

Bridging Gaps: international student employability aspirations and employment prospects

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INTO 

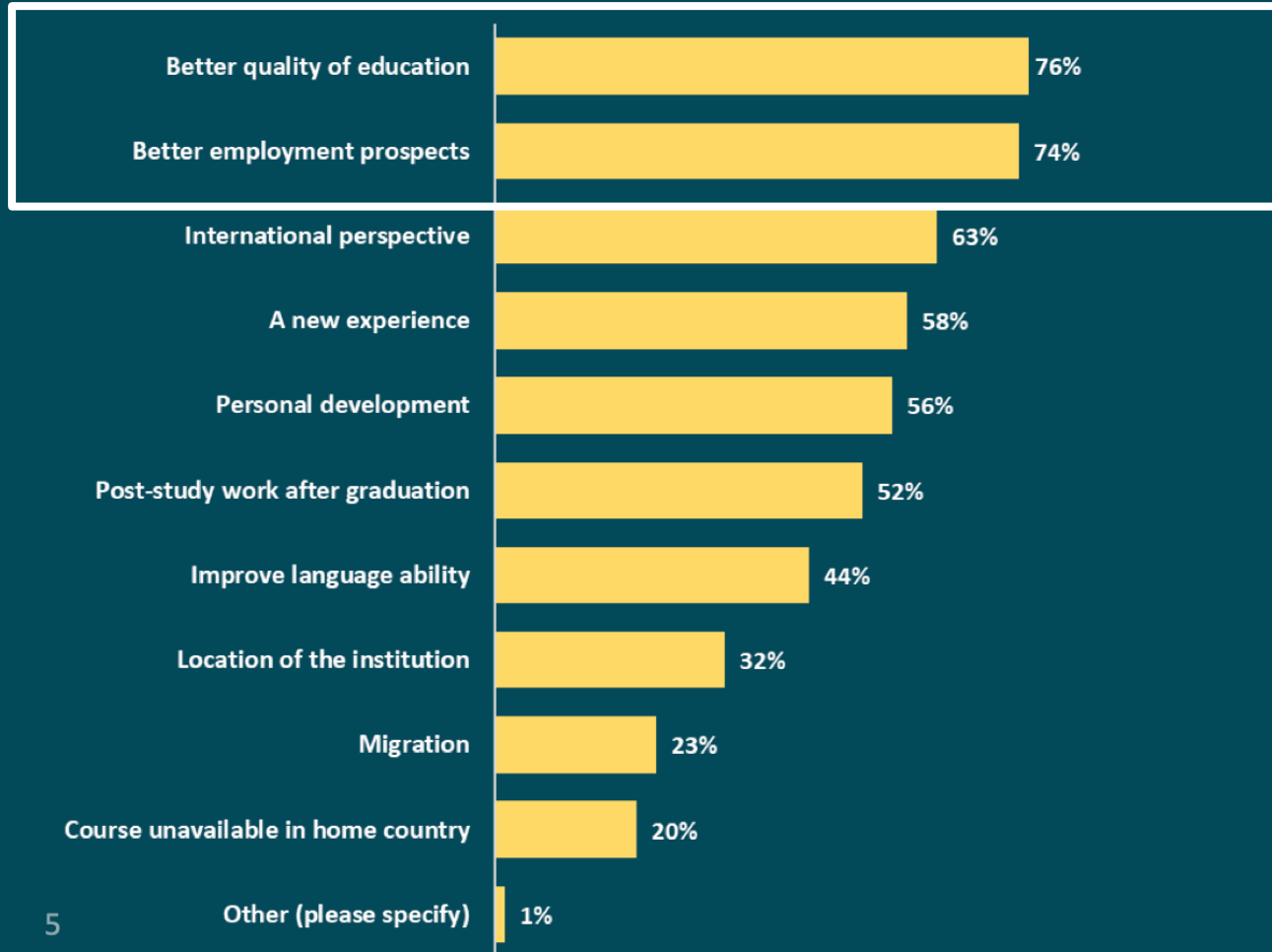


