

Survey on Opinions of Employers on Major Aspects of Performance of 1998 First-Degree Graduates

– Executive Summary –

OBJECTIVE

1. To ensure that young people in Hong Kong receive an all-round quality education to prepare them for life and work and to provide them with an aptitude towards lifelong learning, the Government is undertaking various activities to establish a framework of assessment mechanisms to keep track of value-added output in the education system. One of these activities is to conduct a survey on a regular basis to find out the views of the employers since they are the major “end-users” of the education system and are well-placed to assess the performance of graduates.
2. The objective of the survey is to obtain the opinions of employers on first degree graduates with regard to eight major aspects of performance, i.e. (A) Chinese Language Proficiency (B) English Language Proficiency (C) Numerical Competency (D) Information Technology Literacy (E) Analytical and Problem-solving Abilities (F) Work Attitude (G) Inter-personal skills and (H) Management skills.

COVERAGE

3. The survey covers companies/organizations (including Government bureaux/departments) which had employed 1998 first degree graduates of the following University Grants Committee (UGC)-funded institutions in 1998:
 - (i) City University of Hong Kong;
 - (ii) Hong Kong Baptist University;
 - (iii) Lingnan University (formerly Lingnan College);
 - (iv) The Chinese University of Hong Kong;
 - (v) The Hong Kong Polytechnic University;
 - (vi) The Hong Kong University of Science and Technology; and
 - (vii) The University of Hong Kong.

4. The target respondents of the survey are the immediate supervisors of the graduates or persons at senior level who have knowledge of the performance of the graduates.

SAMPLING FRAME

5. Among the 1998 graduates, 540 were identified as having been employed by the Government. The Education and Manpower Bureau (EMB) provided a sampling frame of these graduates, with details of their grades and the departments which they served.

6. As regards 1998 graduates employed by companies/organizations in the non-Government sector, the sampling frame provided by the EMB is based on the results of the 1998 Graduate Employment Surveys conducted by individual institutions. It contains the employment data (e.g. employer's name, employment sector and employment size) of 9510 graduates who had responded to the Graduate Employment Surveys.

7. Efforts were then made to find out the telephone number and address of the employers of these graduates. Omitting those records with incomplete information, 7081 graduates were identified with complete information on employer's name, address and telephone number.

SAMPLE DESIGN AND ALLOCATION

8. The 540 graduates employed by the Government were arranged in order according to the nature of their work (i.e. General, Disciplined, Legal, Lands & Works professionals and other professionals), grades and the bureaux/departments where they worked. A systematic sample of 378 graduates was selected and they came from 42 Government bureaux/departments.

9. As regards the non-Government sector, the 7081 graduates were employed by 3021 companies/organizations. It was noted that 83 companies/organizations employed 10 or more graduates, 883 employed between 2 and 9 graduates and 2055 employed only one graduate. All these companies/organizations were included in the survey.

10. However, to minimize respondents' reporting burden, those companies/organizations employing 2 or more graduates were asked to provide assessment only for a proportion of the graduates, ranging from 20% for those employing 100 or more graduates to 50% for those employing between 2 and 9 graduates.

SAMPLE SIZE

11. The initial sample selected for the survey therefore contained 4614 graduates. 49 of them were working for companies/organizations (including Government bureaux/departments) which had been chosen for a pre-test in December 1999 to test the questionnaire and survey arrangements. Excluding these 49 graduates, the sample size for the main survey was 4565 graduates.

METHOD OF DATA COLLECTION

12. Data were collected by means of a self-administered questionnaire (a specimen is at the Annex). Telephone calls were made to the 42 Government bureaux/departments and 3021 companies/organizations in the non-Government sector to explain the purpose of the survey and to identify a contact person to co-ordinate the survey. These contact persons were usually the Personnel Manager or Human Resources Manager of the companies/organizations.

13. Copies of the questionnaires, together with a letter from the Secretary for Education and Manpower and a general guideline for completing the questionnaire, were sent to the contact persons. For companies/organizations employing more than one graduate, they were requested to provide assessment on only a proportion of the graduates employed. The contact persons of these companies/organizations were requested to select graduates for assessment in a random way by following the rules given in the general guideline.

14. The contact persons would distribute the questionnaires to the immediate supervisors of the sampled graduates. These immediate supervisors were requested to complete and return the questionnaire using the pre-paid self-addressed envelope. Telephone follow-up calls and field visits were made to the contact persons/immediate supervisors who did not return the questionnaires on time.

RESPONSE RATE

15. 4565 questionnaires were sent out on 24 January 2000. By the end of March 2000, 2017 questionnaires were received, representing a response rate of 50.3% (which was compiled by excluding 559 invalid cases in most of which the companies/organizations claimed that they had not employed any 1998 graduates in 1998). This is considered as a good response rate given that it was a voluntary survey adopting a mail questionnaire method.

