

**Survey on Opinions of Employers on Major  
Aspects of Performance of  
First Degree Graduates in Year 2016  
- Executive Summary -**

Prepared for  
**Education Bureau**

By  
**Consumer Search Hong Kong Ltd.**



CSG receives ISO 9001:2008 certification from 2003 to 2017 and ISO 20252:2012 (quality standard of market research) certification since 2017. All research projects are conducted in accordance with the provisions of the ICC/ESOMAR International Code of Marketing and Social Research Practice.

5/F., Island Place Tower, 510 King's Rd., Hong Kong Tel: 852 2891 6687 Fax: 852 2833 6771  
Email: [general@csq-worldwide.com](mailto:general@csq-worldwide.com) <http://www.csq-worldwide.com/>



## Table of Contents

---

<b>1.</b>	<b>Introduction .....</b>	<b>3</b>
1.1	Background .....	3
1.2	Study Objectives .....	4
<b>2.</b>	<b>Survey Methodology .....</b>	<b>5</b>
2.1	Survey Coverage .....	5
2.2	Sampling Frame .....	5
2.3	Sample Design and Sample Size .....	6
2.4	Data Collection Method .....	6
2.5	Enumeration Results and Response Rate .....	6
2.6	Questionnaire Design .....	7
2.7	Pilot Test .....	8
2.8	Estimation Method .....	8
2.9	Quality Control Measures .....	8
2.10	Cautionary Remarks .....	9
2.11	Reliability of the Estimates .....	9
<b>3.</b>	<b>Key Findings .....</b>	<b>10</b>
3.1	Overall Performance .....	10
3.2	First Degree Graduates' Performance in Respect of the Nine Major Aspects .....	12
3.3	First Degree Graduates' Performance in Respect of the 43 Attributes .....	15
3.4	Satisfaction with the Overall Performance of the 2016 First Degree Graduates .....	22
3.5	Common Practices of Graduate Recruitment .....	22
3.6	Proposed Collaborations and Suggested Improvements .....	25
	<b>Annex 1: Questionnaire .....</b>	<b>27</b>
	<b>Annex 2: Fieldwork Enumeration Results .....</b>	<b>43</b>
	<b>Annex 3: Estimation Method .....</b>	<b>44</b>

## 1. Introduction

### 1.1 Background

- 1.1.1 The Education Bureau (EDB)<sup>1</sup> 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.
- 1.1.2 Between 1998 and 2015, a total of seven surveys in the same series had been conducted, covering full-time publicly-funded first degree graduates of the University Grants Committee (UGC)-funded universities<sup>2</sup> of the years 1998, 1999, 2000, 2003, 2006, 2010, and 2013, 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<sup>3</sup>. 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.
- 1.1.3 The present survey covers full-time locally-accredited publicly-funded and self-financing first degree and sub-degree graduates of 2016 (the Survey).
- 1.1.4 The sections that followed provide:
- i. An outline of the survey methodology; and
  - ii. A summary of the major findings on the first degree graduates of 2016.

---

<sup>1</sup> Including the former Education and Manpower Bureau before 1 July 2007.

<sup>2</sup> The surveys started covering graduates of the former Hong Kong Institute of Education since 2003.

<sup>3</sup> The survey on 2000 sub-degree graduates covered the publicly-funded graduates of Hong Kong Polytechnic University, City University of Hong Kong and Vocational Training Council. The survey on 2003 graduates was extended to cover publicly-funded graduates of the former Hong Kong Institute of Education. The surveys were further extended to encompass graduates of publicly-funded or self-financing locally-accredited sub-degree programmes offered by 18 post-secondary institutions in 2006, 20 institutions in 2010 and 15 institutions in 2013, and 16 institutions in 2016.

## 1.2 Study Objectives

1.2.1 The objectives of the Survey are summarised as follows:

- i. To obtain the opinions of employers on major aspects of the performance of full-time locally-accredited publicly-funded and self-financing first degree graduates and sub-degree graduates of 2016 employed in the work place with regard to nine major aspects of performance, i.e.
  - Language Proficiency in Chinese, English, Putonghua and other languages;
  - Numerical Competency;
  - Information Technology Literacy;
  - Analytical and Problem-Solving Abilities;
  - Work Attitude;
  - Inter-personal Skills;
  - Management Skills;
  - Technical Knowledge Required for the Job; and
  - Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-confidence.
- ii. To understand employers' common practices in graduates' recruitment;
- iii. To collect employers' suggestions on institutions or the education system regarding ways of further enhancement of the quality of graduates; and
- iv. To identify changes in opinions of employers on graduates compared to previous round of survey.

## 2. Survey Methodology

### 2.1 Survey Coverage

- 2.1.1 The Survey covered companies / organisations and Government bureaux / departments that had employed graduates of 2016 from full-time locally-accredited first degree and sub-degree programmes.
- 2.1.2 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.

### 2.2 Sampling Frame

- 2.2.1 The sampling frame of the Survey covered a net of 14 995 working graduates (including 13 765 first degree and 1 230 sub-degree graduates) as at December 2016. The details are outlined as follows:
- i. As reflected in the information sourced from the Graduate Employment Surveys conducted by individual institutions in end-2016, a total of 16 806 graduates (including 15 461 first degree and 1 345 sub-degree graduates) were classified as eligible respondents who had reported working full-time, whilst the rest of them were excluded in the initial sampling frame of the Survey for their status of being pursued further studies after their graduation or working on a part-time basis.
  - ii. A total of 1 832 graduates (i.e. 1 714 first degree and 118 sub-degree graduates out of the initial sampling frame of 16 806 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.
  - iii. 21 eligible cases (i.e. 18 first degree and 3 sub-degree graduates) were later added back to the sampling frame during survey execution upon confirmation of their eligibility from the employers.

## 2.3 Sample Design and Sample Size

- 2.3.1 All the companies / organisations and Government bureaux / departments that had employed graduates of 2016 were invited to participate in the Survey. A total of 87 Government employers<sup>4</sup> and 5 926 non-Government employers were invited.
- 2.3.2 The procedures of selecting referencing graduate(s) are outlined as follows:
- i. If the employer had employed only one first degree graduate of 2016, that specific graduate was automatically selected;
  - ii. If the employer had employed more than one first degree graduate, the longest serving graduate of each eligible institution would be selected.

## 2.4 Data Collection Method

- 2.4.1 Data were collected by using the approach of self-administered questionnaire. Survey packs comprising following survey documents were sent to the human resources head by post in February 2018:
- i. A company questionnaire;
  - ii. Questionnaire(s) on graduate's performance;
  - iii. A briefing note on the general guidelines on
    - Graduate selection, and
    - Points to note on questionnaire completion;
  - iv. Official invitation from the Education Bureau; and
  - v. Official invitation from the Consultant.
- 2.4.2 The employers were requested to:
- i. Complete the company questionnaire,
  - ii. Select graduates systematically for assessment by following the rules given in the general guidelines,
  - iii. Distribute the questionnaires on graduate's performance to the immediate supervisors of the graduates, and
  - iv. 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.