Employment expectation drives international student demand - everywhere

But it doesn't necessarily correlate with migration

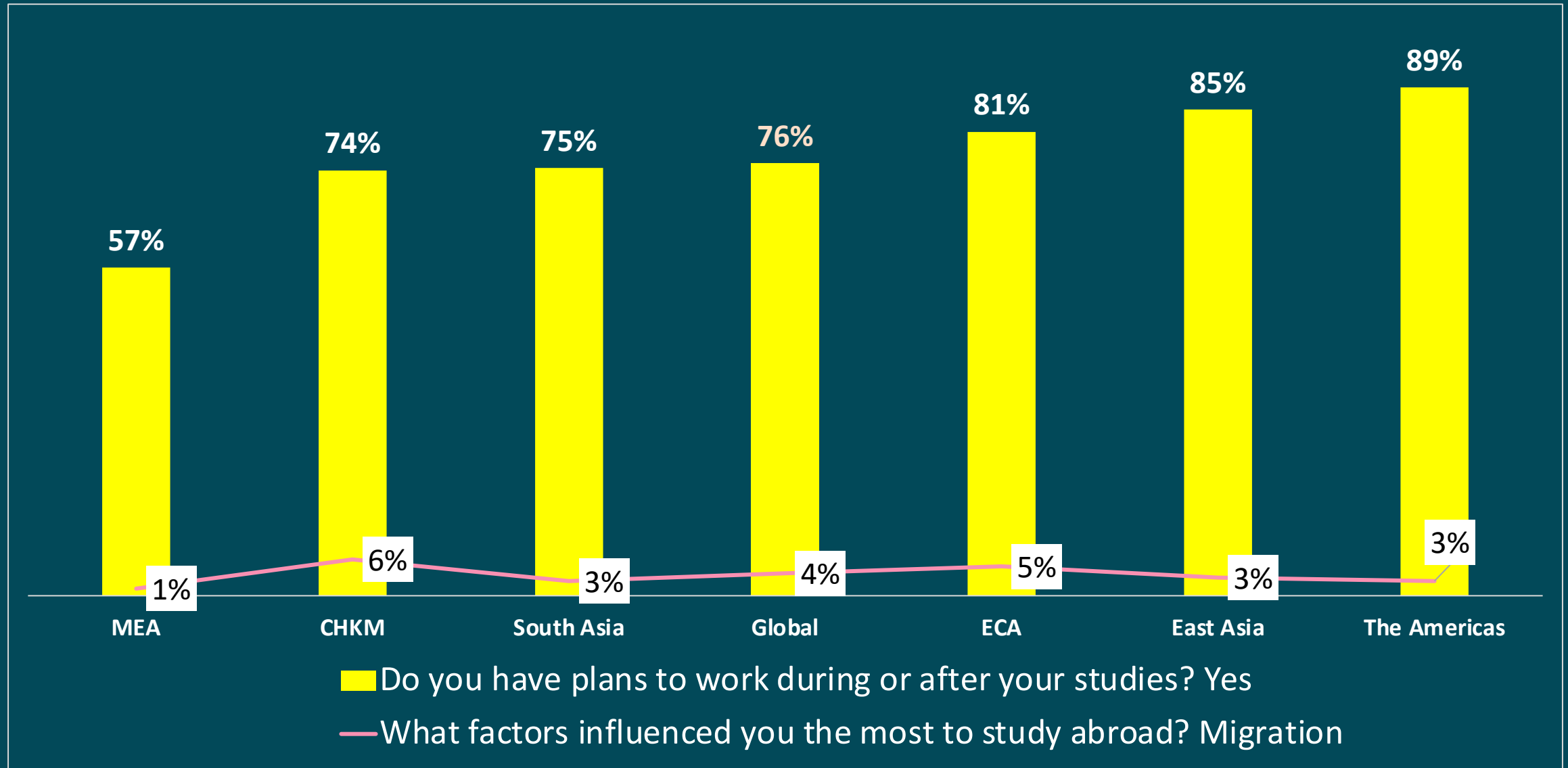
BETTER EMPLOYMENT PROSPECTS CONSISTENTLY AMONGST TOP TWO DRIVERS OF STUDENT DECISION MAKING