QUESTIONNAIRE DESIGN

16. The survey covered eight aspects of performance as mentioned in para. 2 above, and each aspect was measured by a number of attributes, e.g. the aspect Information Technology Literacy was measured by "use of standard computer software", "adaptability to new software" and "ability to make use of the internet to facilitate work and business". These attributes were carefully chosen with reference to available reference books, survey reports and research papers on the subject. Wherever deemed appropriate, the questionnaire was revised on the basis of the results of the pre-test and comments received from, inter alia, the UGC Secretariat and UGC-funded institutions. In the finalised questionnaire, a total of 32 attributes was included for measuring the eight aspects of performance.

17. For each attribute, respondents were requested to give (i) their assessment on the performance of the sampled graduates and (ii) their views on the importance of the attribute for the post held by the sampled graduates. Their assessments were indicated by a score on a 5-point scale as follows (details are shown in the questionnaire at Annex):

<u>Score</u>	<u>Performance</u>	<u>Importance</u>
5	- Always exceeds the employers' required standard	- Very important
4	- Sometime exceeds the employers' required standard	- Quite important
3	- Generally meets the employers' required standard	- Average
2	- Sometimes fails to meet the employers' required standard	- Not quite important
1	- Always fails to meet the employers' required standard	- Not important at all

ESTIMATION METHOD

18. Of the 2017 returned questionnaires, 342 were from the Government sector and 1675 from the non-Government sector. The data in these questionnaires were properly weighted by the number of 1998 graduates actually employed by each company/organization. As a result, they represented the overall profile of 5294 graduates employed by the companies/organizations who responded to this survey.

19. The overall performance score or the performance score for each aspect was taken as the weighted average of the performance scores of its constituent attributes, with the respective importance scores taken as the weights.

