



*Survey on Opinions of Employers
on Major Aspects of Performance of
First Degree Graduates in Year 2019*

- Survey Report -

Prepared For

Education Bureau

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Executive Summary

EXECUTIVE SUMMARY

Background

1. The Education Bureau (EDB)¹ has been conducting surveys on opinions of employers on major aspects of performance of post-secondary programme graduates in the past years with the aim of keeping track of the quality of graduates and employers' views over time.

2. Between 1998 and 2018, a total of eight surveys in the same series had been conducted, covering full-time publicly-funded first degree graduates of the University Grants Committee (UGC)-funded universities of the years 1998, 1999, 2000, 2003, 2006, 2010, 2013, and 2016, with the surveys being extended to self-financing first degree graduates since 2010. The surveys had also covered publicly-funded sub-degree graduates since 2000, and encompassed both publicly-funded and self-financing sub-degree graduates since 2006. The findings of the surveys enable the Government, post-secondary institutions and the community at large to have a better understanding of the performance of graduates at work and the employers' views.

3. The present survey (the Survey) covers full-time locally accredited publicly-funded and self-financing first degree and sub-degree graduates of 2019 from 16 post-secondary education institutions.

Survey Objectives

4. The objectives of the Survey are summarised as follows:

- (a) to obtain the opinions of employers on the performance of full-time locally-accredited publicly-funded and self-financing first degree graduates and sub-degree graduates of 2019 employed in the work place with regard to nine major aspects of performance;
- (b) to understand employers' common practices in graduate recruitment;
- (c) to collect employers' suggestions on ways to further enhance the quality of graduates; and

¹ Including the former Education and Manpower Bureau before 1 July 2007.

- (d) to identify changes in opinions of employers on graduates compared to the previous rounds of the survey.

Survey Methodology

5. All companies / organisations and Government bureaux / departments that employed graduates of 2019 from full-time locally accredited first degree and sub-degree programmes were invited to participate in the Survey. A total of 141 Government employers² and 4 706 non-Government employers were invited.

6. Data were collected by using the approach of self-administered questionnaire. The target respondents of the Survey were the immediate supervisors of the graduates or persons at senior levels who had adequate knowledge of the performance of the graduates. Telephone follow-up calls were made to the human resources managers / immediate supervisors who did not return the questionnaire before the survey deadline to improve the response rate.

7. A total of 1 587 completed questionnaires (representing 1 422 first degree graduates and 165 sub-degree graduates) from 42 Government bureaux / departments and 1 234 companies/ organisations were received by 30 June 2022. The overall response rate was 50.9%.

8. The data collected were weighted according to the consolidated sampling frame of 2019 first degree and sub-degree working graduates (including 14 391 first degree and 1 073 sub-degree graduates).

² Government employers comprised Government departments, bureaux and Government schools.

Summary of Key Findings³

9. The following paragraphs present the key findings relating to first degree graduates.

Overall Performance Score

10. The overall performance of the 2019 first degree graduates as assessed by employers was satisfactory with an average score of 3.74 (out of 5), which was between “generally meeting employers’ requirements” and “sometimes exceeding employers’ requirements”. In particular, 31% of graduates received a rating of 4.01 or above, indicating that over three in ten of graduates “always” or “sometimes” went beyond employers’ expectation. The assessment results also show that only a few graduates failed to meet employers’ required standards, as there were only 1% of graduates who received a rating of 2.00 or below. (Table 1)

Table 1 Overall Performance Score of 2019 First Degree Graduates

	Performance mean score	Distribution of performance score				
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1
		%	%	%	%	%
Overall	3.74	31	60	8	1	-

Note: The calculation of the overall performance score was based on weighted average of the performance scores of the nine aspects, with respective importance scores taken as the weights.

11. The overall performance score of first degree graduates was trending up since the first inception of the survey (from 3.46 in 1998 to 3.74 in 2019). The overall performance score in 2019 (3.74) was slightly higher than that in 2016 (3.70). (Table 2)

Table 2 Overall Performance Mean Score of First Degree Graduates by Year of Graduation

	Year of graduation								
	1998	1999	2000	2003	2006	2010	2013	2016	2019
Overall performance mean score	3.46	3.46	3.51	3.58	3.59	3.53	3.62	3.70	3.74

Note: Readers should take caution that two new aspects (namely “technical knowledge required for the job” and “knowledge on current affairs and business issues, self-learning ability and self-confidence”) were added into the surveys from 2003 and 2010 onwards respectively. Also, the coverage of the surveys in previous years was different from that from 2010 onwards. Furthermore, the calculation of the overall performance score in surveys from 2016 onwards was based on weighted average of the performance scores of the nine aspects, with respective importance scores taken as the weights; whereas that in surveys of previous years was based on weighted average of the performance scores of the constituent attributes, with respective importance scores taken as the weights. Hence, the overall performance scores of previous years are presented here for reference only and not recommended for direct comparison.

³ For the statistics presented in this report, figures may not add up to totals because of rounding or the question design allowing multiple answers.

Performance Scores and Importance Scores in respect of the Nine Major Aspects

12. The average performance scores of the nine major aspects were all above 3.50, implying that the graduates were “generally meeting employers’ requirements” or “exceeding employers’ requirements” in each of the aspects. (Table 3)

13. Specifically, graduates’ performed particularly well in the areas of “work attitude” (3.91) and “information technology literacy” (3.90). On the other hand, “management skills” (3.56), “analytical and problem-solving abilities” (3.61), and “knowledge on current affairs and business issues, self-learning ability and self-confidence” (3.62) were rated comparatively lower. (Table 3)

14. All nine aspects received average importance scores of over 3.80, reflecting that the various aspects were perceived to be “quite important” or “very important” by employers. Among them, “work attitude” was considered to be the most important aspect with an average score of 4.47, while “numerical competency” (3.84) and “knowledge on current affairs and business issues, self-learning ability and self-confidence” (3.87) were opined to be relatively less important aspects for the positions held by the graduates. (Table 3)

Table 3 Performance Mean Scores and Importance Mean Scores of the Nine Aspects for 2019 First Degree Graduates

Aspect	Performance mean score	Importance mean score
A. Language proficiency	3.78	4.13
<i>Chinese language proficiency</i>	3.83	<i>N/A</i>
<i>English language proficiency</i>	3.66	<i>N/A</i>
B. Numerical competency	3.73	3.84
C. Information technology literacy	3.90	4.08
D. Analytical and problem-solving abilities	3.61	4.16
E. Work attitude	3.91	4.47
F. Inter-personal skills	3.75	4.15
G. Management skills	3.56	3.93
H. Technical knowledge required for the job	3.70	3.99
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	3.62	3.87

Note: “N/A” denotes that the importance scores of individual attributes were not assessed in the survey from 2016 onwards

15. Comparing the results of the performance mean scores and importance mean scores of the different aspects in the 2019 and 2016 surveys, the findings are as follows:

- (a) All aspects showed a slight increase in performance scores over time. The increase was relatively more notable for “information technology literacy” (from 3.82 in 2016 to 3.90 in 2019), “numerical competency” (from 3.67 in 2016 to 3.73 in 2019), “technical knowledge required for the job” (from 3.65 in 2016 to 3.70 in 2019), and “knowledge on current affairs and business issues, self-learning ability and self-confidence” (from 3.57 in 2016 to 3.62 in 2019). (Table 4)
- (b) In terms of the importance scores, both the 2019 and 2016 surveys demonstrated that employers considered “work attitude” (4.47 in 2019 and 4.49 in 2016) as the most important aspect. (Table 4)

Table 4 Comparison of Importance Mean Scores and Performance Mean Scores of the Nine Aspects between 2016 and 2019 First Degree Graduates

Aspect	2016 Graduates		2019 Graduates	
	Importance mean score	Performance mean score	Importance mean score	Performance mean score
Overall	N/A	3.70	N/A	3.74
A. Language proficiency	4.17	3.75	4.13	3.78
<i>Chinese language proficiency</i>	<i>N/A</i>	<i>3.76</i>	<i>N/A</i>	<i>3.83</i>
<i>English language proficiency</i>	<i>N/A</i>	<i>3.64</i>	<i>N/A</i>	<i>3.66</i>
B. Numerical competency	3.75	3.67	3.84	3.73
C. Information technology literacy	3.97	3.82	4.08	3.90
D. Analytical and problem-solving abilities	4.19	3.57	4.16	3.61
E. Work attitude	4.49	3.88	4.47	3.91
F. Inter-personal skills	4.17	3.71	4.15	3.75
G. Management skills	3.92	3.52	3.93	3.56
H. Technical knowledge required for the job	3.89	3.65	3.99	3.70
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	3.88	3.57	3.87	3.62

Satisfaction with Overall Performance of 2019 Graduates

16. Overall, about 98% of the employers were satisfied with the overall performance of 2019 first degree graduates, including 78% who indicated that they were quite satisfied or very satisfied with the graduates' performance, with a slight increase recorded over the figure of 97% in the 2016 survey. (Table 5)

Table 5 Satisfaction with Overall Performance of First Degree Graduates by Year of Graduation

Overall performance	Year of graduation							
	1999	2000	2003	2006	2010	2013	2016	2019
	%	%	%	%	%	%	%	%
Very satisfied	13	16	18	19	18	20	20	20
Quite satisfied	56	52	53	50	55	55	54	59
Average	24	26	25	26	23	22	23	19
Quite dissatisfied	5	5	3	4	3	2	3	2
Very dissatisfied	1	1	1	*	1	1	1	*
No comment	-	-	-	-	*	*	*	*
Total	100	100	100	100	100	100	100	100

Notes: Readers should take note of the different coverage of the surveys across the various cohorts (please refer to paragraphs 2 and 3 above for details). The satisfaction levels of previous years are presented in the table for reference only and direct comparison of statistics is not recommended.

“*” denotes less than 0.5%.

Consideration Factors in Graduate Recruitment

17. The majority of employers acknowledged that academic qualification was a major consideration in graduate recruitment (86%) and the job positions required applicants to be graduated from relevant academic programmes (71%). One-third of employers indicated that the job positions required applicants to attain relevant professional qualifications before taking up the job (34%). (Table 6)

Table 6 Whether Academic and Professional Qualifications of the Graduate were Major Consideration Factors in Recruitment

	Yes	No
	%	%
Whether academic qualification was a major consideration in recruiting for the job position	86	14
Whether the job position required an applicant to be graduated from any specific academic programme	71	29
Whether the job position required an applicant to attain any specific professional qualification before taking up the job	34	66

18. Employers were asked to indicate three most important consideration factors in graduate recruitment. Among the 12 listed attributes, the most widely mentioned attribute was “character and work attitude” (70%), distantly followed by “presentation skills” (44%) and “language proficiency (including speaking and writing)” (37%), particularly “English language proficiency” (34%). (Table 7)

Table 7 Three Most Important Consideration Factors in Graduate Recruitment

	Views of employers on the three most important consideration factors in graduate recruitment
	%
Character and work attitude	70
Presentation skills	44
Language proficiency (including speaking and writing)	37
<i>English language proficiency (including speaking and writing)</i>	<i>34</i>
<i>Chinese language proficiency (including speaking and writing)</i>	<i>30</i>
<i>Putonghua proficiency</i>	<i>12</i>
Knowledge about the company / organisation / industry	26
Interpersonal skills (including negotiation and communication skills)	26
Moral values (including professional ethics and personal conduct)^	25
Analytical and problem-solving abilities	24
Job / internship experiences	19
Self-learning ability	11
Information technology literacy^	9
Self-confidence	4
Numerical competency	1

Note: “^” denotes newly added consideration factors in the 2019 survey.

Survey Objectives and Methodology

I. SURVEY OBJECTIVES AND METHODOLOGY

Background

1.1 The Education Bureau (EDB)⁴ has been conducting surveys on opinions of employers on major aspects of performance of post-secondary programme graduates in the past years with the aim of keeping track of the quality of graduates and employers' views over time.

1.2 Between 1998 and 2018, a total of eight surveys in the same series had been conducted, covering full-time publicly-funded first degree graduates of the University Grants Committee-funded universities of the years 1998, 1999, 2000, 2003, 2006, 2010, 2013, and 2016, with the surveys being extended to self-financing first degree graduates since 2010. The surveys had also covered publicly-funded sub-degree graduates since 2000, and encompassed both publicly-funded and self-financing sub-degree graduates since 2006. The findings of the surveys enable the Government, post-secondary institutions and the community at large to have a better understanding of the performance of graduates at work and the employers' views.

1.3 The present survey (the Survey) covers full-time locally accredited publicly-funded and self-financing first degree and sub-degree graduates of 2019 from 16 post-secondary education institutions.

Survey Objectives

1.4 The objectives of the Survey are summarised as follow

- (a) to obtain the opinions of employers on the performance of full-time locally-accredited publicly-funded and self-financing first degree graduates and sub-degree graduates of 2019 employed in the work place with regard to nine major aspects of performance, i.e.
 - (i) language proficiency in Chinese, English, Putonghua and other languages;
 - (ii) numerical competency;

⁴ Including the former Education and Manpower Bureau before 1 July 2007.

- (iii) information technology literacy;
 - (iv) analytical and problem-solving abilities;
 - (v) work attitude;
 - (vi) inter-personal skills;
 - (vii) management skills;
 - (viii) technical knowledge required for the job; and
 - (ix) knowledge on current affairs and business issues, self-learning ability and self-confidence.
- (b) to understand employers' common practices in graduate recruitment;
 - (c) to collect employers' suggestions on ways to further enhance the quality of graduates; and
 - (d) to identify changes in opinions of employers on graduates compared to the previous rounds of the survey.

Survey Coverage

1.5 The Survey covered companies / organisations and Government bureaux / departments that employed graduates of 2019 from full-time locally-accredited first degree and sub-degree programmes.

