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6–9 October 2015

Adelaide Convention Centre

international education: global responsible sustainable

Transnational Education and
Employability: Failure to deliver or failure
to measure?

Speakers

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- Elspeth Jones  @elspethjones
- Christopher Ziguras  @ChrisZig
- Anh Thi-Ngoc Pham



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Christopher Ziguras

TNE Context



Employment outcomes of transnational students

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- Australian Graduate Destination Survey
- May be sent to offshore and onshore international students by universities
- Only Australian citizens or permanent residents are included in analysis and reports conducted by Graduate Careers Australia
- Some universities collect and analyze offshore outcomes data but it is not published



Singapore Institute of Management research on employment outcomes for TNE students

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- Monthly income of recent grads in Singapore:
 - Singapore Management University S\$ 3388
 - Nanyang Technological University S\$ 3152
 - National University of Singapore S\$ 3112
 - Singapore Institute of Management S\$ 2500
- SIM grads have good employment rates but are more likely to be employed in private sector than grads of public unis
- SIM grads are paid less than their public uni peers in similar jobs
- Lee Kwok Cheong, head of SIM Global: “We need to reach out more to explain how we ensure that the overseas university programmes we run here are as rigorous as the ones run in the home country.”
- ‘SIM grads find jobs easily, but earn less’ *Straits Times*, 8 June 2012, p. 48



What do we mean by employability?

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“Employability skills are the non-technical skills, knowledge and understandings that are necessary to gain employment and participate effectively in the workplace. Often referred to as soft skills, they include skills such as communication, self-management, planning, decision making and problem solving.”
(myfuture.edu.au)



Diversity in offshore delivery

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- Branch campuses
- Partner-supported programs
- Online
- Workplace training

- HE and VET

- Full-time study (mainly younger pathway and undergraduate students)
- Part-time study (mainly older postgraduate students in workforce)



Imparting employability skills – onshore and offshore

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Different...	but same, same
Local labour markets differ	We prepare students for global careers
Industry engagement offshore (where it exists) is undertaken by locally-employed staff who do not usually design curriculum	Industry engagement onshore (where it exists) has very variable impact on curriculum
Offshore programs are fully fee paying and must be very responsive to local employability requirements	Market research for new programs considers local employer expectations
Cultural differences in employability skills – eg. power-distance, independence, collaboration, communication	Organizational cultures are very diverse within every society