MAJOR FINDINGS

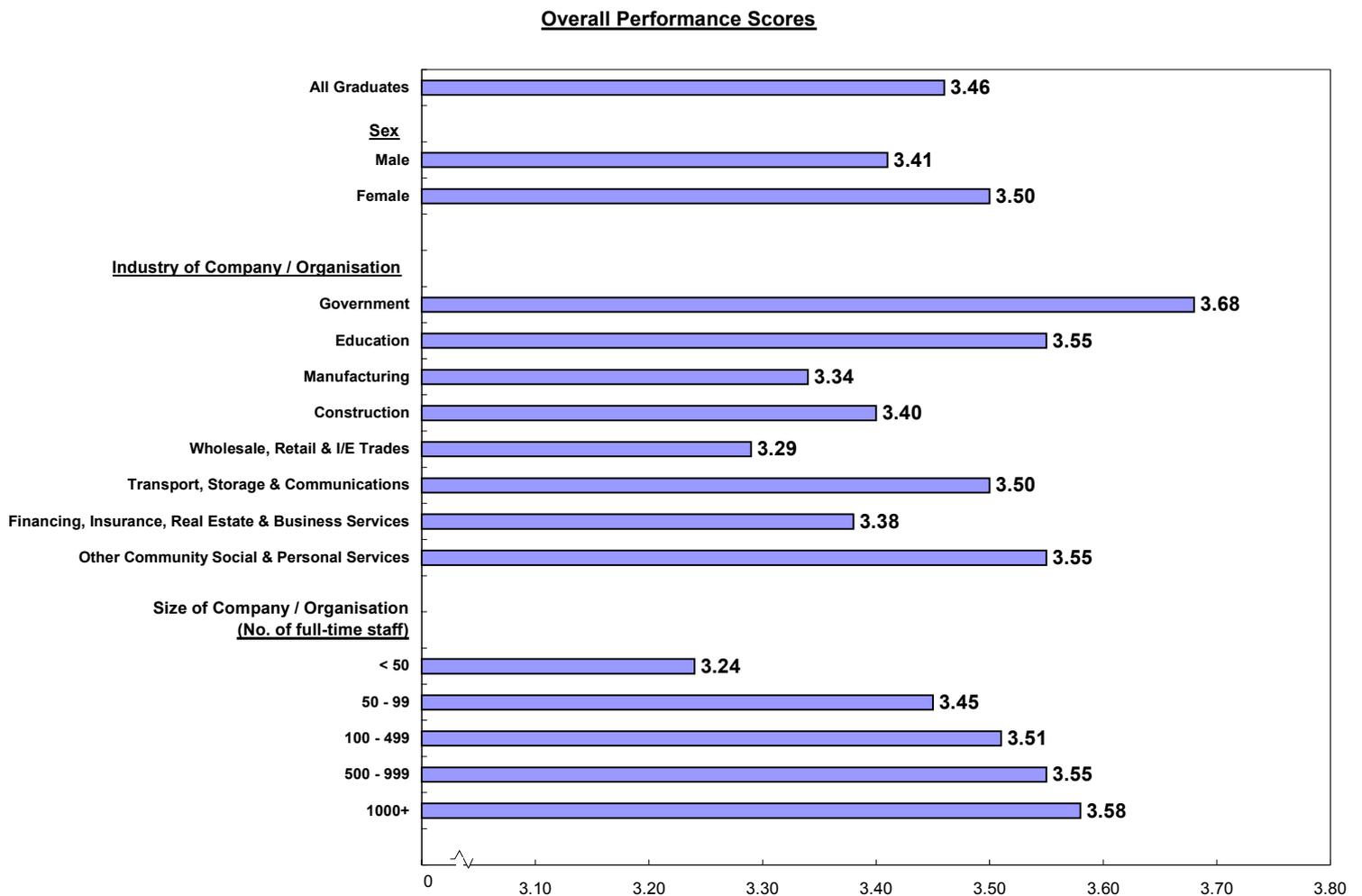
Overall Performance

20. The overall performance of the graduates as assessed by the employers was quite favourable, being 3.46, which was about mid-way between “generally meeting the employers’ required standard” and “sometimes exceeding the employers’ required standard”. As shown in the following table, 14% of the graduates received a rating above 4, implying that their performance was between "sometimes" and "always" exceeding the employers' required standard. On the other hand, only 2% of the graduates received a rating of 2 or below, meaning that their performance “sometimes” failed to meet the employers' required standard.

Aspect	Performance score	Distribution of the performance score					
		5 - 4.01	4 - 3.01	3 - 2.01	2 - 1.01	1	Not Applicable
OVERALL	3.46	14%	66%	18%	2%	0%	0%
A. Chinese Language proficiency	3.57	17%	53%	26%	1%	0%	2%
B. English Language Proficiency	3.38	8%	43%	43%	4%	1%	2%
C. Numerical Competency	3.52	9%	42%	38%	3%	2%	6%
D. Information Technology Literacy	3.62	15%	47%	29%	4%	1%	4%
E. Analytical and Problem-solving Abilities	3.26	10%	49%	36%	5%	*	*
F. Work Attitude	3.57	25%	51%	21%	3%	*	0%
G. Inter-personal Skills	3.52	15%	54%	27%	3%	*	*
H. Management Skills	3.13	4%	32%	50%	9%	1%	4%

Notes: (i) * denotes less than 0.5%
(ii) Percentages may not add up to 100% due to rounding

21. Analysed by sex, female graduates had a higher overall performance score than males. In terms of the industry engaged, the overall performance score varied from 3.29 for Wholesale, Retail and Import/Export Trades to 3.68 for Government. As regards the employment size of companies/organizations, the overall performance score increased steadily from 3.24 for smaller ones engaging less than 50 employees to 3.58 for larger ones with 1000 or more employees. Details are shown in the following diagram:

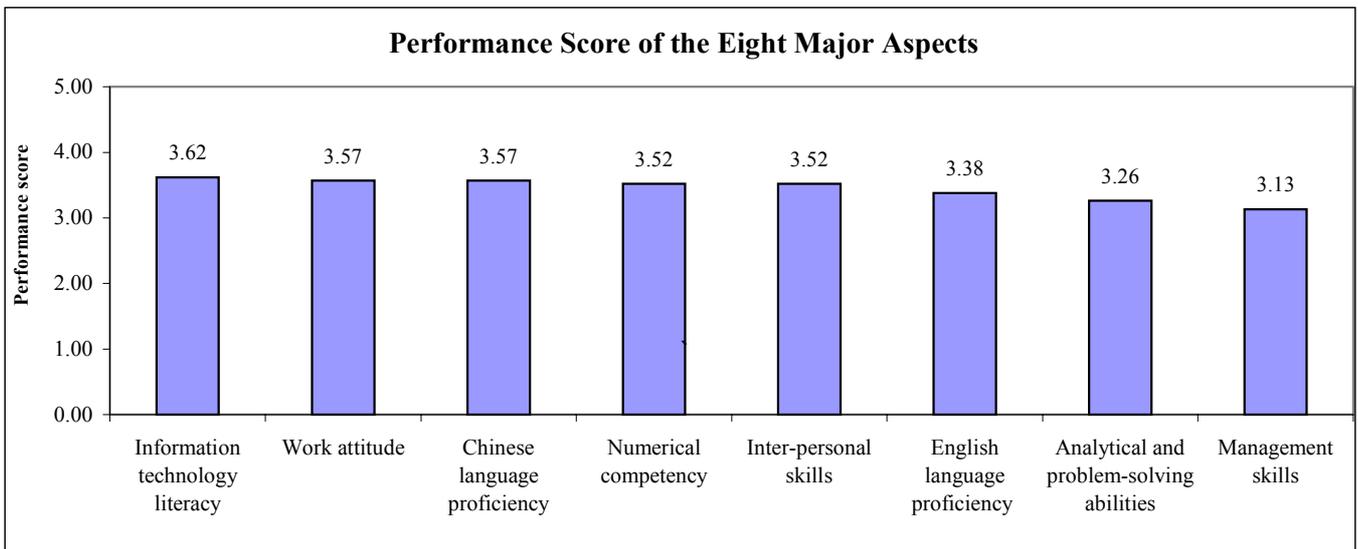


Performance in respect of the Eight Major Aspects

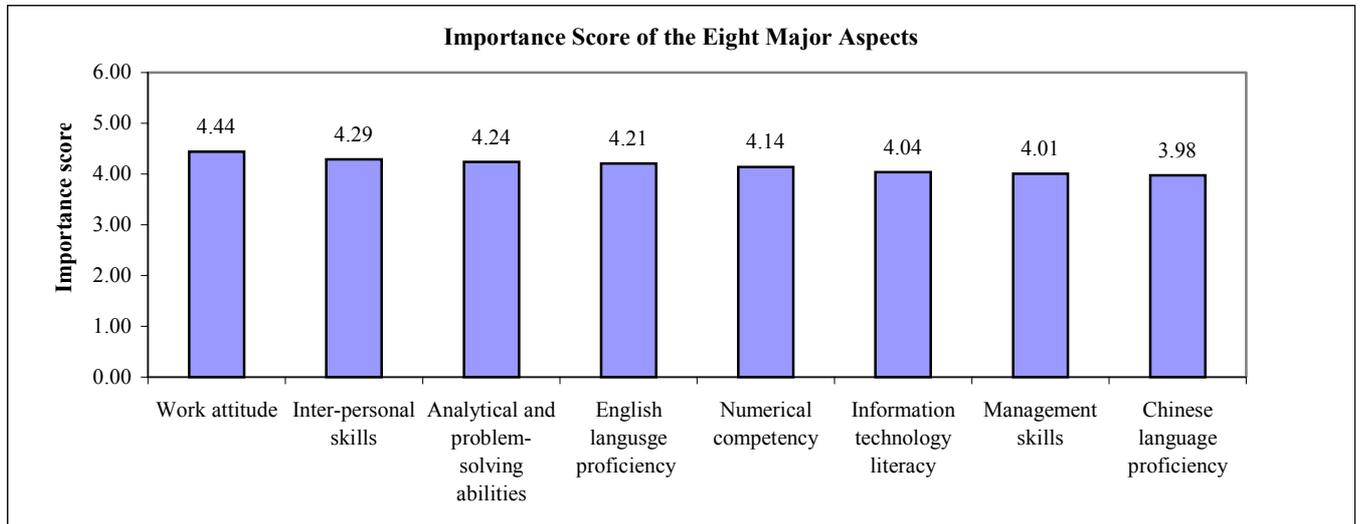
22. The performance score in respect of the 8 major aspects and the corresponding importance score are presented in the following table:

Aspect	Performance score	Importance score
A. Chinese Language Proficiency	3.57	3.98
B. English Language Proficiency	3.38	4.21
C. Numerical Competency	3.52	4.14
D. Information Technology Literacy	3.62	4.04
E. Analytical and Problem-solving Abilities	3.26	4.24
F. Work Attitude	3.57	4.44
G. Inter-personal Skills	3.52	4.29
H. Management Skills	3.13	4.01

The performance scores of the 8 major aspects of performance were all above 3, implying that the graduates were able to perform better than “generally meeting employers’ required standard”. However, the graduates’ performance varied among the different aspects, with the lowest score of 3.13 for Management Skills and the highest score of 3.62 for Information Technology Literacy. The following chart shows the eight major aspects arranged in descending order of performance score:



According to the employers' assessments, nearly all aspects received a rating between "quite important" and "very important", with Chinese Language Proficiency receiving the lowest score of 3.98 and Work Attitude the highest score of 4.44. The following chart shows the eight major aspects arranged in descending order of importance score:



The analysis of individual aspects is presented below:

A. Chinese Language Proficiency

23. As mentioned above, this aspect received the lowest importance score of 3.98. The performance score of graduates was 3.57, with 17% of graduates receiving a rating above 4 and 1% a rating of 2 or below (the table in para. 20 above is relevant).

B. English Language Proficiency

24. This aspect had a relatively high importance score of 4.21. The performance score was 3.38, with 8% of graduates receiving a rating above 4 and 5% a rating of 2 or below.

C. Numerical Competence

25. This aspect had an importance score of 4.14. The performance score was 3.52, with 9% of graduates receiving a rating above 4 and 5% a rating of 2 or below.

D. Information Technology Literacy

26. This aspect had an importance score of 4.04. However, the performance score was 3.62, being the highest among the eight aspects. It was noted that 15% of graduates received a rating above 4 and 5% a rating of 2 or below.