1.6 The target respondents of the Survey were the immediate supervisors of the graduates or persons at senior levels who had adequate knowledge of the performance of the graduates.

Sample Design

1.7 The sampling frame of the Survey covered a net of 15 464 working graduates (including 14 391 first degree and 1 073 sub-degree graduates) as of October 2021. The details are outlined as follows:

- (a) As reflected in the information sourced from the Graduate Employment Surveys conducted by individual institutions in end-2019, a total of 16 840 graduates (including 15 597 first degree and 1 243 sub-degree graduates) were classified as eligible respondents who had reported a status of working full-time, whilst the rest of them were excluded in the initial sampling frame of the Survey in view of their status of pursuing further studies or working on a part-time basis.

- (b) A total of 1 430 graduates (including 1 244 first degree and 186 sub-degree graduates out of the initial sampling frame of 16 840 eligible graduates) were subsequently excluded from the Survey for reasons such as having insufficient employers' information for further process or being identified as self-employed.
- (c) A small number of 54 eligible cases (including 38 first degree and 16 sub-degree graduates) were later added back to the sampling frame during survey execution upon confirmation of their eligibility from the employers.

1.8 All companies / organisations and Government bureaux / departments that had employed graduates of 2019 were invited to participate in the Survey. A total of 141 Government employers⁵ and 4 706 non-Government employers were invited.

1.9 The procedures of selecting referencing graduate(s) are outlined as follows:

- (a) If the employer had employed only one first degree graduate of 2019, that specific graduate was automatically selected;
- (b) If the employer had employed more than one first degree graduate of 2019, the longest serving graduate of each eligible institution would be selected.

Data Collection Method

1.10 Data were collected by self-administered questionnaire. Survey packs comprising the following survey documents were sent to the human resources manager by post in October 2021:

- (a) a company questionnaire (**Annex 1**);
- (b) questionnaire(s) on graduate's performance (**Annex 1**);
- (c) a briefing note on the general guidelines on:
 - (i) graduate selection; and
 - (ii) points to note on questionnaire completion;
- (d) official invitation from the Education Bureau; and
- (e) official invitation from the Consultant.

⁵ Government employers comprised Government departments, bureaux and Government schools.

1.11 The employers were requested to:

- (a) complete the company questionnaire;
- (b) select graduate(s) systematically for assessment by following the rules given in the general guidelines;
- (c) distribute the questionnaire(s) on graduate's performance to the immediate supervisor of the graduate(s); and
- (d) return the completed questionnaires to the Consultant using the pre-paid self-addressed envelope or fax / email the questionnaires to a dedicated fax number / email address of the Consultant.

1.12 Telephone follow-up calls were made to the human resources manager / immediate supervisors who did not return the questionnaire(s) before the survey deadline to improve the response rate.

Questionnaire Design

1.13 The Survey covered the following nine major aspects of performance:

- (a) language proficiency in Chinese, English, Putonghua and other languages;
- (b) numerical competency;
- (c) information technology literacy;
- (d) analytical and problem-solving abilities;
- (e) work attitude;
- (f) inter-personal skills;
- (g) management skills;
- (h) technical knowledge required for the job; and
- (i) knowledge on current affairs and business issues, self-learning ability and self-confidence.

1.14 Each aspect of performance was measured by a number of attributes, with a total of 43 attributes being included for gauging the nine aspects of performance. These aspects of performance were carefully chosen with reference to available survey reports and opinions of employers who had participated in the qualitative phase of the pilot survey.

1.15 For each attribute, respondents were requested to give their assessment on the performance of the graduates, which were indicated on a 5-point Likert scale with detailed description as summarised in the following table:

Score	Performance
5	Always exceeds the employers' requirements
4	Sometimes exceeds the employers' requirements
3	Generally meets the employers' requirements
2	Sometimes fails to meet the employers' requirements
1	Always fails to meet the employers' requirements

1.16 The performance score for each aspect was measured on a 10-point Likert scale, where 1 referred to “always fails to meet the employers’ requirements”, and 10 referred to “always exceeds the employers’ requirements”.

1.17 Their assessment on the importance of each aspect for the posts held by the graduates were indicated on a 11-point Likert scale, where 0 referred to “not important at all”, and a higher rating between the scale of 1 to 10 indicated a greater importance of the aspect.

1.18 The overall performance score represented the weighted average of the performance scores of the nine aspects, with the respective importance scores taken as the weights.

1.19 To facilitate comparison of the findings obtained in the previous surveys up to 2013 graduates, the performance score and importance score for each aspect, and the overall performance score were rescaled to a 5-point scale.

1.20 Regarding the common practices of graduate recruitment, respondents were asked about (i) the factors considered in the hiring and selection process of graduates and (ii) whether on-the-job training was provided to the newly recruited graduates. In particular, 12 of the above performance attributes were included in the evaluation for gauging respondents’ views on the three most important consideration factors in graduate recruitment.

Pilot Survey

1.21 Before the commencement of the main survey, a pilot survey, comprising a qualitative study and a quantitative study, was carried out:

- (a) the qualitative study, comprising six in-depth interviews with representatives of employers (including personnel managers and human resources managers), was conducted in August 2021 to collect input on any necessary enhancement to the design of the self-administered questionnaires; and
- (b) the quantitative study was conducted from September to October 2021 to test the survey process, the sampling mechanism and comprehension of the questionnaires. Responses from 65 employers (including 31 employers of first degree graduates and 34 employers of sub-degree graduates) were received.

1.22 Minor modifications to the questionnaires and the survey process were implemented in response to the findings of the pilot survey.

Quality Control Measures

1.23 Suitable measures were taken in various stages of work to ensure the quality of data collected. These included prior fieldwork preparation, thorough training of fieldwork staff, monitoring of the fieldwork execution, checking of the completed questionnaires, and validation of the collected data.

Enumeration Results

1.24 A total of 1 587 completed questionnaires (representing 1 422 first degree graduates and 165 sub-degree graduates) from 42 Government bureaux / departments and 1 234 companies / organisations were received by 30 June 2022. The overall response rate was 50.9%. Details of the enumeration results are at **Annex 2**.

Estimation Method

1.25 The data collected were weighted according to the consolidated sampling frame of 2019 first degree and sub-degree working graduates (including 14 391 first degree and 1 073 sub-degree graduates).

Presentation of Survey Findings

1.26 For the tables presented in this report, figures may not add up to total because of rounding or the question design allowing multiple answers.

1.27 The following symbols are used in the tables in this report:

“-” denotes 0%.

“*” denotes less than 0.5%.

“N/A” denotes not applicable.

Cautionary Remarks

1.28 Readers are advised to take caution in interpreting findings of subgroups based on small number of observations (i.e. with less than 50 responses). The findings for these sub-groups are subject to relatively larger sampling error.

Reliability of the Estimates

1.29 Results of the Survey are subject to sampling error and non-sampling error. The estimates in this report are based on information obtained from a particular sample, which was one of the numerous possible samples that could be drawn by using the same sample design. By chance, estimates derived from different samples would differ from each other. The “sampling error” is a measure of these variations and also a measure of the precision with which an estimate derived from a particular sample would be applied to infer the population parameters that need to be measured.

1.30 It should be noted that since all estimates contained in this report are subject to sampling error, a zero figure might mean a non-zero figure of a small number of observations.

Survey on Opinions of Employers on Major Aspects of Performance of First Degree Graduates in Year 2019 (Survey Report)

1.31 For comparing the precision of the estimates of various variables contained in this report, the coefficient of variation (CV) can be used. The CV of the estimates of the main variable (i.e. the key aspects of performance) contained in this report is given below:

Table 1.1 Coefficient Variation of the Major Estimates

Aspect	2019 First Degree Graduates	
	Performance score	CV
Overall	3.74	0.1
A. Language proficiency	3.78	0.2
<i>Chinese language proficiency</i>	3.83	0.2
<i>English language proficiency</i>	3.66	0.2
B. Numerical competency	3.73	0.2
C. Information technology literacy	3.90	0.2
D. Analytical and problem-solving abilities	3.61	0.2
E. Work attitude	3.91	0.2
F. Inter-personal skills	3.75	0.2
G. Management skills	3.56	0.2
H. Technical knowledge required for the job	3.70	0.2
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	3.62	0.2

Survey Findings

II. SURVEY FINDINGS

Overall Performance of 2019 First Degree Graduates

Overall Performance Score

2.1 The overall performance of the 2019 first degree graduates as assessed by employers was satisfactory with an average score of 3.74, which was between “generally meeting employers’ requirements” and “sometimes exceeding employers’ requirements”. Specifically, nine in ten (91%) graduates were rated at 3.01 or over on average, implying that most graduates’ overall performance generally met employers’ requirements or exceeded their requirements. (Table 2.1)

2.2 In particular, 31% of graduates received a rating of 4.01 or above, indicating that more than three in ten of graduates “always” or “sometimes” went beyond employers’ expectation. (Table 2.1)

2.3 The assessment results also show that only a few graduates failed to meet employers’ required standards as there were only 1% of graduates who received a rating of 2.00 or below. (Table 2.1)

Table 2.1 Overall Performance Score of 2019 First Degree Graduates

	Performance mean score	Distribution of performance score				
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1
		%	%	%	%	%
Overall	3.74	31	60	8	1	-

Note: The calculation of the overall performance score was based on weighted average of the performance scores of the nine aspects, with respective importance scores taken as the weights.

2.4 Analyses by demographic characteristics (in terms of different subgroups of gender, industry and company size) of first degree graduates also revealed that graduates generally met or exceeded employers’ requirements, with 80% or more graduates across the various subgroups being rated at 3.01 or higher. (Table 2.2)

2.5 Only a small proportion of graduates (0% to 5%) across the various subgroups received a rating of 2.00 or below (i.e. failed to meet employers’ requirements). (Table 2.2)

2.6 In addition, the following observations were noted by subgroup analyses:

- (a) In terms of gender, no obvious difference was noted between the overall performance of male (3.73) and female (3.75) graduates. (Chart 2.1)
- (b) Analysed by industries engaged in, graduates working in transport, storage and communications (3.83), education (3.82) and government (3.82) sectors received comparatively higher performance scores. (Chart 2.1)
- (c) Graduates employed in companies / organisations with 50 to 99 full-time staff showed the best overall performance (3.82), followed by those working in large companies / organisations with 1 000 full-time staff or more (3.80). (Chart 2.1)
- (d) Graduates who were still working in the employers' companies at the time of enumeration achieved a relatively higher overall performance score (3.79) than those who had already left the companies (3.62), particularly those who had been employed by the companies for less than three months (3.49). (Chart 2.1)
- (e) Analysed by graduates' current positions in the companies (among those who were still working in the companies at the time of enumeration) or their positions before they left the companies (for those who had already left the companies), graduates who were employed as managers (4.06)⁶ attained relatively better overall performance, followed by those who were professionals (3.74), clerks / sales / workers (3.71), and executives (3.69). (Chart 2.1)

⁶ Small number of observations (less than 50) and the findings should be interpreted with care.

Survey on Opinions of Employers on Major Aspects of Performance of First Degree Graduates in Year 2019 (Survey Report)

Table 2.2 Overall Performance Score of 2019 First Degree Graduates by Demographic Profile

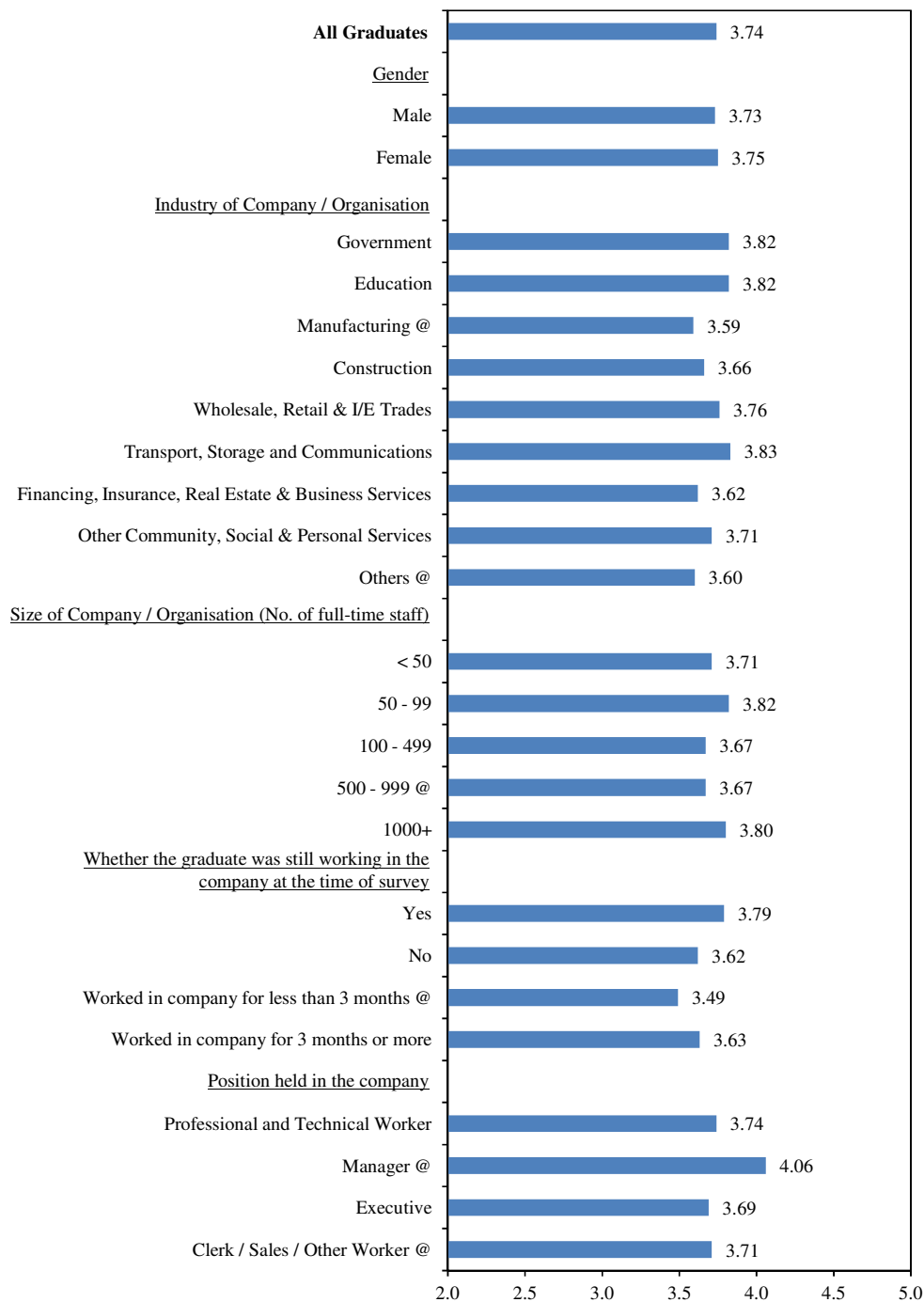
Demographic Profile	Performance mean score	Distribution of performance score				
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1
		%	%	%	%	%
Overall	3.74	31	60	8	1	-
Gender						
Male	3.73	32	58	9	1	-
Female	3.75	31	61	8	*	-
Industry of company / organisation						
Government	3.82	39	55	6	*	-
Education	3.82	36	57	7	-	-
Manufacturing @	3.59	26	53	20	-	-
Construction	3.66	24	69	7	-	-
Wholesale, retail & import / export trades	3.76	39	44	16	-	-
Transport, storage and communications	3.83	31	61	7	1	-
Financing, insurance, real estate & business services	3.62	27	61	11	1	-
Other community, social & personal services	3.71	27	65	7	1	-
Others @	3.60	27	62	6	5	-
Size of company / organisation (No. of full-time staff)						
Less than 50	3.71	31	60	9	1	-
50 – 99	3.82	36	58	6	*	-
100 – 499	3.67	27	58	15	-	-
500 – 999 @	3.67	29	62	5	4	-
1000+	3.80	29	68	2	1	-
Whether the graduates were still working in the company						
Yes	3.79	33	60	7	*	-
No	3.62	27	60	11	2	-
- Worked in company for less than 3 months @	3.49	27	58	11	4	-
- Worked in company for 3 months or more	3.63	27	60	11	2	-
Current position in company / position before leaving company						
Professional	3.74	32	59	9	*	-
Manager @	4.06	53	47	-	-	-
Executive	3.69	26	67	6	1	-
Clerk / sales / worker @	3.71	13	79	7	-	-