Biggest motivating factors for your students to study overseas?
Multiple answers allowed per respondent

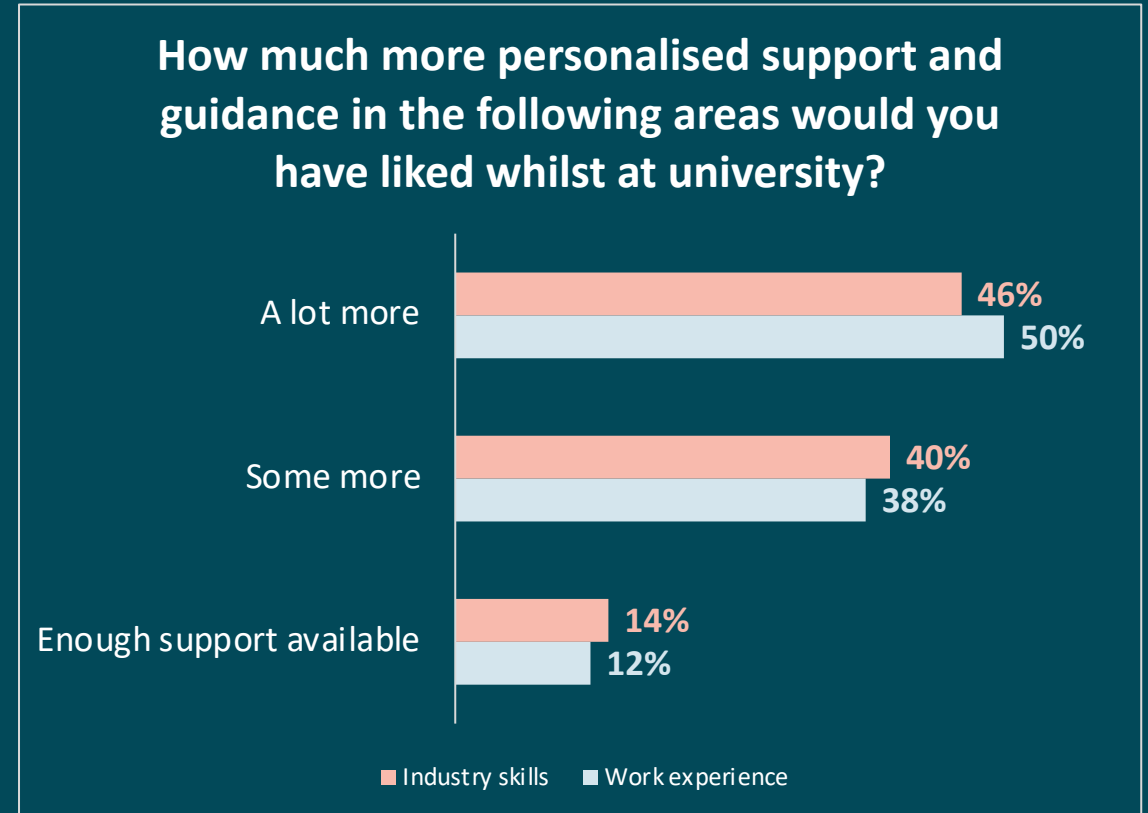
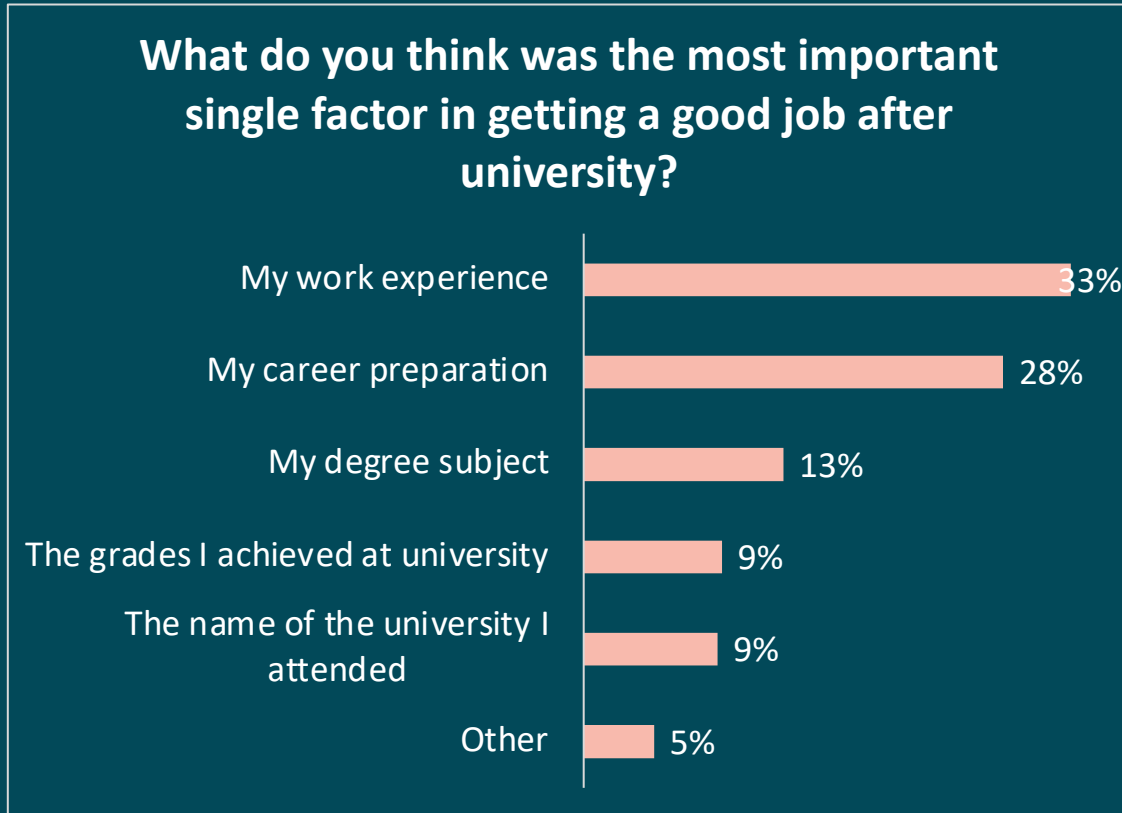