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

## 2.5 Enumeration Results and Response Rate

- 2.5.1 2 244 completed questionnaires (representing 2 034 first degree graduates and 210 sub-degree graduates) from 45 Government bureaux / departments and 1 762 companies/ organisations were received by 23 November 2018.

---

<sup>4</sup> Government employers comprised Government departments, bureaux and Government schools.

2.5.2 Among the 3 557 eligible employers (i.e. 6 013 employers consolidated from the graduate list of each of the education institutions less 2 456 invalid cases after confirmation with the employers by various means such as mail bounce back or telephone follow-up) who had employed first degree and sub-degree graduates in 2016, 1 807 of them had returned with completed questionnaires, representing a response rate of 50.8%. For details of the enumeration results, please refer to [Annex 2](#).

## 2.6 Questionnaire Design

2.6.1 The Survey covered nine aspects of performance (as stated in paragraph 1.2.1). 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 study.

2.6.2 For each attribute, respondents were requested to (i) indicate whether it was considered important for the posts held by the graduates and (ii) 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

2.6.3 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”.

2.6.4 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.

2.6.5 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.

2.6.6 Rescaling to 5-point scale was adopted in the calculations of the performance score and importance score for each aspect, and the overall performance score to facilitate comparison of the findings obtained in the survey on 2013 graduates.

2.6.7 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, 10 of the above (performance) attributes were included in the evaluation for gauging respondents’ views on the three most important consideration factors in the graduate recruitment.

## **2.7 Pilot Test**

- 2.7.1 Before the commencement of the main Survey, a pilot test, comprising a qualitative study and a quantitative study, was carried out:
- i. The qualitative study, consisted of six in-depth interviews with representatives of sampled employers (including Personnel Managers and Human Resources Managers), was conducted during the period in November-December 2017 to collect input on any further enhancement of the design of the self-administered questionnaires; and
  - ii. The quantitative study was conducted in December 2017-January 2018 to test the survey process, the sampling mechanism and comprehension of the questionnaires. Responses from 30 employers who were confirmed to have employed 2016 graduates (including 30 returned company questionnaires and 12 returned questionnaires on graduate's performance) were received. The completed questionnaires were excluded from the main survey.
- 2.7.2 Minor modifications on the questionnaires and the survey process were implemented in response to the input of the pilot test.

## **2.8 Estimation Method**

- 2.8.1 The data obtained from the completed questionnaires were weighted according to the consolidated sampling frame of 2016 first degree and sub-degree graduates as reported by each institution (i.e. 13 765 first degree and 1 230 sub-degree graduates, details had been described in paragraph 2.2.1 above).

## **2.9 Quality Control Measures**

- 2.9.1 Measures were taken to ensure that the survey results were in compliance with the agreed quality standard. These included:
- i. Proper training was provided to interviewers responsible for the telephone follow-up calls, including regular briefing and de-briefing sessions;
  - ii. Interviewers were remunerated by time rate (instead of piece rate) as an incentive of quality work;
  - iii. All contact results were kept in a Computer Assisted Telephone Interview (CATI) system to facilitate continuous monitoring of the survey process;
  - iv. Each returned questionnaire was edited and the collected data were validated by fieldwork supervisors;
  - v. All telephone calls were recorded by a digital recording system to facilitate independent third party quality assurance checks;
  - vi. A progressive double data entry system for inputting data into computer was used to minimise typing error.

## 2.10 Cautionary Remarks

- 2.10.1 Readers are advised to take caution in interpreting findings of subgroups based on small number of observations (i.e. less than 50 responses for the Survey). These sub-group findings are subject to relatively larger sampling error.
- 2.10.2 Readers are also reminded to note that percentage figures may not add up to 100% due to rounding.

## 2.11 Reliability of the Estimates

- 2.11.1 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.
- 2.11.2 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.
- 2.11.3 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. COEFFICIENT OF VARIATION OF THE MAJOR ESTIMATES*

Aspect	First Degree Graduates	
	Performance score	CV %
<b>OVERALL</b>	<b>3.70</b>	<b>0.1</b>
A Language Proficiency	3.75	0.2
Chinese Language Proficiency	3.76	0.2
English Language Proficiency	3.64	0.2
B Numerical Competency	3.67	0.2
C Information Technology Literacy	3.82	0.2
D Analytical and Problem-Solving Abilities	3.57	0.2
E Work Attitude	3.88	0.2
F Inter-personal Skills	3.71	0.2
G Management Skills	3.52	0.2
H Technical Knowledge Required for the Job	3.65	0.2
I Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-confidence	3.57	0.2

### 3. Key Findings

#### 3.1 Overall Performance

3.1.1 The overall performance of the 2016 first degree graduates as assessed by employers was satisfactory with an average score of 3.70, which was between “generally meeting employers’ requirements” and “sometimes exceeding employers’ requirements”. In particular, 29% of graduates received a rating of 4.01 or above, indicating that nearly 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 less than 1% of graduates who received a rating of 2.00 or below. (Table 2)