Notes: “@” denotes small number of observations (less than 50).

“*” denotes less than 0.5%.

Survey on Opinions of Employers on Major Aspects of Performance of First Degree Graduates in Year 2019 (Survey Report)

Chart 2.1 Overall Performance Mean Score of 2019 First Degree Graduates by Demographic Profile



Note: “@” denotes small number of observations (less than 50).

Overall Performance by Year of Graduation

2.7 The overall performance score of first degree graduates was trending up since the first inception of the survey (from 3.46 in 1998 to 3.74 in 2019). The 2019 overall performance score (3.74) was slightly higher than that in 2016 (3.70). (Table 2.3)

Table 2.3 Overall Performance Mean Score of First Degree Graduates by Year of Graduation

	Year of graduation								
	1998	1999	2000	2003	2006	2010	2013	2016	2019
Overall performance mean score	3.46	3.46	3.51	3.58	3.59	3.53	3.62	3.70	3.74

Note: Readers should take caution that two new aspects (namely “technical knowledge required for the job” and “knowledge on current affairs and business issues, self-learning ability and self-confidence”) were added into the surveys from 2003 and 2010 onwards respectively. Also, the coverage of the surveys in previous years was different from that from 2010 onwards. Furthermore, the calculation of the overall performance score in surveys from 2016 onwards was based on weighted average of the performance scores of the nine aspects, with respective importance scores taken as the weights; whereas that in surveys of previous years was based on weighted average of the performance scores of the constituent attributes, with respective importance scores taken as the weights. Hence, the overall performance scores of previous years are presented here for reference only and not recommended for direct comparison.

Performance of 2019 First Degree Graduates in Respect of the Nine Major Aspects

Performance Scores

2.8 The average performance scores of the nine major aspects were all above 3.50, implying that the graduates were “generally meeting employers’ requirements” or “exceeding employers’ requirements” in each of the aspects. (Table 2.4)

2.9 Specifically, graduates’ performed particularly well in the areas of “work attitude” (3.91) and “information technology literacy” (3.90). On the other hand, “management skills” (3.56), “analytical and problem-solving abilities” (3.61), and “knowledge on current affairs and business issues, self-learning ability and self-confidence” (3.62) were rated comparatively lower. (Table 2.4)

2.10 In terms of the distribution of performance scores as shown in Table 2.4, over 80% of graduates (83% to 91%) attained a score of 3.01 or above for each of the nine aspects, implying that more than eight in ten employers considered that graduates’ performance generally met or exceeded their requirements. (Table 2.4)

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2.11 Specifically, 40% or more graduates received ratings that were 4.01 or above in the areas of “work attitude” (59%), “information technology literacy” (54%), “language proficiency” (47%), “inter-personal skills” (46%), “numerical competency” (40%), and “technical knowledge required for the job” (40%), indicating that at least four in ten graduates “always” or “sometimes” went beyond employers’ requirements in these six aspects. (Table 2.4)

2.12 Only a few graduates (1% to 4%) failed to meet employers’ performance expectation (i.e. receiving a rating of 2.00 or below). (Table 2.4)

Table 2.4 Performance Score of 2019 First Degree Graduates by Performance Aspect

Aspect	Performance mean score	Distribution of performance score					
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1	Not applicable
		%	%	%	%	%	%
Overall	3.74	31	60	8	1	-	-
A. Language proficiency	3.78	47	43	9	1	-	*
B. Numerical competency	3.73	40	43	11	1	*	6
C. Information technology literacy	3.90	54	37	8	*	*	1
D. Analytical and problem-solving abilities	3.61	36	48	13	2	*	*
E. Work attitude	3.91	59	31	9	1	*	*
F. Inter-personal skills	3.75	46	42	10	2	*	*
G. Management skills	3.56	33	50	13	3	1	*
H. Technical knowledge required for the job	3.70	40	44	12	1	*	3
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	3.62	36	49	13	1	*	1

Note: “*” denotes less than 0.5%.

Importance Scores

2.13 Employers were asked to rate the importance of each of these performance aspects for the posts held by first degree graduates. All nine aspects received average importance scores of over 3.80, reflecting that the various aspects were perceived to be “quite important” or “very important” by employers. (Table 2.5)

2.14 Among the nine performance aspects, “work attitude” was considered to be the most important with an average score of 4.47, while “numerical competency” (3.84) and “knowledge on current affairs and business issues, self-learning ability and self-confidence” (3.87) were opined to be relatively less important for the positions held by the graduates. (Table 2.5)

2.15 In terms of the distribution of importance scores as shown in Table 2.5, 90% or more employers rated “work attitude” (99%), “inter-personal skills” (97%), “analytical and problem-solving abilities” (95%), “language proficiency” (93%), “information technology literacy” (93%), and “technical knowledge required for the job” (90%) as “quite important” or “very important”. (Table 2.5)

2.16 “Numerical competency” was opined to be the least important aspect for the positions held by the graduates (3.84). In terms of distribution of importance scores, 15% of the employers perceived that the aspects of “numerical competency” as of “average” importance / “not quite important” / “not important at all”. (Table 2.5)

Table 2.5 Importance Score of Performance Aspects for 2019 First Degree Graduates

Aspect	Importance mean score	Distribution of importance score				
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1
		%	%	%	%	%
A Language proficiency	4.13	64	29	6	*	*
B Numerical competency	3.84	47	38	12	2	1
C Information technology literacy	4.08	60	33	6	*	*
D Analytical and problem-solving abilities	4.16	68	27	5	*	*
E Work attitude	4.47	85	14	1	-	*
F Inter-personal skills	4.15	65	32	3	-	-
G Management skills	3.93	48	41	10	*	*
H Technical knowledge required for the job	3.99	56	34	7	1	2
I Knowledge on current affairs and business issues, self-learning ability and self-confidence	3.87	45	44	11	*	1

Note: “*” denotes less than 0.5%.

Comparison of Importance Scores and Performance Scores between 2016 and 2019

2.17 Comparing the results of the performance mean scores and importance mean scores of the different aspects in the 2019 and 2016 surveys, the findings are as follows:

- (a) All aspects showed a slight increase in the performance scores over time. The increase was relatively more notable for “information technology literacy” (from 3.82 in 2016 to 3.90 in 2019), “numerical competency” (from 3.67 in 2016 to 3.73 in 2019), “technical knowledge required for the job” (from 3.65 in 2016 to 3.70 in 2019), and “knowledge on current affairs and business issues, self-learning ability and self-confidence” (from 3.57 in 2016 to 3.62 in 2019). (Table 2.6)
- (b) In terms of the importance scores, both 2019 and 2016 surveys demonstrated that employers considered “work attitude” (4.47 in 2019 and 4.49 in 2016) as the top most important aspect. (Table 2.6)

Table 2.6 Comparison of Importance Mean Scores and Performance Mean Scores of the Nine Aspects between 2016 and 2019 First Degree Graduates

Aspect	2016 Graduates		2019 Graduates	
	Importance mean score	Performance mean score	Importance mean score	Performance mean score
Overall	N/A	3.70	N/A	3.74
A. Language proficiency	4.17	3.75	4.13	3.78
<i>Chinese language proficiency</i>	<i>N/A</i>	<i>3.76</i>	<i>N/A</i>	<i>3.83</i>
<i>English language proficiency</i>	<i>N/A</i>	<i>3.64</i>	<i>N/A</i>	<i>3.66</i>
B. Numerical competency	3.75	3.67	3.84	3.73
C. Information technology literacy	3.97	3.82	4.08	3.90
D. Analytical and problem-solving abilities	4.19	3.57	4.16	3.61
E. Work attitude	4.49	3.88	4.47	3.91
F. Inter-personal skills	4.17	3.71	4.15	3.75
G. Management skills	3.92	3.52	3.93	3.56
H. Technical knowledge required for the job	3.89	3.65	3.99	3.70
I. Knowledge on current affairs and business issues, self-learning ability and self-confidence	3.88	3.57	3.87	3.62

Quadrant Analysis

2.18 Chart 2.2 presents the Quadrant Analysis conducted based on the importance scores and the corresponding performance scores of individual performance aspects.

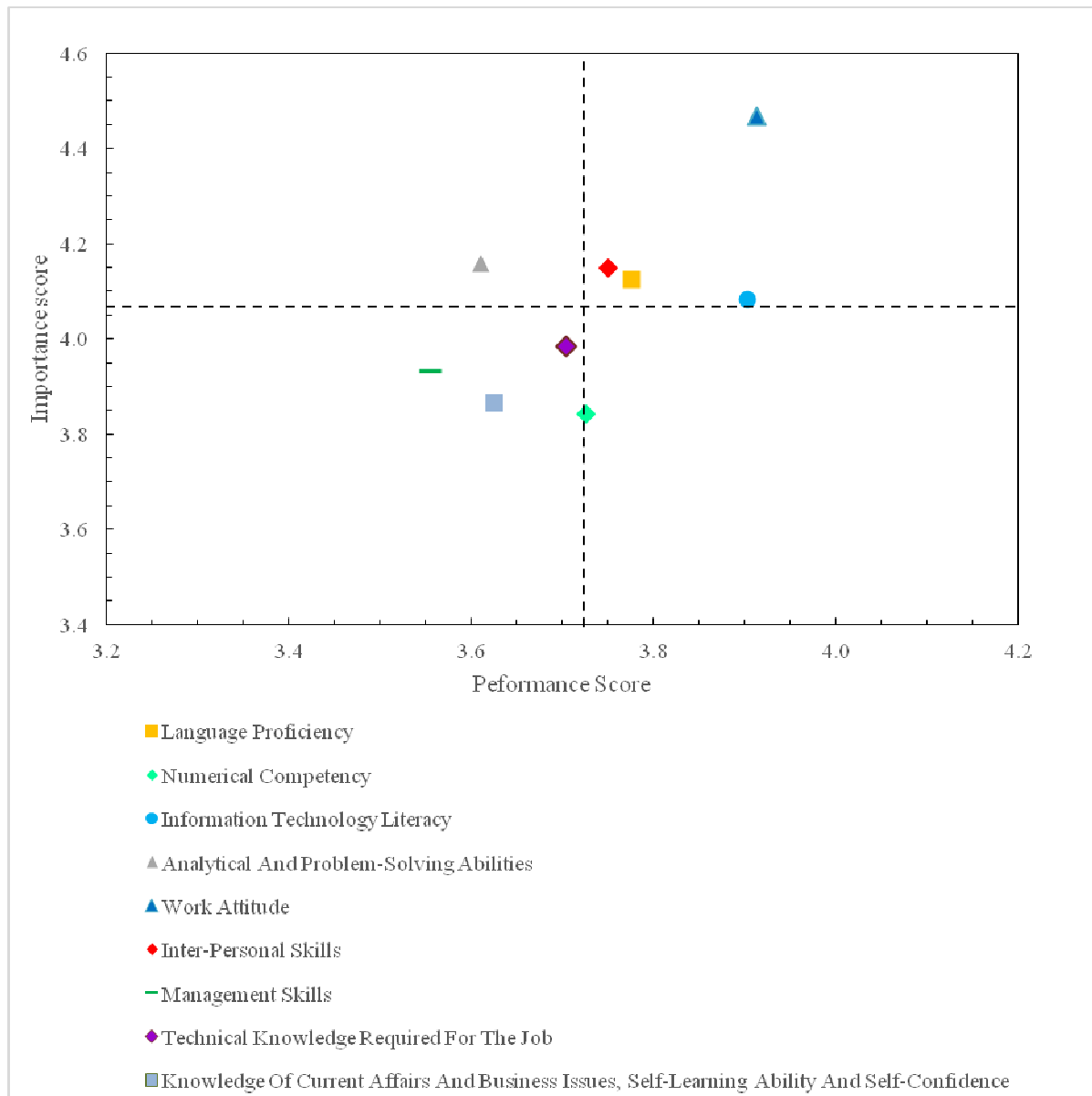
2.19 On the whole, a positive relationship between the importance scores and the performance scores is observed: for aspects that were considered relatively more important, graduates generally received relatively higher ratings in their performance scores. (Chart 2.2)

2.20 The various individual performance aspects are categorised into four quadrants: (a) top priority for enhancement, (b) second priority for enhancement, (c) strengths, and (d) maintenance according to the importance scores and the corresponding performance scores as shown in the table below: (Chart 2.2)

Performance Importance	Relatively low (or below average) performance score	Relatively high (or above average) performance score
Relatively high (or above average) importance score	<u>(a) Top priority for enhancement</u> - Analytical and problem-solving ability	<u>(c) Strengths</u> - Work attitude - Information technology literacy - Language proficiency - Inter-personal skills
Relatively low (or below average) importance score	<u>(b) Second priority for enhancement</u> - Management skills - Knowledge on current affairs and business issues, self-learning ability and self-confidence - Technical knowledge required for the job	<u>(d) Maintenance</u> - Numerical competency

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Chart 2.2 Performance Scores and Importance Scores of 2019 First Degree Graduates by Aspect



Performance of 2019 First Degree Graduates in Respect of 43 Attributes

2.21 Tables 2.7 and 2.8 summarise the detailed analyses on the importance of the 43 attributes under the nine performance aspects as perceived by the employers and the respective performance scores attained by the first degree graduates.

