institutions address their lecturers by first names as Tomas Bata University students adopt this approach with native speaker lecturers (at the Department of English and American Studies). However, academic titles are used as an appropriate way of addressing lecturers in the United Kingdom as well as in the Czech Republic. There were significant differences in dress code; in the Czech Republic, students are expected to dress up for their examinations but students at United Kingdom higher education institutions dress casually during examinations. Analysis of communication standards and behavioural policies identified no material differences.

The practical part is based on a quantitative study achieved by presenting a questionnaire to the academic staff members of Tomas Bata University. Data was collected via emails and a survey website. The responses validated the predetermined research objectives. The objective of the research was to ascertain expectations and opinions of academic staff members on student behaviour and to discover the most common student misconducts.

During my research I reviewed a number of articles which assert that today's parents are so busy that it becomes a school's responsibility to rear and educate children in etiquette and good manners. I believe that parents are responsible for this education but schools can compliment this by strengthening children's knowledge of good manners while they are in their care. However, students of higher education institutions should be mature enough to behave appropriately and to be well mannered. Unfortunately it is evident from the questionnaire results that students' manners are not at the level they should be.

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## LIST OF ABBREVIATIONS

UK United Kingdom of Great Britain and Northern Ireland

TBU Tomas Bata University

E.g. For example

Etc. And so on

I.e. That is

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- Figure 6. Does it happen to you that you are addressed incorrectly?
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- Figure 8. Does it matter to you if you were addressed inappropriately?
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## **APPENDICES**

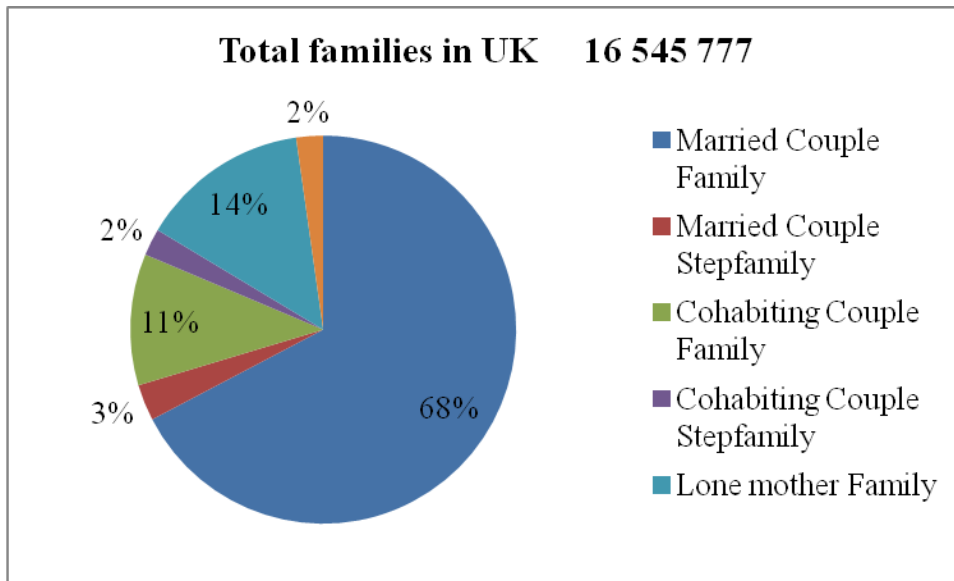
P I      Structure of families in the United Kingdom and the Czech Republic

P II      Most common degrees in the Czech Republic

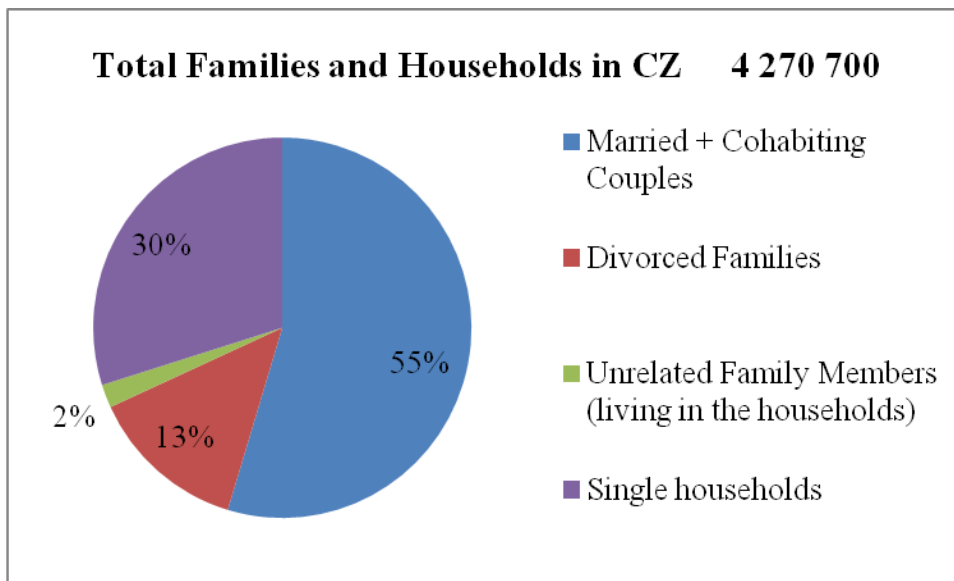
P III     Qualifications in the United Kingdom

P IV     Questionnaire

## APPENDIX P I: STRUCTURE OF FAMILIES IN THE UNITED KINGDOM AND THE CZECH REPUBLIC



(Office for National Statistics 2007, 4)