E. Analytical and Problem-solving Abilities

27. This aspect had an importance score of 4.24. The performance score was 3.26, with 10% of graduates receiving a rating above 4 and 5% a rating of 2 or below.

F. Work Attitude

28. This aspect received the highest importance score of 4.44. The performance score was 3.57, with 25% of graduates receiving a rating above 4 and 3% a rating of 2 or below.

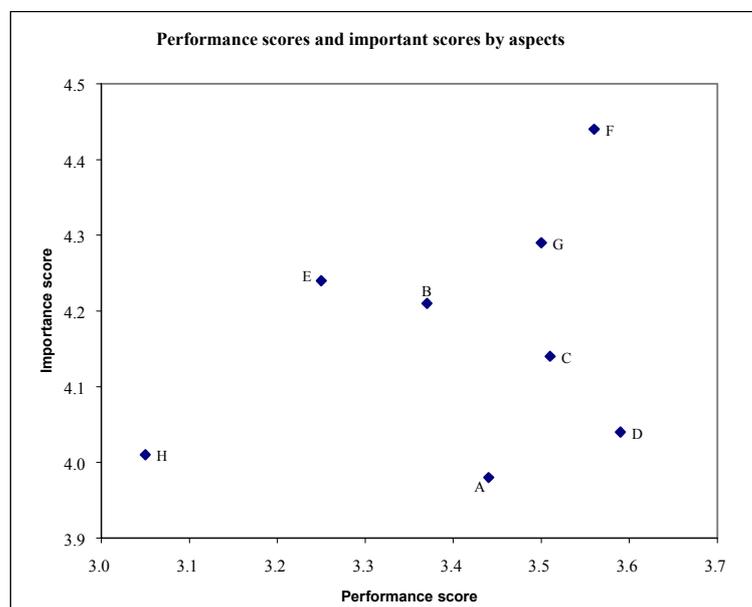
G. Inter-personal Skills

29. This aspect had an importance score of 4.29. The performance score was 3.52, with 15% of graduates receiving a rating above 4 and 3% a rating of 2 or below.

H. Management Skills

30. This aspect had an importance score of 4.01. The performance score was 3.13, being the lowest among the eight aspects. It was noted that 4% of graduates received a rating above 4 and 10% a rating of 2 or below.

31. The importance scores and corresponding performance scores for individual aspects as shown in the table in para. 22 were plotted on a 2-dimensional graph below. It can be seen that there was generally a positive relationship between the two scores.



Performance in respect of the 32 Attributes

32. The following table shows the importance score and performance score of the graduates in respect of each of the 32 attributes:

Attribute	Importance score	Performance score	Views of employers on whether the graduates' performance had met their required standard						
			Always exceeds	Some-times exceeds	Gene-rally meets	Some-times fails to meet	Always fails to meet	Not Appli-cable	
A CHINESE LANGUAGE PROFICIENCY	3.98	3.57							
(1) Expression of ideas in Written Chinese	3.88	3.35	4%	25%	45%	3%	1%	22%	
(2) Cantonese	4.32	3.86	18%	47%	30%	1%	*	3%	
(3) Putonghua	3.38	2.66	3%	7%	24%	15%	8%	42%	
(4) Comprehension in Written Chinese	3.99	3.64	10%	36%	34%	2%	1%	17%	
(5) Cantonese	4.32	3.95	22%	49%	25%	1%	*	4%	
(6) Putonghua	3.42	2.77	3%	9%	26%	14%	7%	42%	
B ENGLISH LANGUAGE PROFICIENCY	4.21	3.38							
(7) Expression of ideas in Written English	4.29	3.33	5%	32%	49%	8%	1%	5%	
(8) Oral English	4.13	3.29	5%	28%	50%	8%	2%	8%	
(9) Comprehension in Written English	4.30	3.48	7%	40%	45%	5%	1%	3%	
(10) Oral English	4.13	3.39	6%	32%	48%	5%	2%	7%	
C NUMERICAL COMPETENCY	4.14	3.52							
(11) Comprehension of data	4.16	3.56	9%	41%	39%	3%	2%	6%	
(12) Application of data	4.13	3.46	8%	36%	42%	5%	2%	9%	
D INFORMATION TECHNOLOGY LITERACY	4.04	3.62							
(13) Use of standard computer software	4.13	3.71	15%	45%	30%	5%	1%	4%	
(14) Adaptability to new software	3.97	3.52	10%	36%	35%	5%	2%	12%	
(15) Ability to make use of the Internet to facilitate work and business	3.86	3.54	10%	29%	29%	6%	1%	25%	