2.22 Out of the 43 attributes, 35 attributes were perceived by over half of the employers as important for the posts held by the graduates. Specifically, “expression of ideas” (91%) was the most widely mentioned important attribute, closely followed by “comprehension of verbal and written communication” (89%), “time management and organisation of work” (89%), “problem-solving ability” (85%), “initiative and drive” (83%), “negotiation and communication skills” (83%), “team work” (82%), “self-learning ability” (82%), and “commitment” (81%). (Table 2.7)

2.23 Only a few employers considered “other language proficiency” (6%) as an important attribute. Another two least mentioned important attributes were “Putonghua proficiency” (24%) and “leadership” (38%). (Table 2.7)

2.24 In terms of performance, the 2019 graduates were able to “exceed their employers’ requirements” (score 3.01 or above) to varying degrees in all of the 43 attributes. “Ability to make use of the internet and intranet to facilitate work and business” (4.00) received the highest performance ratings. “Use of basic computer software” (3.96), “professional / business ethics” (3.95), “comprehension of verbal and written communication” (3.84), “Chinese proficiency” (3.83), “commitment” (3.83), and “team work” (3.81) were also amongst the top performing attributes. The performance of 15% to 23% of graduates were considered to be “always exceeding employers’ requirements” in these attributes. (Table 2.8)

2.25 The areas with lower performance scores were “leadership” (3.14) and “foresight” (3.22). Over one-tenth of graduates (14% and 13% respectively) were considered by employers to be “sometimes” or “always failing to meet their requirements” in these two performance attributes. (Table 2.8)

2.26 The perceived importance of and graduates’ performance in the various attributes are detailed in the ensuing paragraphs by descending order of mean performance scores:

Work Attitude

2.27 This aspect received the highest importance score of 4.47. The average performance score was 3.91, which was also the highest among all aspects. (Table 2.8)

2.28 Among the six attributes of “work attitude”, “professional / business ethics” received the highest performance score of 3.95, with 75% of graduates being able to “exceed their employers’ requirements”, and 70% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

2.29 “Commitment”, having a performance score at 3.83, closely followed, with 70% of graduates being able to “exceed their employers’ requirements”, and 81% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

2.30 “Initiative and drive” had the lowest performance score at 3.62, with 57% of graduates being able to “exceed their employers’ requirements”, and 83% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

Information Technology Literacy

2.31 This aspect had an importance score of 4.08. The average performance score was 3.90, which was the second highest among the nine aspects. (Table 2.8)

2.32 Among the four attributes of “information technology literacy”, “ability to make use of the internet and intranet to facilitate work and business” had the highest performance score at 4.00, with 76% of graduates being able to “exceed their employers’ requirements”, and 64% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

2.33 This was followed closely by “use of basic computer software”, which had a performance score of 3.96, with 74% of graduates being able to “exceed their employers’ requirements”, and 79% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

2.34 “Adaptability to new software” had the lowest performance score at 3.68, with 53% of graduates being able to “exceed their employers’ requirements”, and 53% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

Language Proficiency

2.35 This aspect had an importance score of 4.13. The average performance score was the third highest on the list at 3.78. (Table 2.8)

2.36 Among the six attributes of “language proficiency”, “comprehension of verbal and written communication” had the highest performance score at 3.84, with 71% of graduates being able to “exceed their employers’ requirements” and 89% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

2.37 “Chinese language proficiency” closely followed with a performance score at 3.83. Some 67% of graduates were able to “exceed their employers’ requirements” and 61% of employers regarded it as an important attribute. (Tables 2.7 & 2.8)

2.38 “Expression of ideas” was the attribute most widely considered important within the aspect of “language proficiency” (91%), with a performance score of 3.77, and 66% of graduates being able to “exceed their employers’ requirements”. (Tables 2.7 & 2.8)

Inter-personal Skills

2.39 This aspect received an importance score of 4.15. The average performance score was 3.75, ranking fourth on the list. (Table 2.8)

2.40 Among the five attributes of “inter-personal skills”, graduates’ performance on “team work” was best rated at 3.81, with 69% of graduates being able to “exceed their employers’ requirements”, and 82% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

2.41 “Able to accept and provide feedback in a constructive and considerate manner” followed with a performance score of 3.69. Some 62% of graduates were able to “exceed their employers’ requirements” and 72% of employers regarded it as an important attribute. (Tables 2.7 & 2.8)

2.42 “Able to manage and resolve conflict when appropriate” had the lowest performance score at 3.51, with 49% of graduates being able to “exceed their employers’ requirements”, and 60% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

2.43 “Negotiation and communication skills” (83%) was the attribute most widely considered important within the aspect of “inter-personal skills”. It had a performance score of 3.63, with 58% of graduates being able to “exceed their employers’ requirements”. (Tables 2.7 & 2.8)

Numerical Competency

2.44 This aspect had an importance score of 3.84. The average performance score was 3.73, which was the fifth highest on the list. (Table 2.8)

2.45 Among the three attributes of “numerical competency”, “preparation of data” had the highest performance score at 3.71, with 56% of graduates being able to “exceed their employers’ requirements”, and 68% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

2.46 “Application of data” had the lowest performance score at 3.62. Only 49% of graduates were able to “exceed their employers’ requirements” and 63% of employers regarded it as an important attribute. (Tables 2.7 & 2.8)

Technical Knowledge Required for the Job

2.47 This aspect had an importance score of 3.99. The average performance score was 3.70, which ranked sixth on the list. (Table 2.8)

2.48 Among the three attributes of “technical knowledge required for the job”, graduates’ performance on “ability to apply technical knowledge to handle technical demands in work” was best rated at 3.67, with 57% of graduates being able to “exceed their employers’ requirements”, and 78% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

2.49 “Awareness of occupational health and safety practices and procedures and act in accordance with these” had the lowest performance score at 3.54, with 42% of graduates being able to “exceed their employers’ requirements”, and 45% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

Knowledge of Current Affairs and Business Issues, Self-Learning Ability and Self-Confidence

2.50 This aspect obtained a comparatively lower importance score at 3.87 and the third lowest performance score at 3.62. (Table 2.8)

2.51 Among the four attributes of “knowledge of current affairs and business issues, self-learning ability and self-confidence”, “self-learning ability” had the highest performance score at 3.70, with 62% of graduates being able to “exceed their employers’ requirements”, and 82% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

2.52 “Knowledge of current affairs, work and industry working in” and “personal career planning” received the lowest performance scores at 3.41 and 3.42 respectively. Only 43% and 42% of graduates were able to “exceed their employers’ requirements” respectively, and 54% and 40% of employers regarded these two attributes as important respectively. (Tables 2.7 & 2.8)

Analytical and Problem-solving Abilities

2.53 This aspect had the second highest importance score of 4.16. The performance score was 3.61, which was the second lowest among all aspects. (Table 2.8)

2.54 Among the seven attributes of “analytical and problem-solving abilities”, “common sense” (3.70) and “analytical mind” (3.69) were rated the highest, with 62% of graduates being able to “exceed their employers’ requirements”, and 61% and 76% of employers considering these two attributes as important respectively. (Tables 2.7 & 2.8)

2.55 “Foresight” had the lowest performance score at 3.22, with 31% of graduates being able to “exceed their employers’ requirements”, and 44% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

2.56 On the other hand, “problem-solving ability” was considered at the most important attribute (85%), with a performance score of 3.59. (Tables 2.7 & 2.8)

Management Skills

2.57 This aspect received an importance score of 3.93. The performance score was 3.56, which was the lowest among all aspects. (Table 2.8)

2.58 Among the five attributes of “management skills”, graduates’ performance in “self-management skills” was best rated at 3.63. Some 58% of graduates were able to “exceed their employers’ requirements”, and 72% of employers regarded it as an important attribute. (Tables 2.7 & 2.8)

2.59 “Time management and organisation of work” (89%) was the attribute most widely considered important within the aspect of “management skills”. It received a performance score at 3.55, with 53% of graduates being able to “exceed their employers’ requirements”. (Tables 2.7 & 2.8)

2.60 “Leadership” had the lowest performance score at 3.14, with 25% of graduates being able to “exceed their employers’ requirements”, and 38% of employers considering it as an important attribute. (Tables 2.7 & 2.8)

Table 2.7 Views of Employers on Importance of the 43 Attributes

Aspect	Importance mean score	Attribute	Views of employers on the importance of individual attributes
			%
A. Language proficiency	4.13	1 Expression of ideas	91
		2 Comprehension of verbal and written communication	89
		3 Chinese proficiency	61
		4 English proficiency	56
		5 Putonghua proficiency	24
		6 Other language proficiency	6
B. Numerical competency	3.84	7 Comprehension of data	68
		8 Preparation of data	68
		9 Application of data	63
C. Information technology literacy	4.08	10 Use of basic computer software	79
		11 Use of job-specific computer software	59
		12 Adaptability to new software	53
		13 Ability to make use of the internet & intranet to facilitate work & business	64

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Aspect	Importance mean score	Attribute	Views of employers on the importance of individual attributes
			%
D. Analytical and problem-solving abilities	4.16	14 Common sense	61
		15 Analytical mind	76
		16 Problem-solving ability	85
		17 Creativity	47
		18 Ability to implement solution and act on opportunities for improvement	66
		19 Judgment	64
		20 Foresight	44
E. Work attitude	4.47	21 Commitment	81
		22 Perseverance	76
		23 Initiative and drive	83
		24 Receptivity and adaptability to new ideas and environment	60
		25 Ability to work independently	72
		26 Professional / business ethics	70
F. Inter-personal skills	4.15	27 Negotiation and communication skills	83
		28 Able to accept and provide feedback in a constructive and considerate manner	72
		29 Team work	82
		30 Able to manage and resolve conflict when appropriate	60
		31 Able to establish an effective social network	47
G. Management skills	3.93	32 Time management and organisation of work	89
		33 Management of available resources and ability to seek resources and assistance	62
		34 Able to control and monitor	55
		35 Leadership	38
		36 Self-management skills	72
H. Technical knowledge required for the job	3.99	37 Ability to apply technical knowledge to handle technical demands in work	78
		38 Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification	62
		39 Aware of occupational health and safety practices and procedures, and act in accordance with these	45

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Aspect	Importance mean score	Attribute	Views of employers on the importance of individual attributes
			%
I. Knowledge of current affairs and business issues, self-learning ability and self-confidence	3.87	40 Self-confidence	67
		41 Self-learning ability	82
		42 Knowledge of current affairs, work and industry working in	54
		43 Personal career planning	40

Table 2.8 Performance Score of 2019 First Degree Graduates in respect of the 43 Attributes

Attribute	Importance mean score	Performance mean score	Views of employers on whether the graduates' performance had met their required standard					
			Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
			%	%	%	%	%	%
A. Language proficiency	4.13	3.78						
1 Expression of ideas		3.77	13	53	31	2	*	-
2 Comprehension of verbal and written communication		3.84	15	56	27	2	*	-
3 Chinese proficiency		3.83	15	52	29	1	*	3
4 English proficiency		3.66	12	43	39	2	*	4
5 Putonghua proficiency		3.43	5	24	32	5	*	34
6 Other language proficiency		3.10	*	3	6	2	1	88
B. Numerical competency	3.84	3.73						
7 Comprehension of data		3.69	12	43	37	2	*	6
8 Preparation of data		3.71	12	44	35	2	*	7
9 Application of data		3.62	11	38	40	2	*	8