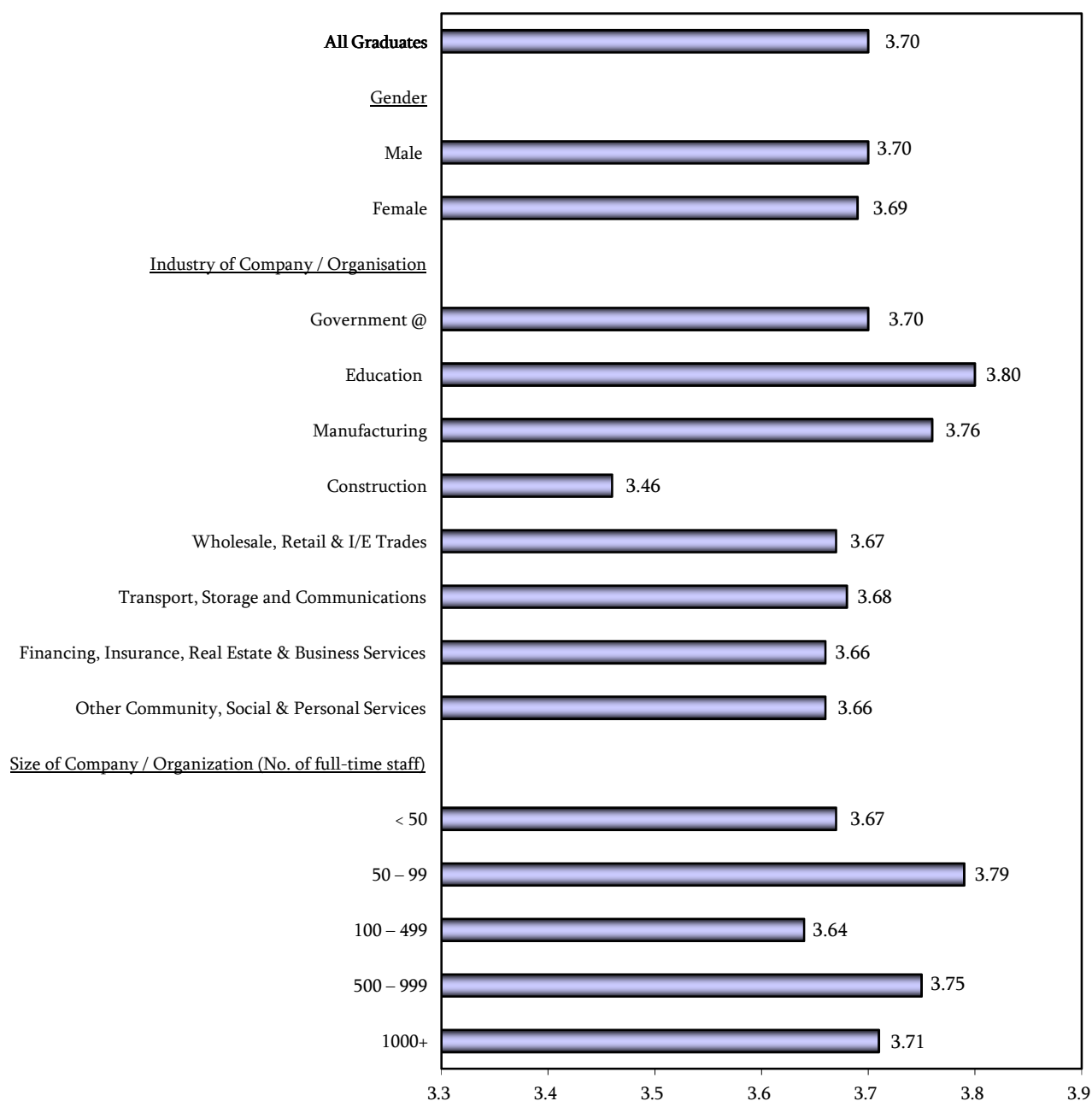
*Table 2. OVERALL PERFORMANCE SCORES AND PERFORMANCE SCORES OF THE NINE ASPECTS OF 2016 FIRST DEGREE GRADUATES*

Aspect	Performance score	Distribution of performance score					
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1	Not applicable
		%	%	%	%	%	%
<b>OVERALL</b>	<b>3.70</b>	<b>29</b>	<b>61</b>	<b>10</b>	<b>*</b>	<b>-</b>	<b>-</b>
A Language Proficiency	3.75	42	49	9	*	-	*
Chinese Language Proficiency	3.76	15	46	35	1	*	3
English Language Proficiency	3.64	12	41	41	3	*	4
B Numerical Competency	3.67	35	44	12	1	*	8
C Information Technology Literacy	3.82	46	44	8	*	-	2
D Analytical and Problem-Solving Abilities	3.57	33	49	15	2	*	1
E Work Attitude	3.88	55	33	10	2	*	*
F Inter-personal Skills	3.71	41	45	12	2	*	*
G Management Skills	3.52	30	49	17	3	*	2
H Technical Knowledge Required for the Job	3.65	33	47	13	1	*	6
I Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-confidence	3.57	31	51	15	2	-	1

Note: \* : denotes less than 0.5%

3.1.2 In terms of gender, there was no obvious difference between the overall performance of male (average 3.70) and female (3.69) graduates. Analysed by industries graduates engaged in, graduates working in the Education sector (3.80) received the highest performance score. Comparing graduates employed in companies / organisations of different sizes, those employed in companies / organisations with 50-99 full-time staff showed the best overall performance at 3.79. (Chart 1)

*Chart 1. ANALYSES OF OVERALL PERFORMANCE SCORE OF 2016 FIRST DEGREE GRADUATES BY DEMOGRAPHIC PROFILE*



Note: @ : Small no. of observations (less than 50)

3.1.3 The overall performance score of first degree graduates was trending up since the first inception of the survey (from 3.46 in 1998 to 3.70 in 2016). Specifically, the 2016 overall performance score was higher than that in 2013. (Table 3)

*Table 3. OVERALL PERFORMANCE SCORE OF FIRST DEGREE GRADUATES BY YEAR OF GRADUATION*

	1998	1999	2000	2003	2006	2010	2013	2016
	Graduates	Graduates	Graduates	Graduates	Graduates	Graduates	Graduates	Graduates
<b>Overall Performance</b>	3.46	3.46	3.51	3.58	3.59	3.53	3.62	3.70

Note: Readers should take caution that a new aspect (Technical Knowledge Required for the Job) was added in survey on 2003 graduates; another new aspect (Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-esteem) was added in survey on 2010 graduates; new attributes (“Possession of Necessary Knowledge and Skills for the Job Position” and “Aware of Occupational Health and Safety Practices and Procedures, and Act in Accordance with These” in the aspect of “Technical Knowledge Required for the Job”) was added in survey on 2013 graduates. Also, the coverage of the surveys on graduates of previous years was different from surveys since 2010 and 2013. Furthermore, the calculation of the overall performance score in survey on 2016 graduates was based on weighted average of the performance scores of the nine aspects, with respective importance scores taken as the weights; whereas the calculation in survey 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 score of previous years were presented here for reference only and not recommended for direct comparison.

## 3.2 First Degree Graduates’ Performance in Respect of the Nine Major Aspects

3.2.1 The performance scores of each of the nine major aspects and their corresponding importance scores are presented in Table 4.

3.2.2 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.

3.2.3 Specifically, graduates’ best performance was found in the areas of Work Attitude (3.88), Information Technology Literacy (3.82) and Language Proficiency (3.75). Analytical and Problem-Solving Abilities (3.57), Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-confidence (3.57) and Management Skills (3.52), on the other hand, had the lowest average performance scores.

3.2.4 All nine aspects received average importance scores of over 3.70, reflecting that the various aspects were perceived to be “quite important” or “very important” by employers. Amongst the nine performance aspects, Work Attitude was considered to be the most important aspect with an average score of 4.49, and Numerical Competency was opined to be the least important aspect for the positions held by the graduates (3.75).