But . . .

... 75% WANT WORK EXPERIENCE - BUT NOT NECESSARILY TO MIGRATE



HOWEVER, THERE IS AN EMPLOYABILITY SUPPORT DEFICIT



- 85%+ would have liked to receive more personalised support to gain work experience and industry skills while studying



The global employer perspective

IPSOS MORI SURVEY OF 50 GLOBAL EMPLOYERS

Four Countries | 13 Sectors | 50 Interviews | Fortune 500

- ✓ 50 in-depth interviews in UK, US, India, and China
- ✓ Fortune 500 senior HR professionals
- ✓ Identifies the skills global employers seek
- ✓ Highlights the value international graduates bring

“Learning ability - whether they can master work skills quickly and be willing to learn”
- China, Manufacturing

Sectors	No. of interviews			
	UK	US	India	China
Accommodation & Food Services	2	2	-	1
Business / Marketing Consultancy	1	-	-	1
Electric & Gas	-	2	-	-
Engineering	2	-	1	-
Finance, Insurance and Real Estate	4	1	2	2
Healthcare / Pharma	-	-	1	3
Media / Publishing	3	2	1	-
Manufacturing	-	-	1	1
Mining	-	-	-	2
Retail Trade	1	2	2	1
Scientific & Technical / Computing	-	1	4	1
Transportation	-	2	-	-
Wholesale Trade	1	-	-	-
TOTAL per country	14	12	12	12
TOTAL	50			

Across graduate roles, most Fortune 500 companies valued skills in the intrapersonal, interpersonal and cognitive skills categories

Intrapersonal skills

Self-development:

- ✓ Learns quickly & open to feedback
- ✓ Absorbs new information
- ✓ Self-directed and self-monitoring

Adaptability:

- ✓ Deals with Ambiguity & Change
- ✓ Flexible to different tasks, and challenges

“Ability to deal with complexity and ambiguity are huge”
- US, Retail Trade

Interpersonal skills

Communication:

- ✓ Able to work with internal & external audiences
- ✓ Strong language skills, written and verbal

Relationships:

- ✓ Ability to work collaboratively
- ✓ Build positive relationships in cross-functional environments

“Can you build trusting relationships? Can you demonstrate active listening skills?”
- UK, Accommodation & Food Services

Cognitive skills

Problem solving:

- ✓ Make informed decisions
- ✓ Find innovative & novel solutions

Synthesis:

- ✓ Make sense of information
- ✓ Solve problems, make coherent arguments

“Logical thinking - whether they can use a structured way to think rather than fragmented ideas”
- China, Manufacturing

INSIGHT 1: LITTLE DIFFERENCE BETWEEN DOMESTIC AND INTERNATIONAL GRADUATES

“Overall, most international graduates are well prepared for the recruitment tasks set by Fortune 500 employers, and for employment, data suggests.

Most also perform equally well to domestic graduates both during recruitment and employment.”

INTERNATIONAL GRADUATES TEND TO BE WELL PREPARED FOR SELECTION

“They are well prepared. For example, we ask them to do case study. Their presentations and PPTs are also very good. Most candidates are fully prepared for this.”

**China Business/Marketing
Consultancy**

“By the time they get to meet me in an interview process, they are incredibly polished and very, very impressive.”

**US Information and
Communications**

“They prepare very well. When you look at the CV it says everything, what they are doing, what are the trainings they had, what are the projects they have done so everything will be clear out there.”

India, Retail Trade

INSIGHT 2: INTERNATIONAL GRADUATE ADAPTABILITY IS A REAL ASSET

“Importantly, most international graduates seemed willing and ready to learn, a skill highly valued by employers.”

International (and domestic) graduates' willingness and readiness to learn was crucial to employers, as they thought that graduates could never be fully prepared for the realities of work

- Whatever the level of preparation, employers suggested that without real world experience (with internships viewed as key to getting such experience) **international and domestic graduates were not prepared for the realities of everyday work tasks**
- Day-to-day tasks such as **email etiquette, answering the phone, how to conduct oneself in a meeting, be self-directed and know when to ask questions and when to pro-actively find the answers themselves** were a few examples
- **This meant that, when employed, skills such as self-development and self-management were key**, especially their willingness to acquire new information and skills related to work and to improve quickly



A UNIVERSAL THEME – APPLIES TO DOMESTIC GRADS TOO?

“What I’ve found with graduates is, it doesn’t really matter how much you try and prepare them, they’re not really prepared. They don’t know how to close a deal. They don’t know how to speak to a client, they can probably figure out how to price an option or a swap, but they’re not actually that usable.”

US Information and Communications/Media/Publishing

“Most of them have strong technical background but they are still a blank piece of paper. After they onboard, they need to learn from basic business rules like writing emails, how to structure stories, how to communicate with higher or lower levels and also cross-function.”

China, Healthcare/Pharma

“I don’t think they quite are prepared for the world of work in terms of their expectations, they quickly adapt, don’t get me wrong but for the first few months they are like a fish out of water.”

UK – Accommodation and Food Services

INSIGHT 3: INTERNATIONALLY EDUCATED GRADUATES REALLY STAND OUT – VARIES BY JURISDICTION

“And some international graduates seem to demonstrate some skills which are more highly valued by employers, better than domestic graduates”

MOST INTERNATIONAL GRADUATES ARE WELL PREPARED FOR EMPLOYMENT, EVEN OUTPERFORMING DOMESTICALLY EDUCATED IN SOME AREAS

Perceptions of international graduates' key strengths by country



Interpersonal skills:

- *Speak additional languages that could be utilised globally*
- *Cross-cultural understanding and sensitivity, and a global perspective*

Intrapersonal skills:

- *Adaptability to different physical environments*
- *Willing to learn and self-motivated to succeed*



Interpersonal skills:

- *Seen as having better spoken and written English language skills*
- *Appear more confident in presentations in English and cross-cultural communications*

Cognitive skills:

- *Experiencing different cultures was helpful in looking at problems from more angles and bringing new ideas*



Interpersonal skills:

- *International graduates were often seen having better verbal and written English language skills*

Intrapersonal skills:

- *Autonomous working, self-motivation & self-monitoring*

Technical skills:

- *International graduates were often found to have better technical skills*

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So what?