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Attribute	Importance mean score	Performance mean score	Views of employers on whether the graduates' performance had met their required standard					
			Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
			%	%	%	%	%	%
C. Information technology literacy	4.08	3.90						
10 Use of basic computer software		3.96	23	51	25	1	*	*
11 Use of job-specific computer software		3.77	14	46	31	2	*	8
12 Adaptability to new software		3.68	12	41	35	3	*	9
13 Ability to make use of the internet & intranet to facilitate work & business		4.00	23	53	22	*	*	1
D. Analytical and problem-solving abilities	4.16	3.61						
14 Common sense		3.70	11	51	34	3	*	1
15 Analytical mind		3.69	11	51	33	3	*	1
16 Problem-solving ability		3.59	11	45	37	7	*	*
17 Creativity		3.40	6	35	47	7	1	4
18 Ability to implement solution and act on opportunities for improvement		3.49	8	41	43	7	1	1
19 Judgment		3.47	6	41	46	5	1	1
20 Foresight		3.22	4	27	52	12	1	4
E. Work attitude	4.47	3.91						
21 Commitment		3.83	21	49	25	4	1	*
22 Perseverance		3.77	18	48	28	5	1	*
23 Initiative and drive		3.62	15	42	33	8	1	*
24 Receptivity and adaptability to new ideas and environment		3.73	14	50	31	4	1	1
25 Ability to work independently		3.72	17	47	29	6	1	*
26 Professional / business ethics		3.95	23	52	23	2	1	1

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Attribute	Importance mean score	Performance mean score	Views of employers on whether the graduates' performance had met their required standard					
			Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
			%	%	%	%	%	%
F. Inter-personal skills	4.15	3.75						
27 Negotiation and communication skills		3.63	10	48	38	4	1	*
28 Able to accept and provide feedback in a constructive and considerate manner		3.69	13	49	33	4	*	1
29 Team work		3.81	16	53	28	3	*	*
30 Able to manage and resolve conflict when appropriate		3.51	8	41	42	4	1	4
31 Able to establish an effective social network		3.53	8	41	43	5	*	2
G. Management skills	3.93	3.56						
32 Time management and organisation of work		3.55	11	42	40	6	1	*
33 Management of available resources and ability to seek resources and assistance		3.49	8	39	46	5	1	2
34 Able to control and monitor		3.39	6	33	45	7	1	8
35 Leadership		3.14	3	22	47	12	2	16
36 Self-management skills		3.63	13	45	35	6	1	1

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Attribute	Importance mean score	Performance mean score	Views of employers on whether the graduates' performance had met their required standard					
			Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
			%	%	%	%	%	%
H. Technical knowledge required for the job	3.99	3.70						
37 Ability to apply technical knowledge to handle technical demands in work		3.67	10	47	35	3	*	5
38 Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification		3.61	9	42	39	2	*	7
39 Aware of occupational health and safety practices and procedures, and act in accordance with these		3.54	8	34	42	3	-	13
I. Knowledge of current affairs and business issues, self-learning ability and self-confidence	3.87	3.62						
40 Self-confidence		3.57	10	43	43	4	1	*
41 Self-learning ability		3.70	12	50	32	3	1	1
42 Knowledge of current affairs, work and industry working in		3.41	6	37	47	7	1	2
43 Personal career planning		3.42	7	35	45	7	1	6

Note: "*" denotes less than 0.5%.

2.61 The analyses of graduates' performance in the nine performance aspects and 43 attributes by gender and employment size of companies / organisations are presented below:

Gender

- (a) Male and female graduates showed similar performance in the aspects of “information technology literacy” (male: 3.91; female: 3.90), “knowledge of current affairs and business issues, self-learning ability and self-confidence” (male: 3.64; female: 3.61), and “analytical and problem-solving abilities” (male: 3.61; female: 3.61). (Table 2.9)
- (b) Male graduates generally performed better than female graduates in “numerical competency” (male: 3.79; female: 3.67) and “technical knowledge required for the job” (male: 3.74; female: 3.67). (Table 2.9)
- (c) Female graduates scored better in “work attitude” (male: 3.88; female: 3.94), “language proficiency” (male: 3.70; female: 3.84), “inter-personal skills” (male: 3.69; female: 3.81), and “management skills” (male: 3.51; female: 3.59). (Table 2.9)

Table 2.9 Performance Score of 2019 First Degree Graduates in respect of the 43 Attributes by Gender

Attribute	Total	Gender	
		Male	Female
OVERALL	3.74	3.73	3.75
A. Language proficiency	3.78	3.70	3.84
1 Expression of ideas	3.77	3.73	3.79
2 Comprehension of verbal and written communication	3.84	3.83	3.84
3 Chinese proficiency	3.83	3.80	3.85
4 English proficiency	3.66	3.61	3.70
5 Putonghua proficiency	3.43	3.31	3.53
6 Other language proficiency	3.10	3.05	3.14
B. Numerical competency	3.73	3.79	3.67
7 Comprehension of data	3.69	3.81	3.58
8 Preparation of data	3.71	3.80	3.63
9 Application of data	3.62	3.75	3.51
C. Information technology literacy	3.90	3.91	3.90
10 Use of basic computer software	3.96	4.01	3.92
11 Use of job-specific computer software	3.77	3.80	3.74
12 Adaptability to new software	3.68	3.71	3.65
13 Ability to make use of the internet & intranet to facilitate work & business	4.00	4.04	3.97

Survey on Opinions of Employers on Major Aspects of Performance of First Degree Graduates in Year 2019 (Survey Report)

Attribute	Total	Gender	
		Male	Female
D. Analytical and problem-solving abilities	3.61	3.61	3.61
14 Common sense	3.70	3.67	3.73
15 Analytical mind	3.69	3.72	3.67
16 Problem-solving ability	3.59	3.58	3.59
17 Creativity	3.40	3.36	3.43
18 Ability to implement solution and act on opportunities for improvement	3.49	3.50	3.49
19 Judgment	3.47	3.49	3.46
20 Foresight	3.22	3.22	3.21
E. Work attitude	3.91	3.88	3.94
21 Commitment	3.83	3.78	3.88
22 Perseverance	3.77	3.71	3.83
23 Initiative and drive	3.62	3.59	3.64
24 Receptivity and adaptability to new ideas and environment	3.73	3.71	3.74
25 Ability to work independently	3.72	3.69	3.75
26 Professional / business ethics	3.95	3.87	4.02
F. Inter-personal skills	3.75	3.69	3.81
27 Negotiation and communication skills	3.63	3.58	3.67
28 Able to accept and provide feedback in a constructive and considerate manner	3.69	3.62	3.76
29 Team work	3.81	3.75	3.85
30 Able to manage and resolve conflict when appropriate	3.51	3.49	3.54
31 Able to establish an effective social network	3.53	3.53	3.53
G. Management skills	3.56	3.51	3.59
32 Time management and organisation of work	3.55	3.52	3.58
33 Management of available resources and ability to seek resources and assistance	3.49	3.47	3.51
34 Able to control and monitor	3.39	3.38	3.40
35 Leadership	3.14	3.15	3.14
36 Self-management skills	3.63	3.59	3.66
H. Technical knowledge required for the job	3.70	3.74	3.67
37 Ability to apply technical knowledge to handle technical demands in work	3.67	3.69	3.64
38 Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification	3.61	3.62	3.60
39 Aware of occupational health and safety practices and procedures, and act in accordance with these	3.54	3.53	3.55

Survey on Opinions of Employers on Major Aspects of Performance of First Degree Graduates in Year 2019 (Survey Report)

Attribute	Total	Gender	
		Male	Female
I. Knowledge of current affairs and business issues, self-learning ability and self-confidence	3.62	3.64	3.61
40 Self-confidence	3.57	3.59	3.55
41 Self-learning ability	3.70	3.71	3.69
42 Knowledge of current affairs, work and industry working in	3.41	3.45	3.38
43 Personal career planning	3.42	3.44	3.41

Employment size

(d) Graduates employed in companies / organisations with 100 to 499 full-time staff tended to be scored lower in most of the aspects, while those working in companies / organisations with 50 to 99 or 1000 or more full-time staff showed relatively stronger performance in various aspects. (Table 2.10)

Table 2.10 Performance Score of 2019 First Degree Graduates in respect of the 43 Attributes by Employment Size

Attribute	Total	Employment size				
		Less than 50	50 – 99	100 – 499	500 – 999@	1000+
OVERALL	3.74	3.71	3.82	3.67	3.67	3.80
A. Language proficiency	3.78	3.76	3.87	3.66	3.66	3.81
1 Expression of ideas	3.77	3.70	3.87	3.73	3.61	3.85
2 Comprehension of verbal and written communication	3.84	3.79	3.94	3.76	3.59	3.94
3 Chinese proficiency	3.83	3.84	3.87	3.82	3.59	3.75
4 English proficiency	3.66	3.64	3.73	3.60	3.46	3.73
5 Putonghua proficiency	3.43	3.43	3.44	3.33	3.52	3.54
6 Other language proficiency	3.10	3.22	3.15	2.95	3.18	2.62
B. Numerical competency	3.73	3.67	3.79	3.70	3.83	3.75
7 Comprehension of data	3.69	3.68	3.68	3.69	3.86	3.72
8 Preparation of data	3.71	3.70	3.75	3.69	3.80	3.63
9 Application of data	3.62	3.57	3.66	3.61	3.77	3.69
C. Information technology literacy	3.90	3.84	4.02	3.82	3.75	4.01
10 Use of basic computer software	3.96	3.97	4.04	3.87	3.67	3.96
11 Use of job-specific computer software	3.77	3.77	3.89	3.71	3.35	3.68
12 Adaptability to new software	3.68	3.68	3.82	3.54	3.35	3.64
13 Ability to make use of the internet & intranet to facilitate work & business	4.00	3.97	4.09	3.94	3.94	3.95

Survey on Opinions of Employers on Major Aspects of Performance of First Degree Graduates in Year 2019 (Survey Report)

Attribute	Total	Employment size				
		Less than 50	50 – 99	100 – 499	500 – 999@	1000+
D. Analytical and problem-solving abilities	3.61	3.58	3.68	3.55	3.52	3.66
14 Common sense	3.70	3.68	3.76	3.63	3.56	3.81
15 Analytical mind	3.69	3.71	3.73	3.63	3.53	3.69
16 Problem-solving ability	3.59	3.55	3.65	3.58	3.45	3.62
17 Creativity	3.40	3.38	3.47	3.34	3.12	3.46
18 Ability to implement solution and act on opportunities for improvement	3.49	3.49	3.53	3.39	3.43	3.62
19 Judgment	3.47	3.47	3.50	3.41	3.40	3.49
20 Foresight	3.22	3.24	3.25	3.14	2.97	3.28
E. Work attitude	3.91	3.88	4.01	3.83	3.86	3.94
21 Commitment	3.83	3.78	3.99	3.70	3.79	3.86
22 Perseverance	3.77	3.71	3.92	3.67	3.55	3.88
23 Initiative and drive	3.62	3.54	3.74	3.54	3.53	3.74
24 Receptivity and adaptability to new ideas and environment	3.73	3.70	3.82	3.72	3.54	3.64
25 Ability to work independently	3.72	3.70	3.82	3.66	3.52	3.71
26 Professional / business ethics	3.95	3.96	4.04	3.85	3.88	3.85
F. Inter-personal skills	3.75	3.71	3.81	3.69	3.71	3.88
27 Negotiation and communication skills	3.63	3.60	3.69	3.62	3.33	3.71
28 Able to accept and provide feedback in a constructive and considerate manner	3.69	3.67	3.80	3.58	3.39	3.78
29 Team work	3.81	3.76	3.88	3.74	3.69	3.96
30 Able to manage and resolve conflict when appropriate	3.51	3.54	3.52	3.44	3.27	3.63
31 Able to establish an effective social network	3.53	3.49	3.54	3.58	3.57	3.62
G. Management skills	3.56	3.54	3.63	3.46	3.51	3.59
32 Time management and organisation of work	3.55	3.53	3.67	3.45	3.43	3.54
33 Management of available resources and ability to seek resources and assistance	3.49	3.47	3.56	3.43	3.33	3.55
34 Able to control and monitor	3.39	3.38	3.40	3.37	3.44	3.47
35 Leadership	3.14	3.09	3.14	3.16	3.15	3.36
36 Self-management skills	3.63	3.56	3.74	3.61	3.51	3.65

Survey on Opinions of Employers on Major Aspects of Performance of First Degree Graduates in Year 2019 (Survey Report)

Attribute	Total	Employment size				
		Less than 50	50 – 99	100 – 499	500 – 999@	1000+
H. Technical knowledge required for the job	3.70	3.66	3.79	3.63	3.64	3.77
37 Ability to apply technical knowledge to handle technical demands in work	3.67	3.61	3.80	3.58	3.63	3.65
38 Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification	3.61	3.62	3.67	3.49	3.36	3.67
39 Aware of occupational health and safety practices and procedures, and act in accordance with these	3.54	3.58	3.46	3.51	3.76	3.60
I. Knowledge of current affairs and business issues, self-learning ability and self-confidence	3.62	3.59	3.69	3.59	3.70	3.59
40 Self-confidence	3.57	3.52	3.61	3.62	3.64	3.50
41 Self-learning ability	3.70	3.66	3.77	3.64	3.74	3.69
42 Knowledge of current affairs, work and industry working in	3.41	3.38	3.54	3.30	3.27	3.39
43 Personal career planning	3.42	3.40	3.47	3.45	3.46	3.31

Note: “@” denotes small number of observations (less than 50).

Satisfaction with Overall Performance of 2019 First Degree Graduates

2.62 Some 78% of employers were satisfied with the overall performance of 2019 graduates, with an increase recorded over the figure of 74% in the 2016 survey. (Table 2.11)

Table 2.11 Satisfaction with Overall Performance of First Degree Graduates by Year of Graduation

Overall performance	Year of graduation							
	1999	2000	2003	2006	2010	2013	2016	2019
	%	%	%	%	%	%	%	%
Very satisfied	13	16	18	19	18	20	20	20
Quite satisfied	56	52	53	50	55	55	54	59
Average	24	26	25	26	23	22	23	19
Quite dissatisfied	5	5	3	4	3	2	3	2
Very dissatisfied	1	1	1	*	1	1	1	*
No comment	-	-	-	-	*	*	*	*
Total	100	100	100	100	100	100	100	100

Notes: Readers should take note of the different coverage of the surveys across the various cohorts (please refer to paragraphs 1.2 and 1.3 above for details). The satisfaction levels of previous years are presented in the table for reference only and direct comparison of statistics is not recommended.