*Table 4. PERFORMANCE AND IMPORTANCE SCORES FOR 2016 FIRST DEGREE GRADUATES OF THE NINE ASPECTS*

Aspect	Performance score	Importance score
A Language Proficiency	3.75	4.17
Chinese Language Proficiency	3.76	N/A
English Language Proficiency	3.64	N/A
B Numerical Competency	3.67	3.75
C Information Technology Literacy	3.82	3.97
D Analytical and Problem-Solving Abilities	3.57	4.19
E Work Attitude	3.88	4.49
F Inter-personal Skills	3.71	4.17
G Management Skills	3.52	3.92
H Technical Knowledge Required for the Job	3.65	3.89
I Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-confidence	3.57	3.88

Note: N/A : The importance scores of individual attributes were not assessed in the survey on 2016 graduates.

- 3.2.5 Comparing the results of the performance and importance scores of the different aspects in the 2016 and 2013 surveys,
- i. All aspects showed a slight increase in performance scores over time. The increase was relatively more notable for Management Skills (from 3.37 in 2013 to 3.52 in 2016), Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-confidence (from 3.45 in 2013 to 3.57 in 2016) and Analytical and Problem-Solving Abilities (from 3.47 in 2013 to 3.57 in 2016).
  - ii. In terms of the importance scores, both 2016 and 2013 surveys demonstrated that employers considered Work Attitude (4.49 in 2016 and 4.27 in 2013) as the top most important aspect. (Table 5)

*Table 5. COMPARISON OF IMPORTANCE SCORE AND PERFORMANCE SCORE BETWEEN 2013 AND 2016 FIRST DEGREE GRADUATES*

Aspect	2013 Graduates		2016 Graduates	
	Importance Mean Score <sup>&amp;</sup>	Performance Mean Score <sup>*</sup>	Importance Mean Score <sup>&amp;</sup>	Performance Mean Score <sup>*</sup>
<b>Overall Performance<sup>^</sup></b>	N/A	<b>3.62</b>	N/A	<b>3.70</b>
Language Proficiency	3.48	3.71	4.17	3.75
- Chinese Language Proficiency <sup>#</sup>	3.94	3.78	N/A	3.76
- English Language Proficiency <sup>#</sup>	3.95	3.65	N/A	3.64
Numerical Competency	3.74	3.63	3.75	3.67
Information Technology Literacy	3.65	3.78	3.97	3.82
Analytical and Problem-Solving Abilities	3.95	3.47	4.19	3.57
Work Attitude	4.27	3.80	4.49	3.88
Inter-personal Skills	4.04	3.62	4.17	3.71
Management Skills	3.49	3.37	3.92	3.52
Technical Knowledge Required for the Job	3.84	3.57	3.89	3.65
Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-confidence	3.39	3.45	3.88	3.57

- Notes: # : The importance scores of individual attributes were not assessed in the survey on 2016 graduates.  
 & : The calculation of the importance mean scores for each aspect in survey on 2016 graduates was based on average of the importance scores of each aspect, whereas the calculation in survey on 2013 graduates was based on average of the importance scores of its constituent attributes. Hence, the importance mean scores of 2013 and 2016 graduates were presented here for reference only and not recommended for direct comparison.  
 \* : The calculation of the performance mean scores for each aspect in survey on 2016 graduates was based on average of the performance scores of each aspect, whereas the calculation in survey on 2013 graduates was based on weighted average of the performance scores of its constituent attributes, with respective importance scores taken as the weights. Hence, the performance mean scores of 2013 and 2016 graduates for each aspect were presented here for reference only and not recommended for direct comparison.  
 ^ : The calculation of the overall performance mean score in survey on 2016 graduates was based on weighted average of the performance scores of the nine aspects, with respective importance scores taken as the weights; whereas the calculation in survey on 2013 graduates 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 mean score of 2013 and 2016 graduates were presented here for reference only and not recommended for direct comparison.

### **3.3 First Degree Graduates' Performance in Respect of the 43 Attributes**

- 3.3.1 Table 6 and 7 summarise the detailed analyses on the importance of the 43 attributes under the nine major performance aspects as perceived by the employers and the respective performance scores attained by the first degree graduates.
- 3.3.2 Out of the 43 attributes, 30 attributes were perceived by over half of the employers as important for the posts held by the graduates. Specifically, Expression of Ideas (85%) was the most widely mentioned important attribute, closely followed by Time Management and Organisation of Work (84%), Problem-Solving ability (80%), and Comprehension of Verbal and Written Communication (79%).
- 3.3.3 Only a few employers considered Other Language Proficiency as an important attribute. Another two least mentioned important attributes were Putonghua Proficiency (18%) and Personal Career Planning (26%).
- 3.3.4 In terms of performance, the 2016 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 & Intranet to Facilitate Work & Business (3.89) received the highest performance ratings. Professional / Business Ethics (3.85) and Use of Basic Computer Software (3.84) were also amongst the top performance attributes. The performance of 18% to 21% of graduates were considered as “always exceeding employers’ requirements” in these attributes.
- 3.3.5 The areas with lower performance scores were Leadership (3.07) and Foresight (3.14). Over one-tenth of graduates (16%) were considered by the respondents to be “sometimes” or “always failing to meet their employers’ requirements” in these performance attributes.
- 3.3.6 The perceived importance of and graduates’ performance in the various attributes are detailed as follows by descending order of mean performance scores:

#### Work Attitude

- 3.3.7 This aspect received the highest importance score of 4.49. The performance score was 3.88, which was also the highest among all aspects. Among the six attributes of Work Attitude, Professional / Business Ethics received a performance score of 3.85, with 66% of graduates being able to “exceed their employers’ requirements”, and 59% of employers considering it as an important attribute. Initiative and Drive had the lowest performance score at 3.59, with 54% of graduates being able to “exceed their employers’ requirements”, and 76% of employers considering it as an important attribute.

### Information Technology Literacy

3.3.8 This aspect had an importance score of 3.97. The average performance score was 3.82, which was the second highest among the nine aspects. 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 3.89, with 68% of graduates being able to “exceed their employers’ requirements”, and 54% of employers considering it as an important attribute. Adaptability to New Software had the lowest performance score at 3.54, with 40% of graduates being able to “exceed their employers’ requirements”, and 33% of employers considering it as an important attribute.

### Language Proficiency

3.3.9 This aspect had an importance score of 4.17. The average performance score was the third highest on the list at 3.75. Among the six attributes of Language Proficiency, Comprehension of Verbal and Written Communication had the highest performance score at 3.79, with 66% of graduates being able to “exceed their employers’ requirements”. Expression of Ideas was the most widely mentioned important attribute in the aspect of Language Proficiency (85%), with a performance score of 3.71, and 60% of graduates being able to “exceed their employers’ requirements”.