What does this mean for tertiary providers?

TERTIARY PROVIDERS FACE TWO RELATED CHALLENGES

ONSHORE

On campus:

- Curricular intervention
- Embedding more internship opportunities – and focus on skills that matter
- Leveraging resources already in place - Work Integrated Learning (WIL)

In Australian workplace

- Grattan Institute's report: poor quality graduates or poor levels of support for employers to hire talent?
- Local market career support

OFFSHORE

- Connecting your students to local employment networks
- Helping students re-adjust culturally and explain the value of their experience to potential employers
- Communicating the value of an Australian degree – esp. in markets more familiar with US and UK education
- Delivering at scale and across diverse destinations

RETURN & CONNECT – AN INTO RESPONSE

SUPPORTING ALUMNI ENGAGEMENT AND STUDENT EMPLOYMENT IN KEY GLOBAL MARKETS



- Providing a localized graduate employment service to students from partner universities
 - Connecting them to employment networks in 8 fast growing destinations – pilot launch in Indonesia, Thailand and Vietnam
 - Localizing their resumes and building digital profiles
- Leveraging in-market alumni networks to support graduate employment outcomes
- High quality spaces to host in-market careers staff

UAC WAVE 1

UAC WAVE 2

REGIONAL OFFICES

Existing Regional Offices also available for hosting

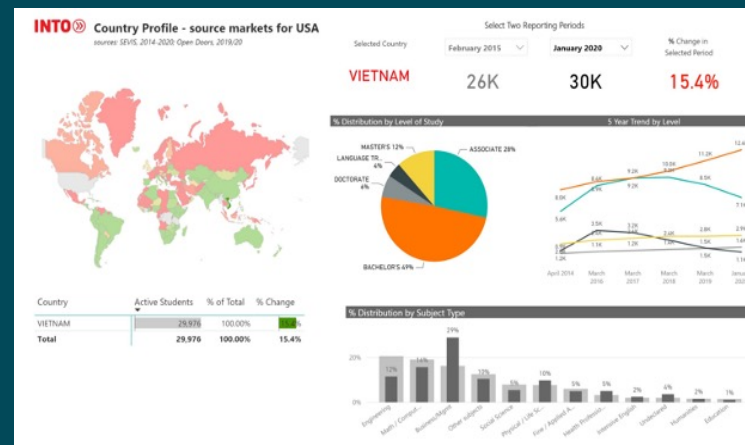
INTO RESEARCH AND INSIGHT OVERVIEW

Longitudinal Potential Student Surveys – across Five Countries



Deep dive surveys in key markets

World's most comprehensive agent survey



External data analysis



Inspire Lounge



Presentation

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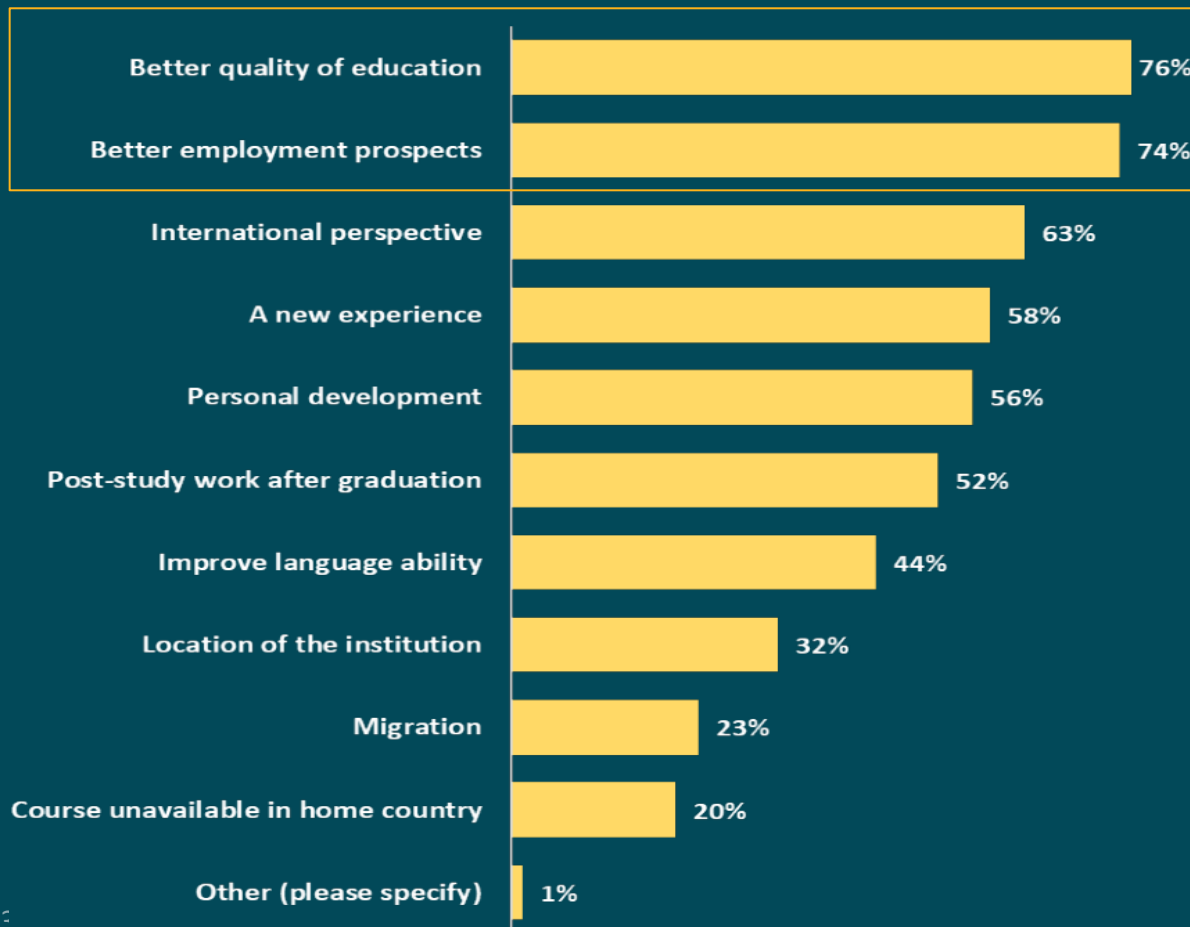
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APPENDIX

ADDITIONAL SLIDES

QUALITY OF EDUCATION AND EMPLOYMENT PROSPECTS REMAIN KEY DRIVERS OF STUDENT CHOICE

Biggest motivating factors for your students to study overseas?
Multiple answers allowed per respondent



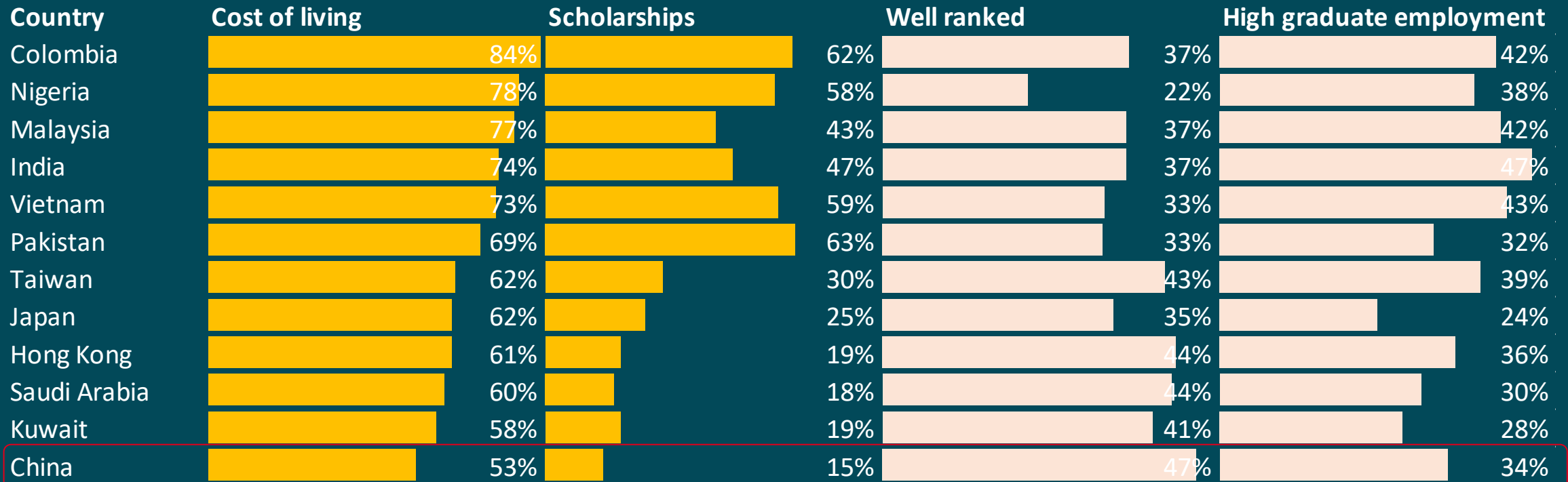
But there are significant regional variations