“*” denotes less than 0.5%.

Common Practices of Graduate Recruitment

2.63 The majority of employers acknowledged that academic qualification was a major consideration in graduate recruitment (86%) and the job positions required applicants to graduate from relevant academic programmes (71%). (Table 2.12)

2.64 One-third of employers indicated that the job positions required applicants to attain relevant professional qualifications before taking up the job (34%). (Table 2.12)

Table 2.12 Whether Academic and Professional Qualifications of the Graduate were Major Consideration Factors in Recruitment

	Yes	No
	%	%
Whether academic qualification was a major consideration in recruiting for the job position	86	14
Whether the job position required an applicant to be graduated from any specific academic programme	71	29
Whether the job position required an applicant to attain any specific professional qualification before taking up the job	34	66

2.65 Employers were asked to indicate the three most important consideration factors in graduate recruitment. Among the 12 listed attributes, the most widely mentioned attribute was “character and work attitude” (70%), distantly followed by “presentation skills” (44%) and “language proficiency (including speaking and writing)” (37%), particularly “English language proficiency” (34%). (Table 2.13)

Table 2.13 Three Most Important Consideration Factors in Graduate Recruitment

	Views of employers on the three most important consideration factors in graduate recruitment
	%
Character and work attitude	70
Presentation skills	44
Language proficiency (including speaking and writing)	37
<i>English language proficiency (including speaking and writing)</i>	34
<i>Chinese language proficiency (including speaking and writing)</i>	30
<i>Putonghua proficiency</i>	12
Knowledge about the company / organisation / industry	26
Interpersonal skills (including negotiation and communication skills)	26
Moral values (including professional ethics and personal conduct)^	25
Analytical and problem-solving abilities	24
Job / internship experiences	19
Self-learning ability	11
Information technology literacy^	9
Self-confidence	4
Numerical competency	1

Note: “^” denotes newly added consideration factors in the 2019 survey.

On-the-job Training for Graduates

2.66 About four-fifth of graduates hired were provided with on-the-job training (81%). Among them, industry-specific training was generally provided (92%), such as company / industry overview (82%). Besides, graduates were also provided with some general training related to information technology (54%), leadership and teamwork (47%), and communication / inter-personal skills (47%). (Table 2.14)

Table 2.14 Type of Training Provided

	Total
	%
Industry-specific training	92
<i>Company / industry overview</i>	82
<i>Training required of a professional qualification(s) (e.g. Certified Public Accountant)</i>	36
<i>Work-related knowledge</i>	10
<i>Occupational safety</i>	1
General training	79
<i>Information technology</i>	54
<i>Communication / inter-personal skills</i>	47
<i>Leadership and teamwork</i>	47
<i>Language</i>	19
Others (e.g. bribery prevention)	*

Note: “*” denotes less than 0.5%.

2.67 Trainings provided were mostly delivered in the forms of talk / seminar (67%), workshop (61%), and mentorship programme (57%). It was worth noting that e-learning (41%) became a more prevalent format of training provided. (Table 2.15)

Table 2.15 Format of Training Provided

	Total
	%
Talk / Seminar	67
Workshop	61
Mentorship Programme	57
E-learning	41

Views on Proposed Industry-Institution Collaboration Measures

2.68 Employers were asked whether they agreed with three proposed industry-institution collaboration measures. Over 70% of employers agreed with “arranging internship programmes in collaboration with companies / organisations for students” (72%), followed by “arranging pre-employment training / workshop in collaboration with companies / organisations for graduates” (63%) and “involving employers in curriculum development” (58%). (Table 2.16)

Table 2.16 Agreement with Proposed Industry-Institution Collaboration Measures

Proposed industry -institution collaboration	Degree of agreement				
	Strongly agree	Quite agree	Quite disagree	Strongly disagree	No comment
	%	%	%	%	%
Arranging internship programmes in collaboration with companies / organisations for students	20	52	9	1	19
Arranging pre-employment training / workshop in collaboration with companies / organisations for graduates	13	50	14	1	23
Involving employers in curriculum development	8	49	17	1	24

2.69 Among employers who agreed with the respective proposed industry-institution collaboration measures, about half to two-third expressed willingness to participate in “arranging internship programmes in collaboration with companies / organisations for students” (64%), “arranging pre-employment training / workshop in collaboration with companies / organisations for graduates” (57%) and “involving employers in curriculum development” (49%). (Table 2.17)

Table 2.17 Willingness to Participate in Proposed Industry-Institution Collaboration Measures

Willingness to participate in the proposed measures	Willingness to participate		
	Yes	No	Don't know / not sure
	%	%	%
Arranging internship programmes in collaboration with companies / organisations for students	64	5	31
Arranging pre-employment training / workshop in collaboration with companies / organisations for graduates	57	9	34
Involving employers in curriculum development	49	14	37

Areas of Suggested Improvements

2.70 Some 15% of employers provided further comments / suggestions that were related to the performance of first degree graduates. Among them, 7% commented on areas related to “work attitude”, followed by areas related to “language abilities” (5%), “inter-personal and management skills” (5%), “numerical and information technology literacy” (4%), and “technical knowledge” (4%). (Table 2.18)

Table 2.18 Other Comments or Areas of Suggested Improvements

Major areas	Employers with comments
	%
Work attitude	7
Language abilities	5
Inter-personal and management skills	5
Numerical and information technology literacy	4
Technical knowledge	4
Others	4

2.71 Regarding “work attitude”, some employers commented that graduates had to be more proactive and show more passion in their work. Graduates were expected to improve their sense of responsibility, commitment, and punctuality. Some suggested that graduates should be proactive in expressing their views and accepting challenges.

2.72 In respect of “language abilities”, some employers suggested that graduates had to improve their English and Chinese proficiency, including writing, comprehension, and communication skills.

2.73 As for “inter-personal and management skills”, some employers commented that graduates had to improve their communication, negotiation, presentation, social interaction, and leadership skills. At the same time, graduates were expected to demonstrate more team spirit, courtesy, and respect for others in the workplace.

2.74 In respect of “numerical and information technology literacy”, some employers suggested graduates to improve data interpretation / analytical, social network, information technology / software, and financial technology skills.

2.75 Regarding “technical knowledge”, some employers commented that graduates should take initiatives to improve their basic knowledge and skills of the industry, and upgrade themselves continuously.

2.76 The approaches to further improve the various aspects were suggested as follows:

- (a) providing more practical and training opportunities (e.g. group discussion, presentation, problem-based learning, research, and case studies);
- (b) organising more seminars / workshops / sharing sessions to enhance graduates' understanding of technical knowledge and skills required by the industry, and to improve their soft skills and management skills;
- (c) offering more internship opportunities for graduates to reinforce their technical knowledge;
- (d) arranging mentorship programmes to provide graduates with the opportunities for personal and professional growth, and to increase their commitment to and passion for their job ;
- (e) encouraging continuous learning, by means of external courses or e-learning, to help graduates acquire more up-to-date technical knowledge and skills, and improve their language capability;
- (f) introducing Putonghua test as the mandatory requirement of graduation to improve Putonghua proficiency of degree graduates; and
- (g) encouraging graduates to take initiatives to understand the current industry trends and relevant government policies.

Annex



<u>Survey on Opinions of Employers on Performance of First Degree and Sub-degree Graduates in Year 2019</u> <u>— Company Questionnaire</u>	Case: _____	Edit: _____

This questionnaire should be completed by the coordinator of this survey in your company (e.g. a representative of the Human Resources Department).

Part I Basic Information of the Company

Please provide basic information about your company:

【Please put a ✓ in the appropriate box】			
<u>Industry of your company</u>			
S1.	Government <input type="checkbox"/> 1	Construction <input type="checkbox"/> 4	Financing, Insurance, Real Estate & Business Services <input type="checkbox"/> 7
	Education <input type="checkbox"/> 2	Wholesale, Retail & Import / Export Trades <input type="checkbox"/> 5	Other Community, Social & Personal Services <input type="checkbox"/> 8
	Manufacturing <input type="checkbox"/> 3	Transport, Storage and Communications <input type="checkbox"/> 6	Others, please specify: _____ <input type="checkbox"/> 9
<u>Number of full-time staff</u>			
S2.	Less than 50 <input type="checkbox"/> 1	100 - 499 <input type="checkbox"/> 3	1000 or above <input type="checkbox"/> 5
	50 - 99 <input type="checkbox"/> 2	500 - 999 <input type="checkbox"/> 4	



Part II Considerations in Graduate Recruitment

This part is about your company's **overall** considerations in recruiting **First Degree (S3a) and Sub-degree (S3b) graduates of Year 2019**.

【Please put a ✓ in the appropriate box】 【You may choose one or more items】			
【Applicable to companies/organisations which have hired First Degree graduate(s) of Year 2019】			
Among the 13 qualities of graduates as listed below, please indicate the <u>three</u> most important considerations when recruiting First degree graduates of Year 2019. (You may choose <u>at most three items</u>)			
S3a.	1. Presentation skills <input type="checkbox"/>	7. Job/internship experiences <input type="checkbox"/>	11. Information technology literacy <input type="checkbox"/>
	2. Interpersonal skills (includes negotiation and communication skills) <input type="checkbox"/>	8. Numerical competency <input type="checkbox"/>	12. Moral values (includes professional ethics and personal conduct) <input type="checkbox"/>
	3. Knowledge about the company/organisation/industry <input type="checkbox"/>	9. Language proficiency (includes speaking and writing) <input type="checkbox"/> <i>Please indicate the type(s) of language which you consider as important</i>	
	4. Self-learning ability <input type="checkbox"/>	【Choose one or more items】 9a. Chinese language proficiency (includes speaking and writing) <input type="checkbox"/>	
	5. Self-confidence <input type="checkbox"/>	9b. English language proficiency (includes speaking and writing) <input type="checkbox"/>	
		9c. Putonghua proficiency .. <input type="checkbox"/>	
	6. Character and work attitude <input type="checkbox"/>	10. Analytical and problem-solving abilities..... <input type="checkbox"/>	
13. Other important qualities, please specify: _____		<input type="checkbox"/>	



【Please put a ✓ in the appropriate box】 【You may choose one or more items】

【Applicable to companies/organisations which have hired Sub-degree graduate(s) of Year 2019】

Among the 13 qualities of graduates as listed below, please indicate the three most important considerations when recruiting Sub-degree graduates of Year 2019. (You may choose at most three items)

S3b.	1. Presentation skills <input type="checkbox"/>	7. Job/internship experiences <input type="checkbox"/>	11. Information technology literacy <input type="checkbox"/>
	2. Interpersonal skills (includes negotiation and communication skills) <input type="checkbox"/>	8. Numerical competency <input type="checkbox"/>	12. Moral values (includes professional ethics and personal conduct) <input type="checkbox"/>
	3. Knowledge about the company/organisation/industry <input type="checkbox"/>	9. Language proficiency (includes speaking and writing) <input type="checkbox"/> <i>Please indicate the type(s) of language which you consider as important</i>	
	4. Self-learning ability <input type="checkbox"/>	【Choose one or more items】 9a. Chinese language proficiency (includes speaking and writing) <input type="checkbox"/>	
	5. Self-confidence <input type="checkbox"/>	9b. English language proficiency (includes speaking and writing) <input type="checkbox"/>	
	6. Character and work attitude <input type="checkbox"/>	9c. Putonghua proficiency .. <input type="checkbox"/>	
	10. Analytical and problem-solving abilities <input type="checkbox"/>		
13. Other important qualities, please specify: _____			<input type="checkbox"/>



Part III On-the-job Training for Graduates

【Please put a ✓ in the appropriate box】		
S4a.	Does your company/organisation provide on-the-job training to the graduate(s)?	Yes <input type="checkbox"/> 1 No <input type="checkbox"/> 2 【Go to S4b and S4c】 【Skip to contact information】
S4b.	【If “Yes” in S4a.】 What kind of on-the-job training has your company/organisation provided to the graduate(s)?	【You may choose one or more items】 <u>Industry-specific training</u> Company/industry overview <input type="checkbox"/> 1 Training required of a professional qualification(s) (e.g. Certified Public Accountant)..... <input type="checkbox"/> 2 <u>General training</u> Communication/interpersonal skills..... <input type="checkbox"/> 3 Language..... <input type="checkbox"/> 4 Information Technology <input type="checkbox"/> 5 Leadership and Teamwork..... <input type="checkbox"/> 6 Others, please specify: _____ <input type="checkbox"/> 97
S4c.	【If “Yes” in S4a.】 Format of training	【You may choose one or more items】 Talk/Seminar <input type="checkbox"/> 1 Workshop..... <input type="checkbox"/> 2 Mentorship Programme..... <input type="checkbox"/> 3 e-learning <input type="checkbox"/> 4 Others, please specify: _____ <input type="checkbox"/> 97

Please provide your information for quality assurance purpose:

Name: _____ Position: _____
 Contact number: _____ E-mail: _____

~ End of questionnaire • Thank you very much for your time ~



<u>Survey on Opinions of Employers on Performance of First Degree Graduates in Year 2019</u> <u>– Questionnaire on Graduate’s Performance</u>	Case: _____	Edit: _____
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Your company/organisation had hired the **First Degree** Graduate of **Year 2019** from the following institution:

Name of Institution: _____

To fill in this questionnaire, please make sure that:

- (i) The questionnaire should be completed by a person in charge of your company or an immediate supervisor who has knowledge of the performance and the job duties of the graduate(s) from the **institution which appears at the top of this page**. **【Remarks: If More Than ONE graduate from the institution which appears at the top of this page has been hired, the questionnaire should be completed by the immediate supervisor of the longest serving graduate.】**
- (ii) Please return the completed questionnaire(s) to MOV Data Collection Center Limited (MOV) **before 17 December 2021** by email at edb@mov.com.hk, or by fax (3900 1122), or by post using the enclosed return envelope. If you have any questions on the survey, please contact Ms. Polly CHAN of MOV (Tel: 3900 1225)..
- (iii) Please rest assured that information you provide in this questionnaire will be kept strictly confidential. Only aggregate statistical information will be published. Information pertaining to individuals will not be published.