### Inter-personal Skills

3.3.10 This aspect received the importance score of 4.17. The average performance score was 3.71, ranking fourth on the list. Among the five attributes of this aspect, graduates’ performance on Team Work was best rated at 3.75, with 63% of graduates being able to “exceed their employers’ requirements”. Able to Manage and Resolve Conflict When Appropriate had the lowest performance score at 3.41, with 40% of graduates being able to “exceed their employers’ requirements”, and 46% of employers considering it as an important attribute. Team Work and Negotiation and Communication Skills were the two most widely mentioned important attribute (76%) in the aspect of Inter-personal Skills.

### Numerical Competency

3.3.11 This aspect had an importance score of 3.75. The average performance score was 3.67, which was the fifth highest on the list. Among the three attributes of Numerical Competency, both Preparation of Data and Comprehension of Data had the highest performance score at 3.63, with 51% graduates being able to “exceed their employers’ requirements” in both attributes, while 62% and 61% of employers respectively regarded Preparation of Data and Comprehension of Data as important. Application of Data had the lowest performance score at 3.52, with 43% of graduates being able to “exceed their employers’ requirements”, and 53% of employers considering it as an important attribute.

### Technical Knowledge Required for the Job

3.3.12 This aspect gained an importance score of 3.89. The average performance score was 3.65, which occupied the sixth position among the nine aspects. Amongst 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 3.58, with 46% of the graduates being able to “exceed their employers’ requirements”, and 74% of employers considering it as an important attribute. Awareness of Occupational Health and Safety Practices and Procedures and Act in Accordance with These had the lowest performance score at 3.45, with 34% of graduates being able to “exceed their employers’ requirements”, and 31% of employers considering it as an important attribute.

### Analytical and Problem-Solving Abilities

3.3.13 This aspect had the second highest importance score of 4.19. The average performance score was 3.57, which was the third lowest among all aspects. Among the seven attributes of Analytical and Problem-Solving Abilities, Common Sense and Analytical Mind had the best performance ratings (3.61 and 3.60 respectively), with 54% and 55% of graduates being able to respectively “exceed their employers’ requirements”. Foresight had the lowest performance score at 3.14, with 29% of graduates being able to “exceed their employers’ requirements”. Problem-solving ability was being considered as the most important attribute (80%), with a performance score of 3.53.

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

3.3.14 This aspect obtained a lower importance score among the nine performance aspects at 3.88 and the second lowest average performance score at 3.57. Among the four attributes of this aspect, Self-learning Ability had the highest performance score at 3.62, with 55% of graduates being able to “exceed their employers’ requirements”, and 75% of employers considering it as an important attribute. Personal Career Planning had the lowest performance score at 3.32, with 36% of graduates being able to “exceed their employers’ requirements”.

### Management Skills

3.3.15 This aspect received an importance score of 3.92. The average performance score at 3.52 was the lowest among all aspects. Among the five attributes of Management Skills, graduates' performance on Self-management skills was best rated at 3.52. 53% of graduates were able to “exceed their employers’ requirements”, and 62% of employers regarded it as an important attribute. Leadership had the lowest performance score at 3.07, with 20% of graduates being able to “exceed their employers’ requirements”.

*Table 6. PERFORMANCE SCORE OF 2016 FIRST DEGREE GRADUATES AND ITS DISTRIBUTION IN RESPECT OF THE 43 ATTRIBUTES*

Attribute	Importance Score	Performance 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
			%	%	%	%	%	%
<b>A. LANGUAGE PROFICIENCY</b>	<b>4.17</b>	<b>3.75</b>						
1 Expression of ideas		3.71	15	45	37	2	*	*
2 Comprehension of verbal and written communication		3.79	17	49	32	3	*	*
3 Chinese language proficiency		3.76	15	46	35	1	*	3
4 English language proficiency		3.64	12	41	41	3	*	4
5 Putonghua proficiency		3.46	7	22	35	4	*	32
6 Other language proficiency		3.27	1	2	6	1	1	90
<b>B. NUMERICAL COMPETENCY</b>	<b>3.75</b>	<b>3.67</b>						
7 Comprehension of data		3.63	11	40	40	2	*	7
8 Preparation of data		3.63	11	40	38	3	*	8
9 Application of data		3.52	8	35	42	5	*	10
<b>C. INFORMATION TECHNOLOGY LITERACY</b>	<b>3.97</b>	<b>3.82</b>						
10 Use of basic computer software		3.84	18	47	32	1	*	2
11 Use of job-specific computer software		3.60	11	34	40	2	*	13
12 Adaptability to new software		3.54	8	32	40	3	*	17
13 Ability to make use of the Internet & Intranet to facilitate work & business		3.89	20	48	29	1	*	3
<b>D. ANALYTICAL AND PROBLEM-SOLVING ABILITIES</b>	<b>4.19</b>	<b>3.57</b>						
14 Common sense		3.61	11	43	42	3	*	1
15 Analytical mind		3.60	10	45	39	5	*	*
16 Problem-solving ability		3.53	10	41	40	7	1	*
17 Creativity		3.34	6	31	50	9	1	4
18 Ability to implement solution and act on opportunities for improvement		3.44	7	38	44	9	1	1
19 Judgment		3.37	6	35	48	9	1	2
20 Foresight		3.14	4	25	51	14	2	4
<b>E. WORK ATTITUDE</b>	<b>4.49</b>	<b>3.88</b>						
21 Commitment		3.80	23	42	29	5	1	*
22 Perseverance		3.74	19	44	29	6	1	*
23 Initiative and drive		3.59	16	38	35	9	1	*
24 Receptivity and adaptability to new ideas and environment		3.65	14	44	35	6	1	1
25 Ability to work independently		3.67	17	41	33	7	1	*
26 Professional / business ethics		3.85	21	45	29	3	1	1

Survey on Opinions of Employers on Major Aspects of Performance of First Degree Graduates in Year 2016 – Executive Summary