Attribute	Importance score	Performance score	Views of employers on whether the graduates' performance had met their required standard						
			Always exceeds	Some-times exceeds	Gene-rally meets	Some-times fails to meet	Always fails to meet	Not Appli-cable	
E	ANALYTICAL AND PROBLEM-SOLVING ABILITIES	4.24	3.26						
(16)	Common sense	4.36	3.47	8%	41%	43%	8%	1%	1%
(17)	Foresight	4.14	3.05	3%	22%	52%	17%	3%	2%
(18)	Analytical mind	4.35	3.35	6%	35%	48%	9%	1%	1%
(19)	Problem-solving ability	4.40	3.28	5%	34%	47%	11%	3%	*
(20)	Creativity	3.95	3.07	4%	22%	51%	16%	4%	4%
F	WORK ATTITUDE	4.44	3.57						
(21)	Sense of responsibility and commitment	4.67	3.76	22%	44%	25%	8%	1%	*
(22)	Ability to work independently	4.41	3.53	11%	42%	37%	7%	2%	*
(23)	Perseverance	4.47	3.57	13%	43%	33%	9%	2%	*
(24)	Initiative and drive	4.43	3.38	10%	36%	38%	13%	3%	*
(25)	Receptivity and adaptability to new ideas and environment	4.18	3.44	8%	39%	45%	6%	2%	1%
(26)	Professional / business ethics	4.49	3.64	15%	41%	36%	6%	1%	2%
G	INTER-PERSONAL SKILLS	4.29	3.52						
(27)	Inter-personal relationship	4.29	3.60	11%	45%	37%	6%	1%	*
(28)	Team work	4.46	3.70	15%	48%	32%	5%	1%	*
(29)	Negotiation skill	4.12	3.17	4%	23%	50%	11%	2%	10%
H	MANAGEMENT SKILLS	4.01	3.13						
(30)	Organization of work	4.24	3.25	4%	30%	49%	11%	2%	4%
(31)	Management of staff	3.73	2.92	1%	9%	37%	11%	3%	39%
(32)	Leadership	3.80	2.95	1%	11%	39%	11%	3%	35%

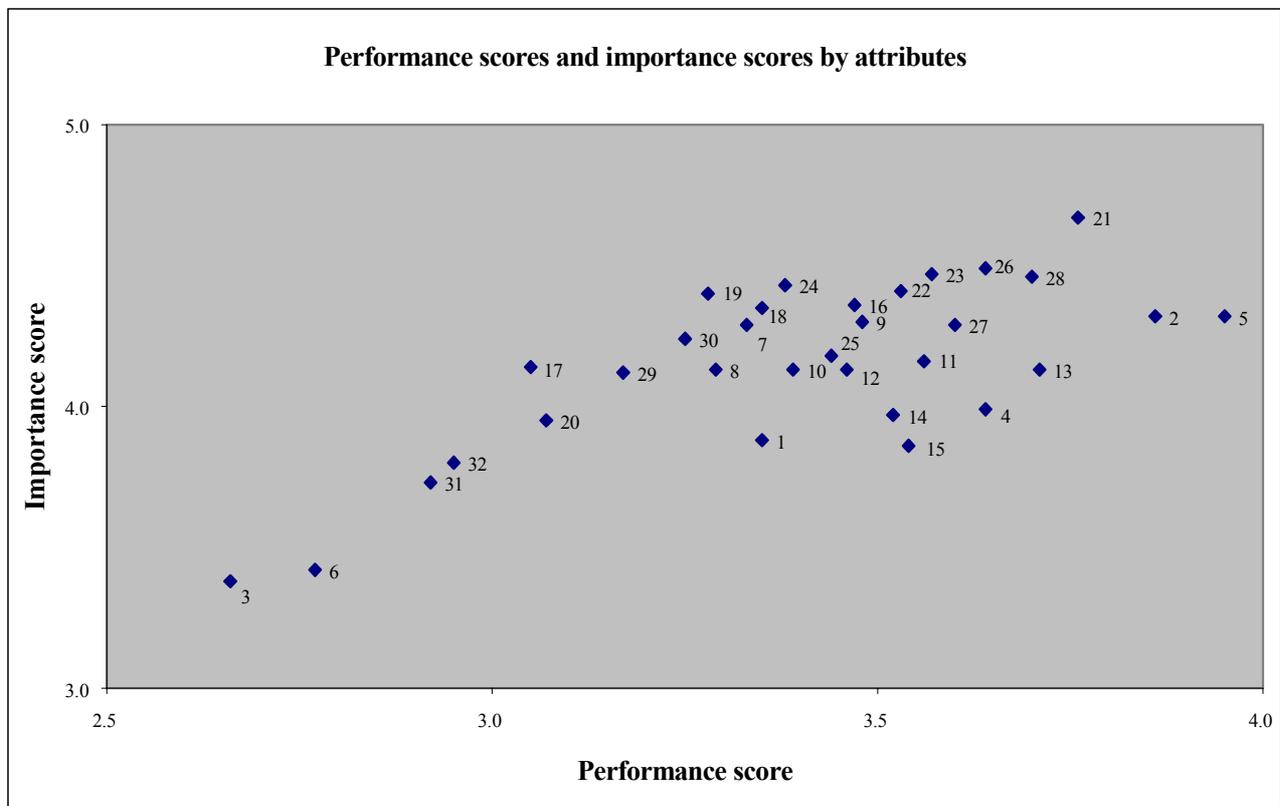
Notes: (i) * denotes less than 0.5%
(ii) Percentages may not add up to 100% due to rounding

33. All attributes were considered as important (score greater than 3) for the posts held by the graduates. In comparison, sense of responsibility and commitment (4.67) was the most important attribute whereas expression of ideas in Putonghua (3.38) was the least important one.