Part I Basic Information of the Graduate

Please provide some basic information about the **FIRST DEGREE** graduate from the **INSTITUTION which appears at the top of this page**:

Q1a.	Whether still working in company at present	Yes <input type="checkbox"/> 1 【Skip to Q2a】	No..... <input type="checkbox"/> 2 【Go to Q1b】
Q1b.	Please specify the length of service in company 【If “No” in Q1a.】	Less than 3 months <input type="checkbox"/> 1	3 months or more <input type="checkbox"/> 2
Q2a.	Present <u>position</u> held in company or <u>position</u> held before leaving company		
Q2b.	<u>Department</u> to which the GRADUATE belongs to at present or belonged to before leaving company		
Q2c.	Gender	Male..... <input type="checkbox"/> 1	Female..... <input type="checkbox"/> 2



Part II Considerations in Graduate Recruitment

This part is about your company’s considerations in recruiting for the job position held by the **FIRST DEGREE** graduate from the **INSTITUTION** *which appears at the top of the first page*.

【Please put a ✓ in the appropriate box】			
Q3.	Was the academic qualification of the graduate a major consideration in hiring him/her for the job position?	Yes..... <input type="checkbox"/> 1	No <input type="checkbox"/> 2
Q4.	Did the job position require an applicant to be graduated from any specific academic programme?	Yes..... <input type="checkbox"/> 1	No <input type="checkbox"/> 2
Q5.	Did the job position require an applicant to attain any specific professional qualification before taking up the job?	Yes..... <input type="checkbox"/> 1	No <input type="checkbox"/> 2

Part III Performance of the Graduate

Please take note of the following when filling in this part:

- (i) Please indicate your assessment on the performance of the **FIRST DEGREE** graduate from the **INSTITUTION** *which appears at the top of the first page* (“the GRADUATE”) in respect of a range of skills and knowledge shown below in a 5-point scale:

Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9

If the skill or knowledge is not required by the post of the GRADUATE or has not been tested, please tick the “Not Applicable” box (9).

Please provide your assessment on the overall performance of the GRADUATE in respect of each major aspect.

Please indicate your assessment in a **10**-point scale, where 10 refers to “Performance always exceeds your requirement” and 1 refers to “Performance always fails to meet your requirement”.

If the aspect of skill or knowledge is not required by the post of the **FIRST DEGREE GRADUATE** or has not been tested, please tick the “Not Applicable” box (99).

- (ii) Please indicate your assessment on the importance of each major aspect for the post held by the GRADUATE in an **11**-point scale, where 0 refers to “Not important at all”, and a higher rating between 1 and 10 indicates a greater importance of the aspect.



Aspect I: LANGUAGE PROFICIENCY

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】										
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable					
A1	Expression of ideas (e.g. clear, precise, concise, logical, organised)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
A2	Comprehension of verbal and written communication (e.g. able to understand the meaning expressed by others)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
A3	Language proficiency (includes speaking and writing skills) in (i) Chinese	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
	(ii) English	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
	(iii) Putonghua	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
	(iv) Other languages (e.g. Japanese, Korean)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
Note:		10 refers to “Always exceeds your requirement”			1 refers to “Always fails to meet your requirement”			Not applicable				
A4	Overall performance in Language Proficiency	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

A5	How do you perceive the importance of Language Proficiency for the post held by the GRADUATE?	A higher rating indicates a greater importance										Not important at all
		10	9	8	7	6	5	4	3	2	1	0

A6	For items A1-A3, please indicate the aspect(s) which you consider as important in work performance.	【 Please put a ✓ in the appropriate box 】						<input type="checkbox"/> None of the above
		【 You may choose one or more items 】						
		<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> A3(i)	<input type="checkbox"/> A3(ii)	<input type="checkbox"/> A3(iii)	<input type="checkbox"/> A3(iv)	



Aspect II: NUMERICAL COMPETENCY

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】					Not applicable					
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet						
B1	Comprehension of data (e.g. understanding the meaning and implications of data)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
B2	Preparation of data (e.g. accurate input and able to prepare charts and tables)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
B3	Application of data (e.g. able to make use of data or statistical/mathematical methods in drawing conclusions and making recommendations)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
Note:		10 refers to “Always exceeds your requirement”			1 refers to “Always fails to meet your requirement”		Not applicable					
B4	Overall performance in Numerical Competency	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

B5	How do you perceive the importance of Numerical Competency for the post held by the GRADUATE?	A higher rating indicates a greater importance										Not important at all	
		10	9	8	7	6	5	4	3	2	1		0

B6	For items B1-B3, please indicate the aspect(s) which you consider as important in work performance.	【 Please put a ✓ in the appropriate box 】			<input type="checkbox"/> None of the above
		【 You may choose one or more items 】			
		<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> B3	



Aspect III: INFORMATION TECHNOLOGY LITERACY

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】										
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable					
C1	Use of basic computer software (e.g. proficient in using software, such as word processing, spreadsheet, presentation kits, at work)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
C2	Use of job-specific computer software (e.g. proficient in using software, such as database or image processing, at work)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
C3	Adaptability to new software (e.g. able to use new software to facilitate work)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
C4	Ability to make use of the Internet and Intranet to facilitate work and business (e.g. able to search for useful information and reference materials)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
Note:		10 refers to “Always exceeds your requirement”			1 refers to “Always fails to meet your requirement”			Not applicable				
C5	Overall performance in Information Technology Literacy	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

C6	How do you perceive the importance of Information Technology Literacy for the post held by the GRADUATE?	A higher rating indicates a greater importance										Not important at all
		10	9	8	7	6	5	4	3	2	1	0

C7	For items C1-C4, please indicate the aspect(s) which you consider as important in work performance.	【 Please put a ✓ in the appropriate box 】				<input type="checkbox"/> None of the above
		【 You may choose one or more items 】				
		<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> C3	<input type="checkbox"/> C4	



Aspect IV: ANALYTICAL AND PROBLEM-SOLVING ABILITIES

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】										
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable					
D1	Common sense (e.g. able to display a practical good sense in handling daily tasks)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
D2	Analytical mind (e.g. analysing information logically and accurately)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
D3	Problem-solving ability (e.g. resourceful, able to identify problems/ recommend logical and practical solutions, able to assess if a solution works)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
D4	Creativity (e.g. able to innovate/ put forward new ideas)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
D5	Ability to implement solutions and act on opportunities for improvement	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
D6	Judgment (e.g. able to assess situation and recommend direction or course of action)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
D7	Foresight (e.g. able to plan ahead/ foreseeing problems)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
Note:		10 refers to “Always exceeds your requirement”			1 refers to “Always fails to meet your requirement”			Not applicable				
D8	Overall performance in <u>Analytical and Problem-solving Abilities</u>	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

D9	How do you perceive the importance of <u>Analytical and Problem-solving Abilities</u> for the post held by the GRADUATE?	A higher rating indicates a greater importance										Not important at all
		10	9	8	7	6	5	4	3	2	1	0

D10	For items D1-D7, please indicate the aspect(s) which you consider as important in work performance.	【 Please put a ✓ in the appropriate box 】							<input type="checkbox"/> None of the above
		【 You may choose one or more items 】							
		<input type="checkbox"/> D1	<input type="checkbox"/> D2	<input type="checkbox"/> D3	<input type="checkbox"/> D4	<input type="checkbox"/> D5	<input type="checkbox"/> D6	<input type="checkbox"/> D7	



Aspect V: WORK ATTITUDE

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】										
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable					
E1	Commitment (e.g. willing to take up responsibilities, accountable for the results, committed to organisational goals)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
E2	Perseverance (e.g. able to cope with difficult work environment/ work pressure/ uncertainty/ meeting deadline, patient in completing complicated tasks)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
E3	Initiative and drive (e.g. reacting to problems/ opportunities without being told, improving oneself and actively seeking new challenges)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
E4	Receptivity and adaptability to new ideas and environment	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
E5	Ability to work independently	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
E6	Professional/ business ethics (e.g. aware of professional image building, having integrity, not acting with favouritism or vested interest)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
Note:		10 refers to “Always exceeds your requirement”			1 refers to “Always fails to meet your requirement”			Not applicable				
E7	Overall performance in Work Attitude	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

E8	How do you perceive the importance of Work Attitude for the post held by the GRADUATE?	A higher rating indicates a greater importance										Not important at all	
		10	9	8	7	6	5	4	3	2	1		0

E9	For items E1-E6, please indicate the aspect(s) which you consider as important in work performance.	【 Please put a ✓ in the appropriate box 】						<input type="checkbox"/> None of the above
		【 You may choose one or more items 】						
		<input type="checkbox"/> E1	<input type="checkbox"/> E2	<input type="checkbox"/> E3	<input type="checkbox"/> E4	<input type="checkbox"/> E5	<input type="checkbox"/> E6	



Aspect VI: INTER-PERSONAL SKILLS

		【 Please put a ✓ in the appropriate box 】										
Has the performance of the GRADUATE met your requirement in the following aspects?		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable					
F1	Negotiation and communication skills (e.g. able to present ideas and discuss with other parties)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
F2	Able to accept and provide feedback in a constructive and considerate manner	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
F3	Team work (e.g. able to cooperate with colleagues, willing to listen to/accept other people's views, contribute positively to team work)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
F4	Able to manage and resolve conflict when appropriate	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
F5	Able to establish an effective social network at work	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
Note:		10 refers to "Always exceeds your requirement"			1 refers to "Always fails to meet your requirement"		Not applicable					
F6	Overall performance in Inter-personal Skills	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

F7	How do you perceive the importance of Inter-personal Skills for the post held by the GRADUATE?	A higher rating indicates a greater importance										Not important at all
		10	9	8	7	6	5	4	3	2	1	0

F8	For items F1-F5, please indicate the aspect(s) which you consider as important in work performance.	【 Please put a ✓ in the appropriate box 】					<input type="checkbox"/> None of the above
		【 You may choose one or more items 】					
		<input type="checkbox"/> F1	<input type="checkbox"/> F2	<input type="checkbox"/> F3	<input type="checkbox"/> F4	<input type="checkbox"/> F5	



Aspect VII: MANAGEMENT SKILLS

		【 Please put a ✓ in the appropriate box 】										
Has the performance of the GRADUATE met your requirement in the following aspects?		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable					
G1	Time management and organisation of work (e.g. having good time management, able to prioritise based on objectives, planning work efficiently)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
G2	Management of available resources and ability to seek resources and assistance	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
G3	Able to control and monitor (e.g. able to monitor the work progress of the team)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
G4	Leadership (e.g. able to guide, motivate and lead team members to achieve set targets)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
G5	Self-management skills (e.g. self-discipline)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
Note:		10 refers to “Always exceeds your requirement?”			1 refers to “Always fails to meet your requirement?”		Not applicable					
G6	Overall performance in Management Skills	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

G7	How do you perceive the importance of Management Skills for the post held by the GRADUATE?	A higher rating indicates a greater importance										Not important at all
		10	9	8	7	6	5	4	3	2	1	0

G8	For items G1-G5, please indicate the aspect(s) which you consider as important in work performance.	【 Please put a ✓ in the appropriate box 】					<input type="checkbox"/> None of the above
		【 You may choose one or more items 】					
		<input type="checkbox"/> G1	<input type="checkbox"/> G2	<input type="checkbox"/> G3	<input type="checkbox"/> G4	<input type="checkbox"/> G5	



Aspect VIII: TECHNICAL KNOWLEDGE REQUIRED FOR THE JOB

		【 Please put a ✓ in the appropriate box 】						
Has the performance of the GRADUATE met your requirement in the following aspects?		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable	
H1	Ability to apply technical knowledge to handle technical demands in work	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	
H2	Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	
H3	Aware of occupational health and safety practices and procedures, and act in accordance with these	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	
Note:		10 refers to “Always exceeds your requirement”			1 refers to “Always fails to meet your requirement”		Not applicable	
H4	Overall performance in Technical Knowledge Required for the Job	<input type="checkbox"/> 10 <input type="checkbox"/> 9 <input type="checkbox"/> 8 <input type="checkbox"/> 7 <input type="checkbox"/> 6 <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1						<input type="checkbox"/> 99

How do you perceive the importance of Technical Knowledge Required for the Job for the post held by the GRADUATE?		A higher rating indicates a greater importance									Not important at all	
H5		10	9	8	7	6	5	4	3	2	1	0

		【 Please put a ✓ in the appropriate box 】					
		【 You may choose one or more items 】					
H6	For items H1-H3, please indicate the aspect(s) which you consider as important in work performance.	<input type="checkbox"/> H1	<input type="checkbox"/> H2	<input type="checkbox"/> H3			<input type="checkbox"/> None of the above



**Aspect IX: KNOWLEDGE ON CURRENT AFFAIRS AND BUSINESS ISSUES,
SELF-LEARNING ABILITY AND SELF-CONFIDENCE**

Has the performance of the GRADUATE met your requirement in the following aspects?		【 Please put a ✓ in the appropriate box 】										
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not applicable					
I1	Self-confidence	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
I2	Self-learning ability (includes ability to develop new technical skills and acquire new knowledge required for the job or profession)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
I3	Knowledge about current affairs, work and industry working in	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
I4	Personal career planning	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9					
Note:		10 refers to “Always exceeds your requirement”			1 refers to “Always fails to meet your requirement”		Not applicable					
I5	Overall performance in Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-confidence	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99