Attribute	Importance Score	Performance 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
			%	%	%	%	%	%
<b>F. INTER-PERSONAL SKILLS</b>	<b>4.17</b>	<b>3.71</b>						
27 Negotiation and communication skills		3.57	12	39	43	5	1	1
28 Able to accept and provide feedback in a constructive and considerate manner		3.62	14	41	39	5	1	*
29 Team Work		3.75	18	45	31	4	1	*
30 Able to manage and resolve conflict when appropriate		3.41	7	33	47	7	1	5
31 Able to establish an effective social network		3.46	8	37	45	7	1	3
<b>G. MANAGEMENT SKILLS</b>	<b>3.92</b>	<b>3.52</b>						
32 Time management and organisation of work		3.44	9	38	42	9	1	1
33 Management of available resources and ability to seek resources and assistance		3.43	7	35	47	7	1	3
34 Able to control and monitor		3.32	5	30	47	9	1	8
35 Leadership		3.07	3	17	45	14	2	19
36 Self-management skills		3.52	12	41	37	8	2	1
<b>H. TECHNICAL KNOWLEDGE REQUIRED FOR THE JOB</b>	<b>3.89</b>	<b>3.65</b>						
37 Ability to apply technical knowledge to handle technical demands in work		3.58	10	36	43	2	*	8
38 Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification		3.50	7	35	45	3	*	10
39 Aware of occupational health and safety practices and procedures, and act in accordance with these		3.45	6	28	46	3	*	16
<b>I. KNOWLEDGE ON CURRENT AFFAIRS AND BUSINESS ISSUES, SELF-LEARNING ABILITY AND SELF-CONFIDENCE</b>	<b>3.88</b>	<b>3.57</b>						
40 Self-confidence		3.55	10	42	41	6	*	1
41 Self-learning ability		3.62	11	44	37	5	1	2
42 Knowledge about current affairs, work and industry working in		3.36	6	32	50	8	1	3
43 Personal career planning		3.32	5	31	48	9	1	6

Note: \* : denotes less than 0.5%

*Table 7. VIEWS OF EMPLOYERS ON THE IMPORTANCE OF THE 43 ATTRIBUTES*

Aspect	Importance Score	Attribute	Views of employers on the importance of the attributes
			Importance
			%
A. LANGUAGE PROFICIENCY	4.17	1 Expression of ideas	85
		2 Comprehension of verbal and written communication	79
		3 Chinese proficiency	52
		4 English proficiency	52
		5 Putonghua proficiency	18
		6 Other language proficiency	4
B. NUMERICAL COMPETENCY	3.75	7 Comprehension of data	61
		8 Preparation of data	62
		9 Application of data	53
C. INFORMATION TECHNOLOGY LITERACY	3.97	10 Use of basic computer software	73
		11 Use of job-specific computer software	50
		12 Adaptability to new software	33
		13 Ability to make use of the Internet & Intranet to facilitate work & business	54
D. ANALYTICAL AND PROBLEM-SOLVING ABILITIES	4.19	14 Common sense	53
		15 Analytical mind	67
		16 Problem-solving ability	80
		17 Creativity	37
		18 Ability to implement solution and act on opportunities for improvement	53
		19 Judgment	52
		20 Foresight	31
E. WORK ATTITUDE	4.49	21 Commitment	74
		22 Perseverance	69
		23 Initiative and drive	76
		24 Receptivity and adaptability to new ideas and environment	45
		25 Ability to work independently	62
		26 Professional / business ethics	59

Aspect	Importance Score	Attribute	Views of employers on the importance of the attributes
			Importance
			%
F. INTER-PERSONAL SKILLS	4.17	27 Negotiation and communication skills	76
		28 Able to accept and provide feedback in a constructive and considerate manner	63
		29 Team Work	76
		30 Able to manage and resolve conflict when appropriate	46
		31 Able to establish an effective social network	33
G. MANAGEMENT SKILLS	3.92	32 Time management and organisation of work	84
		33 Management of available resources and ability to seek resources and assistance	52
		34 Able to control and monitor	45
		35 Leadership	28
		36 Self-management skills	62
H. TECHNICAL KNOWLEDGE REQUIRED FOR THE JOB	3.89	37 Ability to apply technical knowledge to handle technical demands in work	74
		38 Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification	55
		39 Aware of occupational health and safety practices and procedures, and act in accordance with these	31
I. KNOWLEDGE ON CURRENT AFFAIRS AND BUSINESS ISSUES, SELF-LEARNING ABILITY AND SELF-CONFIDENCE	3.88	40 Self-confidence	64
		41 Self-learning ability	75
		42 Knowledge about current affairs, work and industry working in	46
		43 Personal career planning	26

### 3.4 Satisfaction with the Overall Performance of the 2016 First Degree Graduates

3.4.1 74% of employers were satisfied with the overall performance of 2016 graduates. This figure was similar to that reported in the 2013 survey (75%). (Table 8)

*Table 8. SATISFACTION WITH OVERALL PERFORMANCE OF FIRST DEGREE GRADUATES BY YEAR OF GRADUATION*

Overall Performance	1999	2000	2003	2006	2010	2013	2016
	Graduates	Graduates	Graduates	Graduates	Graduates	Graduates	Graduates
	%	%	%	%	%	%	%
Very Satisfied	13	16	18	19	18	20	20
Quite Satisfied	56	52	53	50	55	55	54
Average	24	26	25	26	23	22	23
Quite Dissatisfied	5	5	3	4	3	2	3
Very Dissatisfied	1	1	1	*	1	1	1
No Comment	-	-	-	-	*	*	*
Total	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 1.1.2 and 1.1.3 above for details). The satisfaction levels of previous years were presented in the table for reference only and direct comparison of statistics was not recommended.

\* : denotes less than 0.5%

### 3.5 Common Practices of Graduate Recruitment

3.5.1 The majority of employers acknowledged that academic qualification was a major consideration in graduate recruitment (83%) and the job positions required applicants to be graduated from relevant academic programmes (63%).

3.5.2 One-fourth of employers indicated that the job positions required applicants to attain relevant professional qualifications before taking up the job (25%). (Table 9)

*Table 9. 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	83	17
Whether the job position required an applicant to be graduated from any specific academic programme	63	37
Whether the job position required an applicant to attain any specific professional qualification before taking up the job	25	75

3.5.3 Employers were asked to indicate the three most important consideration factors in graduate recruitment. Among the 10 listed attributes, the most widely mentioned attribute was Character and Work Attitude (74%), distantly followed by Presentation Skills (45%) and Language Proficiency (includes Speaking and Writing) (43%), particularly English Language Proficiency (39%). (Table 10)

*Table 10. THE THREE MOST IMPORTANT CONSIDERATION FACTORS IN GRADUATE RECRUITMENT*

	<b>Views of employers on the three most important consideration factors in graduate recruitment</b>
	<b>%</b>
Character and Work Attitude	74
Presentation Skills	45
Language Proficiency (includes Speaking and Writing)	43
English Language Proficiency (includes Speaking and Writing)	39
Chinese Language Proficiency (includes Speaking and Writing)	34
Putonghua Proficiency	16
Analytical and Problem-solving Abilities	35
Interpersonal Skills (includes Negotiation and Communication Skills)	33
Knowledge about the Company / Organisation / Industry	24
Self-learning Ability	15
Job / Internship Experiences	13
Self-confidence	9
Numerical Competency	2