GROWTH MARKETS HAVE DIFFERENT CHARACTERISTICS TO CHINA

Generally, more cost conscious

Often employability more important than ranking

Selected as a top factor when choosing a university



Employability is the top factor in int'l students' decision-making process – but difficult to deliver

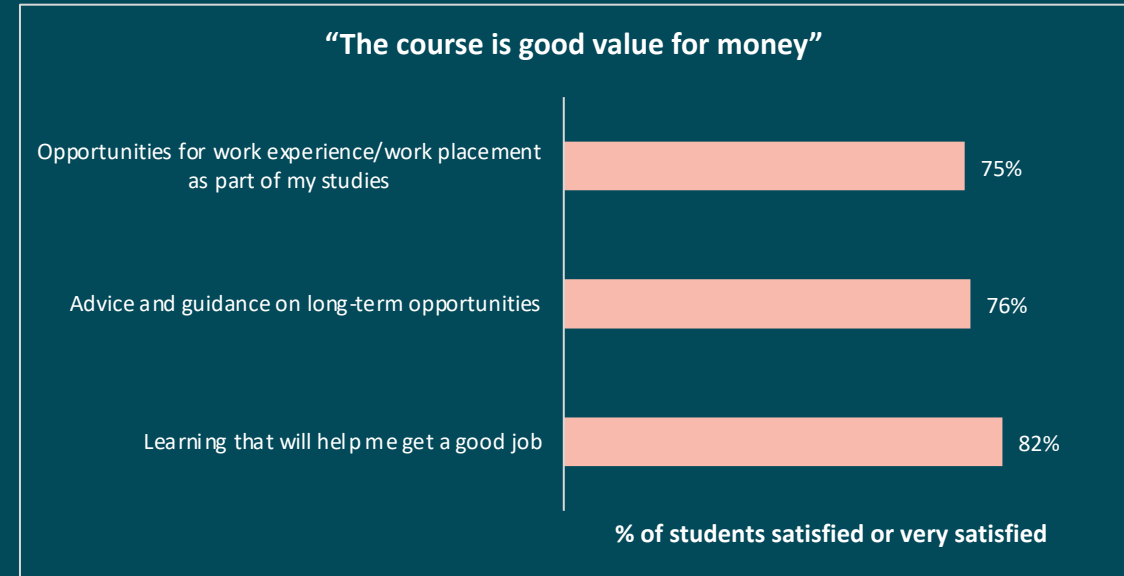
How important were the following factors when deciding where to study? (first year students)

Future career impact – 96%

To what extent do you feel your experience at this institution has prepared you for your career goals? (final year students)

Well prepared – 66%

- Future career impact has been the top factor in student-decision making in the Global International Student Barometer since 2018
- Disconnect between the value international students attach to employability (first year) and how they feel about their career preparedness (final year)



High correlation careers/employability - ROI: students considering their course to be good value for money are also those feeling satisfied with the career elements of their studies.