I6	How do you perceive the importance of Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-confidence for the post held by the GRADUATE?	A higher rating indicates a greater importance										Not important at all
		10	9	8	7	6	5	4	3	2	1	0

I7	For items I1-I4, please indicate the aspect(s) which you consider as important in work performance.	【 Please put a ✓ in the appropriate box 】				<input type="checkbox"/> None of the above
		【 You may choose one or more items 】				
		<input type="checkbox"/> I1	<input type="checkbox"/> I2	<input type="checkbox"/> I3	<input type="checkbox"/> I4	

Part IV Overall Performance of the Graduate

OVERALL PERFORMANCE		【 Please put a ✓ in the appropriate box 】					
		Very Satisfied	Quite Satisfied	Average	Quite Dissatisfied	Very Dissatisfied	No Comment
J1	Are you satisfied with the overall performance of the GRADUATE?	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9



Part V Suggestions for Improvement

There have been suggestions to improve the quality of first degree graduates IN GENERAL. Do you agree or disagree with the suggestions as follows?		【 Please put a ✓ in the appropriate box 】				
		Strongly Agree	Quite Agree	Quite Disagree	Strongly Disagree	No Comment
K1	(i) Involving employers in curriculum development	<input type="checkbox"/> 5 (Answer (ii))	<input type="checkbox"/> 4 (Answer (ii))	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
	(ii) Is your department/ company willing to participate?			Yes <input type="checkbox"/> 1	No <input type="checkbox"/> 2	Don't know / Not sure <input type="checkbox"/> 3
K2	(i) Arranging <u>internship programmes</u> in collaboration with companies/ organisations for undergraduates	<input type="checkbox"/> 5 (Answer (ii))	<input type="checkbox"/> 4 (Answer (ii))	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
	(ii) Is your department/ company willing to participate?			Yes <input type="checkbox"/> 1	No <input type="checkbox"/> 2	Don't know / Not sure <input type="checkbox"/> 3
K3	(i) Arranging <u>pre-employment training / workshop</u> in collaboration with companies/ organisations for undergraduates	<input type="checkbox"/> 5 (Answer (ii))	<input type="checkbox"/> 4 (Answer (ii))	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
	(ii) Is your department/ company willing to participate?			Yes <input type="checkbox"/> 1	No <input type="checkbox"/> 2	Don't know / Not sure <input type="checkbox"/> 3



Please give your further suggestions, if any, for IMPROVING the performance of first degree graduates in the following major aspects:

L1 Language abilities:

L2 Numerical and information technology literacy:

L3 Work attitude:

L4 Inter-personal and management skills:

L5 Technical knowledge:

L6 Others:

Part VI Person Completing the Questionnaire

Q6.	This questionnaire has been completed by the GRADUATE'S...	Immediate supervisor <input type="checkbox"/> 1
		Department head <input type="checkbox"/> 2
		Others, please specify: _____ ... <input type="checkbox"/> 9

Please provide your information for quality assurance purpose:

Name: _____

Position: _____

Contact number: _____

E-mail: _____

~ End of questionnaire • Thank you very much for your time ~

Fieldwork Enumeration Results

Fieldwork Enumeration Results

Table A1. Enumeration Results by Employer

	Government*	Non-government	Total
(1) Number of employers with completed questionnaires returned	42	1 234	1 276
(a) Number of completed questionnaires received	59	1 528	1 587
(2) No. of confirmed unsuccessful cases	35	1 196	1 231
(a) Refusal	16	601	617
(b) Partially completed	0	1	0
(c) Employers with no completed questionnaires returned	19	594	613
(3) No. of invalid employer cases	64	2 276	2 340
(a) Claimed company closed	0	42	42
(b) Claimed duplicated employer	56	710	766
(c) Unable to locate the company / organisation	0	1 108	1 108
(d) Claimed self-employed	0	3	3
(e) 2019 graduates having left with no one knowing their performance	0	26	26
(f) Claiming not having appointed any 2019 graduates	8	387	395
(4) Total = (1) + (2) + (3)	141	4 706	4 847
Effective Response Rate: (1) / (1) + (2)	54.5%	50.8%	50.9%

Note: * Including Government departments, bureaux and Government schools

Table A2. Number of Completed Questionnaires Received by Graduate Type

	First Degree	Sub-degree	Total
Number of completed questionnaires received	1 422	165	1 587

Estimation Method

Estimation Method

A. Overall Performance Score

1. Let –
 - (a) x_{gh} : performance score of graduate h under aspect g ; and
 - (b) I_{gh} : importance score of graduate h under aspect g .
2. Then the overall performance score of graduate h can be presented by the following formula:

$$x_h = \frac{\sum_g I_{gh} x_{gh}}{\sum_g I_{gh}}.$$

3. All aspects with either performance score not applicable or missing, or importance score missing are excluded from the calculation of overall performance score.

B. Mean and Proportion Estimates of All Graduates

4. Let –
 - (a) y_h : response of graduate h (e.g. performance score in an aspect, with the response “very important” for importance score in an attribute);
 - (b) n : number of graduates enumerated; and
 - (c) w_h : corresponding weight of graduate h represented by the formula $\frac{N_k}{n_k}$ with –
 - (i) k representing the institution that a graduate belongs to;
 - (ii) n_k representing the sample size of institution k ; and
 - (iii) N_k representing the total number of graduates in institution covered by the survey.

5. Then the mean and proportion estimate is represented as $\bar{y} = \frac{1}{\sum_{h=1}^n w_h} \sum_{h=1}^n w_h y_h$.

6. All graduates with responses of “not applicable” / “missing answer” are excluded from calculation of average scores, while they are included in calculation of the proportion of response.

C. Variability of Key Estimates

7. Table A3 and Table A4 summarised the standard deviations of the importance scores and performance scores attained by the first degree graduates in respect of the 43 attributes under the nine major performance aspects.

Table A3. Performance Score of 2019 First Degree Graduates and its Distribution in Respect of the 43 Attributes

Attribute	Importance score		Performance score	
	Mean	Standard Deviation	Mean	Standard Deviation
A. Language proficiency	4.13	0.60	3.78	0.60
1 Expression of ideas			3.77	0.72
2 Comprehension of verbal and written communication			3.84	0.70
3 Chinese proficiency			3.83	0.69
4 English proficiency			3.66	0.73
5 Putonghua proficiency			3.43	0.76
6 Other language proficiency			3.10	0.88
B. Numerical competency	3.84	0.73	3.73	0.64
7 Comprehension of data			3.69	0.72
8 Preparation of data			3.71	0.72
9 Application of data			3.62	0.74
C. Information technology literacy	4.08	0.56	3.90	0.60
10 Use of basic computer software			3.96	0.72
11 Use of job-specific computer software			3.77	0.72
12 Adaptability to new software			3.68	0.75
13 Ability to make use of the internet & intranet to facilitate work & business			4.00	0.70
D. Analytical and problem-solving abilities	4.16	0.51	3.61	0.64
14 Common sense			3.70	0.71
15 Analytical mind			3.69	0.73
16 Problem-solving ability			3.59	0.78
17 Creativity			3.40	0.74
18 Ability to implement solution and act on opportunities for improvement			3.49	0.77
19 Judgment			3.47	0.72
20 Foresight			3.22	0.77
E. Work attitude	4.47	0.47	3.91	0.66
21 Commitment			3.83	0.84
22 Perseverance			3.77	0.83
23 Initiative and drive			3.62	0.89
24 Receptivity and adaptability to new ideas and environment			3.73	0.77
25 Ability to work independently			3.72	0.85
26 Professional / business ethics			3.95	0.76

Attribute	Importance score		Performance score	
	Mean	Standard Deviation	Mean	Standard Deviation
F. Inter-personal skills	4.15	0.48	3.75	0.65
27 Negotiation and communication skills			3.63	0.73
28 Able to accept and provide feedback in a constructive and considerate manner			3.69	0.76
29 Team work			3.81	0.74
30 Able to manage and resolve conflict when appropriate			3.51	0.76
31 Able to establish an effective social network			3.53	0.74
G. Management skills	3.93	0.60	3.56	0.70
32 Time management and organisation of work			3.55	0.80
33 Management of available resources and ability to seek resources and assistance			3.49	0.74
34 Able to control and monitor			3.39	0.76
35 Leadership			3.14	0.76
36 Self-management skills			3.63	0.82
H. Technical knowledge required for the job	3.99	0.72	3.70	0.61
37 Ability to apply technical knowledge to handle technical demands in work			3.67	0.71
38 Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification			3.61	0.71
39 Aware of occupational health and safety practices and procedures, and act in accordance with these			3.54	0.70
I. Knowledge of current affairs and business issues, self-learning ability and self-confidence	3.87	0.57	3.62	0.61
40 Self-confidence			3.57	0.75
41 Self-learning ability			3.70	0.77
42 Knowledge of current affairs, work and industry working in			3.41	0.75
43 Personal career planning			3.42	0.77

Table A4. Performance Score of 2019 First Degree Graduates and its Distribution in Respect of the 43 Attributes

Attribute	Total		UGC-funded universities		Other institutions	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
A. Language proficiency	3.78	0.60	3.80	0.60	3.55	0.53
1 Expression of ideas	3.77	0.72	3.79	0.73	3.55	0.58
2 Comprehension of verbal and written communication	3.84	0.70	3.86	0.71	3.64	0.59
3 Chinese proficiency	3.83	0.69	3.86	0.70	3.56	0.56
4 English proficiency	3.66	0.73	3.70	0.74	3.33	0.56
5 Putonghua proficiency	3.43	0.76	3.45	0.78	3.28	0.58
6 Other language proficiency	3.10	0.88	3.08	0.89	3.46	0.52
B. Numerical competency	3.73	0.64	3.76	0.63	3.42	0.59
7 Comprehension of data	3.69	0.72	3.73	0.73	3.39	0.56
8 Preparation of data	3.71	0.72	3.74	0.73	3.49	0.61
9 Application of data	3.62	0.74	3.66	0.75	3.30	0.53
C. Information technology literacy	3.90	0.60	3.91	0.61	3.82	0.53
10 Use of basic computer software	3.96	0.72	3.98	0.73	3.75	0.61
11 Use of job-specific computer software	3.77	0.72	3.78	0.73	3.67	0.61
12 Adaptability to new software	3.68	0.75	3.70	0.75	3.49	0.69
13 Ability to make use of the internet & intranet to facilitate work & business	4.00	0.70	4.00	0.70	3.96	0.72
D. Analytical and problem-solving abilities	3.61	0.64	3.64	0.63	3.39	0.64
14 Common sense	3.70	0.71	3.72	0.73	3.51	0.56
15 Analytical mind	3.69	0.73	3.71	0.72	3.54	0.73
16 Problem-solving ability	3.59	0.78	3.62	0.78	3.34	0.71
17 Creativity	3.40	0.74	3.41	0.74	3.28	0.74
18 Ability to implement solution and act on opportunities for improvement	3.49	0.77	3.51	0.77	3.38	0.74
19 Judgment	3.47	0.72	3.50	0.72	3.22	0.67
20 Foresight	3.22	0.77	3.23	0.77	3.09	0.72
E. Work attitude	3.91	0.66	3.93	0.66	3.76	0.68
21 Commitment	3.83	0.84	3.85	0.84	3.69	0.81
22 Perseverance	3.77	0.83	3.79	0.83	3.64	0.83
23 Initiative and drive	3.62	0.89	3.64	0.89	3.46	0.91
24 Receptivity and adaptability to new ideas and environment	3.73	0.77	3.75	0.77	3.55	0.68
25 Ability to work independently	3.72	0.85	3.74	0.84	3.58	0.91
26 Professional / business ethics	3.95	0.76	3.96	0.76	3.87	0.70
F. Inter-personal skills	3.75	0.65	3.76	0.65	3.70	0.66
27 Negotiation and communication skills	3.63	0.73	3.64	0.73	3.59	0.71
28 Able to accept and provide feedback in a constructive and considerate manner	3.69	0.76	3.70	0.77	3.62	0.69
29 Team work	3.81	0.74	3.82	0.74	3.65	0.70
30 Able to manage and resolve conflict when appropriate	3.51	0.76	3.51	0.77	3.55	0.67
31 Able to establish an effective social network	3.53	0.74	3.53	0.74	3.60	0.68

Attribute	Total		UGC-funded universities		Other institutions	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
G. Management skills	3.56	0.70	3.59	0.68	3.29	0.74
32 Time management and organisation of work	3.55	0.80	3.57	0.81	3.39	0.74
33 Management of available resources and ability to seek resources and assistance	3.49	0.74	3.52	0.74	3.27	0.69
34 Able to control and monitor	3.39	0.76	3.41	0.77	3.27	0.66
35 Leadership	3.14	0.76	3.17	0.74	2.94	0.84
36 Self-management skills	3.63	0.82	3.65	0.83	3.44	0.68
H. Technical knowledge required for the job	3.70	0.61	3.73	0.59	3.46	0.69
37 Ability to apply technical knowledge to handle technical demands in work	3.67	0.71	3.70	0.70	3.39	0.71
38 Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification	3.61	0.71	3.62	0.70	3.50	0.73
39 Aware of occupational health and safety practices and procedures, and act in accordance with these	3.54	0.70	3.54	0.70	3.56	0.72
I. Knowledge of current affairs and business issues, self-learning ability and self-confidence	3.62	0.61	3.65	0.60	3.40	0.65
40 Self-confidence	3.57	0.75	3.59	0.75	3.40	0.72
41 Self-learning ability	3.70	0.77	3.72	0.76	3.54	0.81
42 Knowledge of current affairs, work and industry working in	3.41	0.75	3.43	0.75	3.20	0.64
43 Personal career planning	3.42	0.77	3.42	0.77	3.42	0.74