3.5.4 About four-fifths of graduates hired were provided with on-the-job training (81%). Among them, they were generally provided with Industry-specific Training (89%), such as Company / Industry Overview (83%), and some general training related to Leadership and Teamwork (44%), Communication / Inter-personal Skills (44%) and Information Technology (41%). (Table 11)

*Table 11. TYPE OF TRAINING PROVIDED*

	Total
	%
Industry-specific training	89
Company / industry overview	83
Training required of a professional qualification(s) (e.g. Certified Public Accountant)	27
General training	70
Leadership and Teamwork	44
Communication / inter-personal skills	44
Information Technology	41
Language	20
Others (e.g. personal growth and business ethics)	1

3.5.5 Trainings provided were mostly delivered in the form of Talk / Seminar (62%), Workshop (60%) and Mentorship Programme (52%). (Table 12)

*Table 12. FORMAT OF TRAINING PROVIDED*

	Total
	%
Talk / Seminar	62
Workshop	60
Mentorship Programme	52
e-learning	24
Others (e.g. external training courses, overseas training, internal meeting)	6

### 3.6 Proposed Collaborations and Suggested Improvements

3.6.1 Various measures were proposed in the questionnaire to solicit the degree of agreement of the employer respondents.

3.6.2 Amongst employers who agreed with the proposed industry-institution collaboration by “arranging internship programmes in collaboration with companies / organisations for undergraduates”, “arranging pre-employment training / workshop in collaboration with companies / organisations for undergraduates” and “involving employers in curriculum development”, 61%, 53% and 45% respectively expressed willingness to participate in the proposed collaborations. (Table 13)

Table 13. IMPROVEMENT MEASURES INVOLVING EMPLOYERS

Proposed Industry-Institution Collaboration	Willingness to participate		
	Yes	No	Don't know / Not sure
	%	%	%
Arranging internship programmes in collaboration with companies / organisations for students	61	7	32
Arranging pre-employment training / workshop in collaboration with companies / organisations for graduates	53	11	36
Involving employers in curriculum development	45	13	41

3.6.3 22% employer respondents had provided further comments / suggestions that were related to the performance of first degree graduates. Among them, 13% commented on areas related to Work Attitude, followed by areas related to Language Abilities, Inter-personal and Management Skills (10%). (Table 14)

Table 14. OTHER COMMENTS OR AREAS OF SUGGESTED IMPROVEMENTS

Major areas related to	All employer respondents with comments (%) #
Work attitude	13
Inter-personal and management skills	10
Language abilities	10
Technical knowledge	7
Numerical and information technology literacy	5
Others	3

Note: # : The number of returned questionnaires with comments as a percentage of the total number of returned questionnaires (i.e. 2 034)

- 3.6.4 Regarding work attitude, some employer respondents commented that the graduates had to show more initiative, drive and passion for the job. They had to improve further on their sense of responsibility, commitment. Employer respondents expected them to be more serious and persevering in their work as well.
- 3.6.5 Employer respondents' comments on language abilities were mostly related to graduates' expression of ideas, particularly expression of ideas in written (e.g. proposal writing) and speaking (e.g. public speaking) format.
- 3.6.6 In respect of inter-personal and management skills, some employer respondents stated that graduates had to improve their communication and negotiation skills. At the same time, graduates were expected to show more care and respect for others, and be more willing to listen to / accept other people's views.
- 3.6.7 The approaches to further improve the various aspects were suggested as follows:
- i. Offering more practical and training opportunities (e.g. group discussion, presentation, problem-based learning, research, and case studies);
  - ii. Providing more internship opportunities for graduates to reinforce their technical knowledge;
  - iii. Organising more seminars / workshops / sharing sessions to enhance graduates' understanding of knowledge and skills required by the industry
  - iv. Encouraging continuous learning, by means of external courses or e-learning to help graduates acquire more up-to-date technical knowledge and skills;
  - v. Provision of seminars / mentorship scheme / sharing sessions / outreach programmes / workshops to enhance graduates' knowledge about work environment; and
  - vi. Introducing Putonghua test as the mandatory requirement of graduation to improve Putonghua proficiency of degree graduates.

## Annex 1: Questionnaire



**Education Bureau**  
The Government of the Hong Kong Special Administrative Region

J8710 EmpS1718 Grad2016 Main EnComQ v1

<b><u>Survey on Opinions of Employers on Performance of First Degree and Sub-degree Graduates in Year 2016 – Company Questionnaire</u></b>	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:

<b>【Please put a ✓ in the appropriate box】</b>			
<b><u>Industry of your company</u></b>			
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
<b><u>Number of full-time staff</u></b>			
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	

Note: RESTRICTED when filled with data

EMP 9999999

Page 1 of 3



**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 2016.

【Please put a ✓ in the appropriate box】 【You may choose one or more items】		
<p><b>【Applicable to companies/organisations which have hired First Degree graduate(s) of Year 2016】</b> Among the 11 qualities of graduates as listed below, please indicate the <u>three</u> most important considerations when recruiting <u>First degree</u> graduates of Year 2016. (You may choose <u>at most three items</u>)</p>		
S3a.	1. Presentation skills ..... <input type="checkbox"/>	5. Self-confidence ..... <input type="checkbox"/>
	2. Interpersonal skills (includes negotiation and communication skills) ..... <input type="checkbox"/>	6. Character and work attitude <input type="checkbox"/>
	3. Knowledge about the company/organisation/industry ..... <input type="checkbox"/>	7. Job/internship experiences ..... <input type="checkbox"/>
	4. Self-learning ability ..... <input type="checkbox"/>	8. Numerical competency ..... <input type="checkbox"/>
	11. Other important qualities, please specify: _____ <input type="checkbox"/>	
<p>9. Language proficiency (includes speaking and writing) ..... <input type="checkbox"/> <i>Please indicate the type(s) of language which you consider as important</i> <b>【Choose one or more items】</b> 9a. Chinese language proficiency (includes speaking and writing) <input type="checkbox"/> 9b. English language proficiency (includes speaking and writing) <input type="checkbox"/> 9c. Putonghua proficiency <input type="checkbox"/></p>		
10. Analytical and problem-solving abilities ..... <input type="checkbox"/>		