34. For most of the attributes (28 out of 32), the graduates were able to perform better than "generally meeting their employers' required standard". The three attributes with the highest performance score were comprehension in Cantonese (3.95), expression of ideas in Cantonese (3.86) and sense of responsibility and commitment (3.76). The performance of 18% to 22% of graduates in these three attributes was considered as always exceeding their employers' required standard.

35. On the other hand, four attributes received a rating lower than 3, namely expression of ideas in Putonghua (2.66), comprehension in Putonghua (2.77), management of staff (2.92) and leadership (2.95). In the former two attributes, the performance of 7% to 8% of the graduates was considered as always failing to meet their employers' required standard.

36. The importance scores and corresponding performance scores for individual attributes as shown in the table in para. 32 were plotted on a 2-dimensional graph below. It can be seen that there was a positive relationship between the two scores. For attributes considered as relatively more important, graduates generally received relatively higher performance scores.



SUGGESTED IMPROVEMENTS

37. Of the 2017 respondents who returned the questionnaires, 844 (or 42%) commented on the open-ended question “Please give your suggestions for IMPROVING the performance of first degree graduates”. As shown in the following table, the highest percentage was observed for the aspect of language abilities, implying that more respondents had something to say about the language abilities of the graduates:

Major aspect	% of respondents with comments #
Language abilities	32%
Numerical and information technology literacy	14%
Work attitude	24%
Inter-personal and management skills	18%
Others	10%

Note : # The number of respondents with comments as a percentage of the total number of respondents (i.e. 2017)

38. Comparatively more respondents (32%) considered that the graduates should improve their language abilities. The suggested means to achieve this included specific language training, more opportunities for making speeches/presentations, reading, etc. Some respondents also suggested that improvements on language skills start at the primary or secondary level and that language tests be required prior to undergraduate entry.

39. As regards numerical and information technology literacy, some respondents commented that the graduates should continuously update their information technology knowledge, gain more access to computer/information technology devices, learn to use more software, apply numerical knowledge when writing articles or making analysis, etc. There was also the suggestion that information technology be made a compulsory subject in undergraduate programmes.

40. On work attitude, some respondents said that the graduates should improve on their willingness to assume responsibilities and commitment to the companies/organisations; they should be more serious about their work, more willing to learn new things, take more initiative as well as think positively. It was also suggested that they enhance their inter-personal and management skills by increasing participation in team work and group projects.

41. Apart from the above specific aspects, some respondents also pointed out that there was room for improvement in other areas like personal abilities, personality development, independent thinking and ethical behaviour.

PERIODIC UPDATING

42. It is recommended that this survey be conducted on a regular basis to facilitate longitudinal comparison over time.

**SURVEY ON OPINIONS OF EMPLOYERS ON MAJOR ASPECTS OF
PERFORMANCE OF 1998 FIRST DEGREE GRADUATES
APPOINTED IN 1998**

- Questionnaire -

Part I To be completed by the coordinator of this survey in your company

(A) Please provide information about the SAMPLED GRADUATE to whom this questionnaire refers:

Sex (Please tick) : Male Female

Whether still working in company now (Please tick):

Yes No

If no, please specify the length of service in company :

Less than 3 months 3 months or more

Present position in company or position before leaving company : _____

Whether the position is intended for a degree holder (Please tick):

Yes No

(B) Please provide information about the IMMEDIATE SUPERVISOR of the sampled graduate who will be requested to answer Part II of this questionnaire:

Name : _____

Position in company : _____

Contact telephone number : _____

Part II To be completed by the IMMEDIATE SUPERVISOR of the sampled graduate.

1. Please provide your assessment on the performance of the SAMPLED GRADUATE in respect of a range of skills and knowledge shown from NEXT PAGE onwards. Please indicate your assessment by circling a score on a 5-point scale:

- 5 — Performance always exceeds your required standard
- 4 — Performance sometimes exceeds your required standard
- 3 — Performance generally meets your required standard
- 2 — Performance sometimes fails to meet your required standard
- 1 — Performance always fails to meet your required standard

If the skill or knowledge is not required by the post of the SAMPLED GRADUATE or has not been tested, please tick the "Not Applicable" box.