(Andrie, 2003)

**APPENDIX P II: MOST COMMON DEGREES IN THE CZECH REPUBLIC**

Programme	Field of Study	Title	
Higher professional school		DiS.	Certified specialist
Bachelor's		Bc.	Bachelor
		BcA.	Bachelor of arts
Master's	economy, technology, agriculture, forestry, army	Ing.	Engineer
		Ing.arch.	Architect engineer
	medicine	MUDr.	Doctor of medicine
		MDDr.	Dental medicine
		MVDr.	Doctor of veterinary medicine
	other	Mgr.	Master
MgA.		Master of arts	
Master's with rigorous examination	humanities, pedagogic, social sciences	PhDr.	Doctor of philosophy
	jurisprudence	JUDr.	Doctor of law
	natural science	RNDr.	Doctor of science
	pharmacy	PharmDr.	Doctor of pharmacy
	theology	ThDr., ThLic.	Doctor of theology
	pedagogic, social sciences, economics (no longer awarded)	PaedDr.	Doctor of pedagogy
		RSDr.	Doctor of social sciences
RCDr.		Doctor of economic sciences	
Doctoral		Ph.D.	Doctor
		Th.D.	Doctor of theology
	(no longer awarded)	CSc.	Candidate of sciences
		DrSc.	Doctor of sciences
		Dr.	Doctor
		doc.	Docent
		prof.	Professor

(Ústav pro jazyk český Akademie věd ČR, v. v. i. 2008-2012; Meško, Katuščák, Findra and collective 2004, 161-164)

### APPENDIX P III: QUALIFICATIONS IN THE UNITED KINGDOM

Qualification	Title	
Undergraduate	CertHE	Certificate of Higher Education
	HND	Higher National Diploma
	FdA, FdEd, FdEng, FdBus, FdSc, FdTech	Foundation Degree
	BA	Bachelor of Arts
	BBus/BBA	Bachelor of Business/Administration
	BSc	Bachelor of Science
	BArch	Bachelor of Architecture
	BEng	Bachelor of Engineering
	BCom	Bachelor of Commerce
	BCS	Bachelor of Computer Science
	BEc	Bachelor of Economics
	BFA	Bachelor of Fine Arts
	BMath	Bachelor of Mathematics
	BMus	Bachelor of Music
	BPharm	Bachelor of Pharmacy
	BTech	Bachelor of Technology
	BSocSci	Bachelor of Social Science
	LLB	Bachelor of Law
Postgradual	PGCert	Postgraduate Certificate
	PGDip	Postgraduate Diploma
	PGCE	Postgraduate Certificate of Education
	MA	Master of Arts
	MBio	Master of Biology
	MSc	Master of Science
	MEd	Master of Education
	MEng	Master of Engineering
	MPhil	Master of Philosophy
	MRes	Master of Research
	MBA	Master of Business Administration
	MDiv	Master of Divinity
	MLitt	Master of Letters
	MPH	Master of Public Health
	Mmus	Master of Music
LLM	Master of Law	
Doctorates	PhD (DPhil)	Doctor of Philosophy
	e.g., DClInPsy, EdD, DBA	Professional doctorates

(Gareth 2008, 168-169)

## APPENDIX P IV: QUESTIONNAIRE

Dear respondents,

I would like to ask if you could complete this questionnaire concerning the academic etiquette. My name is Iveta Pešková and I am a student in my third year at Tomas Bata University in Zlín. The topic of my bachelor thesis is A Cross-Cultural Analysis of Academic Etiquette in the United Kingdom and in the Czech Republic.

By completing this short questionnaire you will enable me to elaborate more on the practical data for my bachelor thesis. Your answers will help me to analyse the behaviour of the university students and thereby confirm or disprove the findings drawn from the theoretical part which is based on the study of specialized literature.

This questionnaire is completely anonymous and its results will not be misused for any other purpose. Completion should take approximately 5 minutes.

Thank you in advance for your willingness and your time.

Gender

- Male.
- Female.

Age

- Up to 30 years old.
- 30 to 50 years old.
- 50 and over.

Highest academic qualification attained.

- Bachelor.
- Master.
- Engineer.
- Doctor.
- Associate Professor.
- Professor.

How do you expect to be addressed by a student?

- Academic titles.
- Your first name.
- Your last name.
- It does not matter.

Does it happen to you that you are addressed incorrectly?

- Yes, often.
- Yes, rarely.
- No.

If your answer to question 5 is “yes”, specify how this is communicated.

- Written form.
- Verbally.

Does it matter to you if you were addressed inappropriately?

- Yes, I would correct the student.
- Yes, but I would not correct the student.
- No.

Do you consider it inappropriate when a student dresses casually for a written examination?

- Yes, in every situation (credit/classified credit/examination).
- No, in terms of credit or classified credit.
- No, in terms of credit.
- No (in any situation).
- I do not mind it.

Have you ever had first-hand experience of a student appearing inappropriately dressed for a viva voce/oral examination?

- Yes, often.
- Yes, rarely.
- No.

Are you on first-name terms with any student?

- Yes.
- Yes, but only outside the campus.
- No.

In today's busy world, communication via emails is becoming more popular/favourite and frequent. What kind of communication do you prefer?

- Emails.
- Face-to-face.

What are the most common misconducts of students you have ever encountered in email communication?

What are the most common misconducts of students you have ever encountered in face-to-face communication?

Thank you.

Iveta Pešková