【Please put a ✓ in the appropriate box】 【You may choose one or more items】		
<p><b>【Applicable to companies/organisations which have hired Sub-degree graduate(s) of Year 2016】</b> Among the 11 qualities of graduates as listed below, please indicate the <u>three</u> most important considerations when recruiting <u>Sub-degree</u> graduates of Year 2016. (You may choose <u>at most three items</u>)</p>		
S3b.	1. Presentation skills ..... <input type="checkbox"/>	5. Self-confidence ..... <input type="checkbox"/>
	2. Interpersonal skills (includes negotiation and communication skills) ..... <input type="checkbox"/>	6. Character and work attitude <input type="checkbox"/>
	3. Knowledge about the company/organisation/industry ..... <input type="checkbox"/>	7. Job/internship experiences ..... <input type="checkbox"/>
	4. Self-learning ability ..... <input type="checkbox"/>	8. Numerical competency ..... <input type="checkbox"/>
	11. Other important qualities, please specify: _____ <input type="checkbox"/>	
<p>9. Language proficiency (includes speaking and writing) ..... <input type="checkbox"/> <i>Please indicate the type(s) of language which you consider as important</i> <b>【Choose one or more items】</b> 9a. Chinese language proficiency (includes speaking and writing) <input type="checkbox"/> 9b. English language proficiency (includes speaking and writing) <input type="checkbox"/> 9c. Putonghua proficiency <input type="checkbox"/></p>		
10. Analytical and problem-solving abilities ..... <input type="checkbox"/>		

Note: RESTRICTED when filled with data

EMP 9999999

Page 2 of 3



**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 <b>【Go to S4b and S4c】</b> <b>【Skip to contact information】</b>
S4b.	<b>【If “Yes” in S4a.】</b> What kind of on-the-job training has your company/organisation provided to the graduate(s)?	<b>【You may choose one or more items】</b> <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.	<b>【If “Yes” in S4a.】</b> Format of training	<b>【You may choose one or more items】</b> 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 ~



<b><u>Survey on Opinions of Employers on Performance of First Degree Graduates in Year 2016 – Questionnaire on Graduate’s Performance</u></b>	Case: _____	Edit: _____
---	-------------	-------------

Your company/organisation had hired the **First Degree** Graduate of **Year 2016** 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 Consumer Search Hong Kong Limited (CSG) **before 25<sup>th</sup> April 2018** by fax (2833 6771) or by post using the enclosed return envelope. If you have any questions on the survey, please contact Ms. Rebecca WAN of CSG (Tel: 2591 3569).
- (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 <b>【Skip to Q2a】</b>	No..... <input type="checkbox"/> 2 <b>【Go to Q1b】</b>
Q1b.	Please specify the length of service in company	Less than 3 months ..... <input type="checkbox"/> 1	<b>3 months</b> 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

**Note:** RESTRICTED when filled with data

EMP 9999999

Page 1 of 13



**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)	<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 <u>Language Proficiency</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

A5	How do you perceive the importance of <u>Language Proficiency</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

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**

		【 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					
B1	<b>Comprehension</b> 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	<b>Preparation</b> 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	<b>Application</b> 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 <b>Numerical Competency</b>	<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

		A higher rating indicates a greater importance									Not important at all	
B5	How do you perceive the importance of <b>Numerical Competency</b> for the post held by the GRADUATE?	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 】					
B6	For items B1-B3, please indicate the aspect(s) which you consider as important in work performance.	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> B3	<input type="checkbox"/> None of the above		



**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 <b>basic computer software</b> (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 <b>job-specific computer software</b> (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 <b>new software</b> (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 <b>Internet and Intranet</b> 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 <b>Information Technology Literacy</b>	<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 <b>Information Technology Literacy</b> 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 】				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 <b>Analytical and Problem-solving Abilities</b>	<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 <b>Analytical and Problem-solving Abilities</b> 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	

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 】							
D10		<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 】					Not applicable					
		Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet						
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 <b>Work Attitude</b>	<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 <b>Work Attitude</b> 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	

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	<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 <b>Inter-personal Skills</b>	<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 <b>Inter-personal Skills</b> 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
F7												

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 】					
F8		<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 <b>resources</b> 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 <b>Management Skills</b>	<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 <b>Management Skills</b> 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
G7												

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



**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 <b>apply technical knowledge</b> 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 <b>select and use</b> appropriate <b>tools and technology</b> to solve technical problems, and work to agreed quality <b>standards and specification</b>	<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 <b>occupational health and safety</b> 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 <b>Technical Knowledge Required for the Job</b>	<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 <b>Technical Knowledge Required for the Job</b> 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
H5												

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



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

		【 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					
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 <u>Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-confidence</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

How do you perceive the importance of <u>Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-confidence</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
I6												

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 】						
I7		<input type="checkbox"/> I1	<input type="checkbox"/> I2	<input type="checkbox"/> I3	<input type="checkbox"/> I4			

**Part IV Overall Performance of the Graduate**

		【 Please put a ✓ in the appropriate box 】					
OVERALL PERFORMANCE		Very Satisfied	Quite Satisfied	Average	Quite Dissatisfied	Very Dissatisfied	No Comment
J1	Are you satisfied with the <u>overall performance</u> 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 <b>internship programmes</b> 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 <b>pre-employment training / workshop</b> 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

Note: RESTRICTED when filled with data

EMP 9999999

Page 12 of 13



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 ~

## Annex 2: Fieldwork Enumeration Results

**Table A1. Enumeration Results by Employer**

	Government*	Non-Government	Total
<b>Number of employers sampled</b>	<b>87</b>	<b>5 926</b>	<b>6 013</b>
Number of employers with completed questionnaires returned	45	1 762	1 807
<i>Number of completed questionnaires received</i>	<u>60</u>	<u>2 184</u>	<u>2 244</u>
Number of employers with no completed questionnaires returned	7	779	786
Employer refusals	11	953	964
Invalid employer cases	24	2 432	2 456
<i>Claiming not having appointed any 2016 graduates</i>	<u>7</u>	<u>1 012</u>	<u>1 019</u>
<i>2016 graduates having left with no one knowing their performance</i>	<u>0</u>	<u>116</u>	<u>116</u>
<i>Claimed company closed</i>	<u>0</u>	<u>20</u>	<u>20</u>
<i>Claimed duplicated employer</i>	<u>17</u>	<u>225</u>	<u>242</u>
<i>Unable to locate the company / organisation</i>	<u>0</u>	<u>1 056</u>	<u>1 056</u>
<i>Claimed self-employed</i>	<u>0</u>	<u>3</u>	<u>3</u>
<b>Response Rate</b>	<b>71.4%</b>	<b>50.4%</b>	<b>50.8%</b>

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	2 034	210	2 244

## Annex 3: Estimation Method

### A. Overall performance score

1. Let -
  - (a)  $x_{gh}$ : Performance score of graduate  $h$  under aspect  $g$
  - (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;
  - (c)  $w_h$ : Corresponding weight of graduate  $h$  represented by the formula  $\frac{N_k}{n_k}$  with
    - (i)  $k$  represents the institution that a graduate belongs to;
    - (ii)  $n_k$  represents the sample size of institution  $k$ ; and
    - (iii)  $N_k$  represents 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 “not applicable” / “missing answer” are excluded from calculation of average scores, while they are included in calculation of the proportion of response.