2. Please also indicate your views on the importance of the skills and knowledge for the post held by the SAMPLED GRADUATE by circling a score on a 5-point scale:

- 5 — Very important
- 4 — Quite important
- 3 — Average
- 2 — Not quite important
- 1 — Not important at all

	Has the performance of the GRADUATE met your required standard in the following aspects?	For the post held by the GRADUATE, how do you perceive the importance of the following aspects?									
		Always exceeds ↓	Generally meets ↓	Always fails to meet ↓	Not Applicable	Very Important ↓	Average ↓	Not important at all ↓			
A CHINESE LANGUAGE PROFICIENCY											
a. Expression of ideas (<i>e.g. clear, precise, concise, logical, grammatically correct</i>) in											
(i) Written Chinese	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
(ii) Cantonese	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
(iii) Putonghua	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
b. Comprehension (<i>e.g. able to understand</i>) in											
(i) Written Chinese	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
(ii) Cantonese	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
(iii) Putonghua	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
B ENGLISH LANGUAGE PROFICIENCY											
a. Expression of ideas (<i>e.g. clear, precise, concise, logical, grammatically correct</i>) in											
i) Written English	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
ii) Oral English	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
b. Comprehension (<i>e.g. able to understand</i>) in											
i) Written English	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
ii) Oral English	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1

	Has the performance of the GRADUATE met your required standard in the following aspects?					For the post held by the GRADUATE, how do you perceive the importance of the following aspects?					
	Always exceeds ↓	Generally meets ↓	Always fails to meet ↓	Not Applicable		Very Important ↓	Average ↓	Not important at all ↓			
C NUMERICAL COMPETENCY											
a. Comprehension of data (<i>e.g. understanding the meaning and implications of data</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
b. Application of data (<i>e.g. able to make use of data or mathematical methods in drawing conclusions and making recommendations</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
D INFORMATION TECHNOLOGY LITERACY											
a. Use of standard computer software (<i>e.g. proficient in using software, such as word processing, spreadsheet, database, presentation kits, at work</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
b. Adaptability to new software (<i>e.g. able to use new software to facilitate work</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
c. Ability to make use of the Internet to facilitate work and business	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
E ANALYTICAL AND PROBLEM-SOLVING ABILITIES											
a. Common sense (<i>e.g. able to display a practical good sense in handling daily tasks</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
b. Foresight (<i>e.g. able to plan ahead / foreseeing problems</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
c. Analytical mind (<i>e.g. analyzing information logically and accurately</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
d. Problem-solving ability (<i>e.g. resourceful, able to identify problems / recommend logical and practical solutions</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
e. Creativity (<i>e.g. able to innovate / put forward new ideas</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1

		Has the performance of the GRADUATE met your required standard in the following aspects?				For the post held by the GRADUATE, how do you perceive the importance of the following aspects?						
		Always exceeds ↓	Generally meets ↓	Always fails to meet ↓	Not Applicable	Very Important ↓	Average ↓	Not important at all ↓				
F	WORK ATTITUDE											
a.	Sense of responsibility and commitment (<i>e.g. willing to take up responsibilities, accountable for the results, committed to organizational goals</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
b.	Ability to work independently	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
c.	Perseverance (<i>e.g. able to cope with difficult work environment / meeting deadline, patient in completing complicated tasks</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
d.	Initiative and drive (<i>e.g. reacting to problems / opportunities without being told, improving oneself and actively seeking new challenges</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
e.	Receptivity and adaptability to new ideas and environment	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
f.	Professional / business ethics (<i>e.g. aware of professional image building, having integrity, not acting with favouritism or vested interest</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
G	INTER-PERSONAL SKILLS											
a.	Inter-personal relationship (<i>e.g. capable of building rapport with colleagues / people outside the company, earning respect from others</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
b.	Team work (<i>e.g. able to cooperate with colleagues, willing to listen to other people's views</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
c.	Negotiation skill (<i>e.g. able to discuss with other parties and reach agreement in the best interests of the company</i>)	5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1

	Has the performance of the GRADUATE met your required standard in the following aspects?					For the post held by the GRADUATE, how do you perceive the importance of the following aspects?										
	Always exceeds ↓	Generally meets ↓	Always fails to meet ↓	Not Applicable		Very Important ↓	Average ↓	Not important at all ↓								
H MANAGEMENT SKILLS																
a.	Organization of work (e.g. having good time management, able to prioritize based on objectives, planning work efficiently)					5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
b.	Management of staff (e.g. able to guide and supervise subordinates)					5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
c.	Leadership (e.g. leading a group to achieve set targets)					5	4	3	2	1	<input type="checkbox"/>	5	4	3	2	1
I Please give your suggestions, if any, for IMPROVING the performance of first degree graduates in the following major aspects:																
Language abilities : _____																

Numerical and information technology literacy : _____																

Work attitude : _____																

Inter-personal and management skills : _____																

Others : _____																

— Thank you very much for your co-operation —