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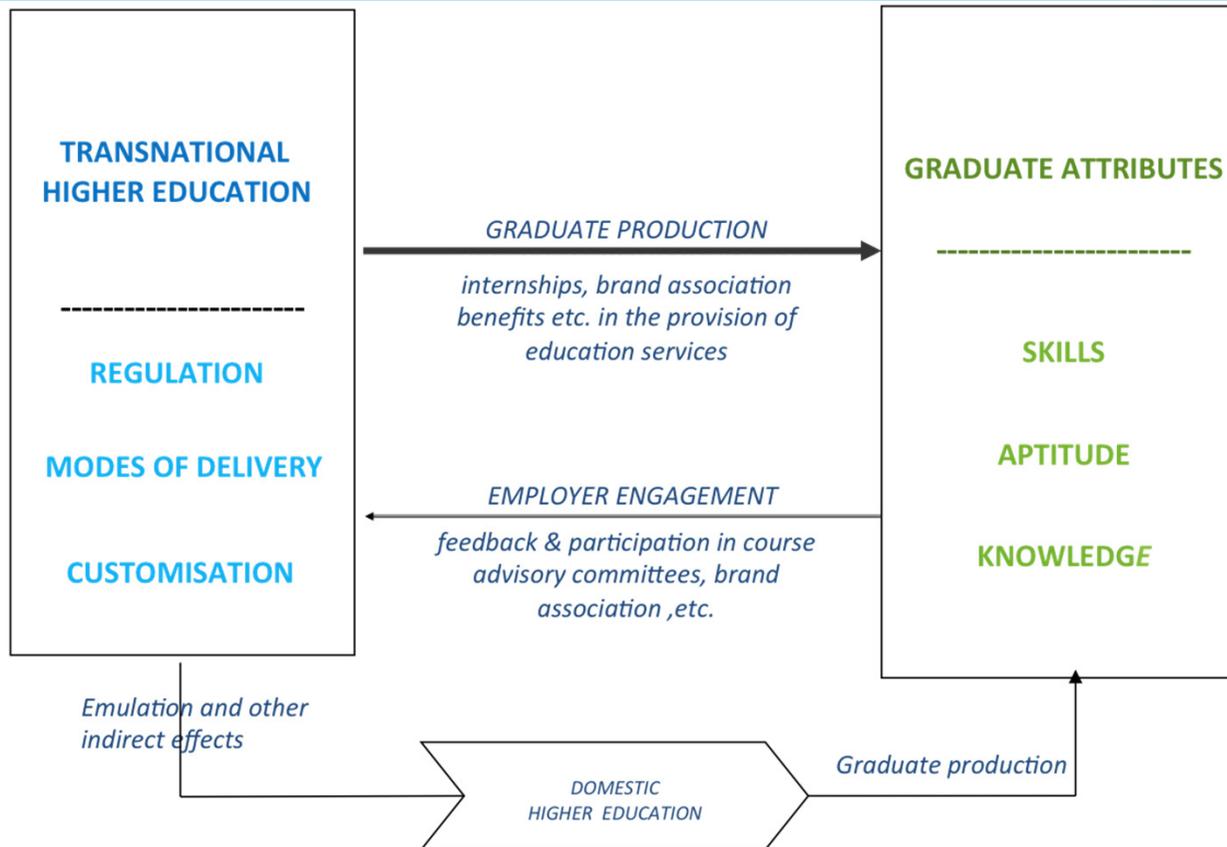
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TNE GRADUATE EMPLOYABILITY IN HO CHI MINH CITY

institutions' & employers' perspectives

Anh Thi-Ngoc Pham, PhD

Contribution of TNE to Human Resource Development



To What Extent Are TNE Graduates Locally Employable?²⁰¹⁵

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1. How do TNE providers adapt their academic offerings to enhance local employability?
2. How do local employers perceive the employability skills of graduates of local universities, transnational providers, and overseas universities?



1. **Mission & Vision:** matching patterns of local workforce demand & HR needs with research and teaching strengths of international providers
2. **Fields & levels:** providing study fields of high demand in local market
3. **Curriculum & pedagogy:** addressing industry learning outcomes through WIL
4. **Resources:** updating international standard-benchmarked materials



Employer Participants

EMPLOYERS	BUSINESS FIELDS	COUNTRY
1	Information Technology	US
2	Electronics	Korea
3	Cosmetics	India
4	Human Resource	Vietnam
5	Coffee	Vietnam
6	Plastic	Vietnam
7	IT	Australia
8	Chemicals	Germany
9	HR Talent-sourcing	Vietnam
10	HR Coaching	Vietnam

Interviews with 12 human resource managers from ten HCMC employers including:

- multinationals
- local giants in local key industries
- recruitment firms



Employers' Views Of TNE Graduates

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- TNE graduates were employers' preferred potential employees as their language ability and local network are maintained while their intercultural competence developed through their engagement in TNE learning activities.
- **Language competence:** they were familiar with formal Vietnamese in making formal business presentation; with informal Vietnamese in dealing with customer services
- **Networking competence:** they were capable of developing relevant networks to link up global products to local potential customers
- **Intercultural competence:** they were adaptable to both Western and Asian mindset as key management styles



Key Messages

- TNE success in their awareness and incorporating local market work skills demand in their missions and visions, fields, levels, curriculum and pedagogy
- Despite the unstable employability among TNE graduates, their graduate capabilities were highly valued by locally-based multinational and national giant employers.



Implications

To enhance TNE graduate capabilities:

1. Graduate intercultural competence needs to be central to program design and academic adaptation
2. International exchanges, placements, internships and traineeships are key



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Elsbeth Jones

TNE and Employability



Study for HEA (UK)

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Shortage of literature relating to:

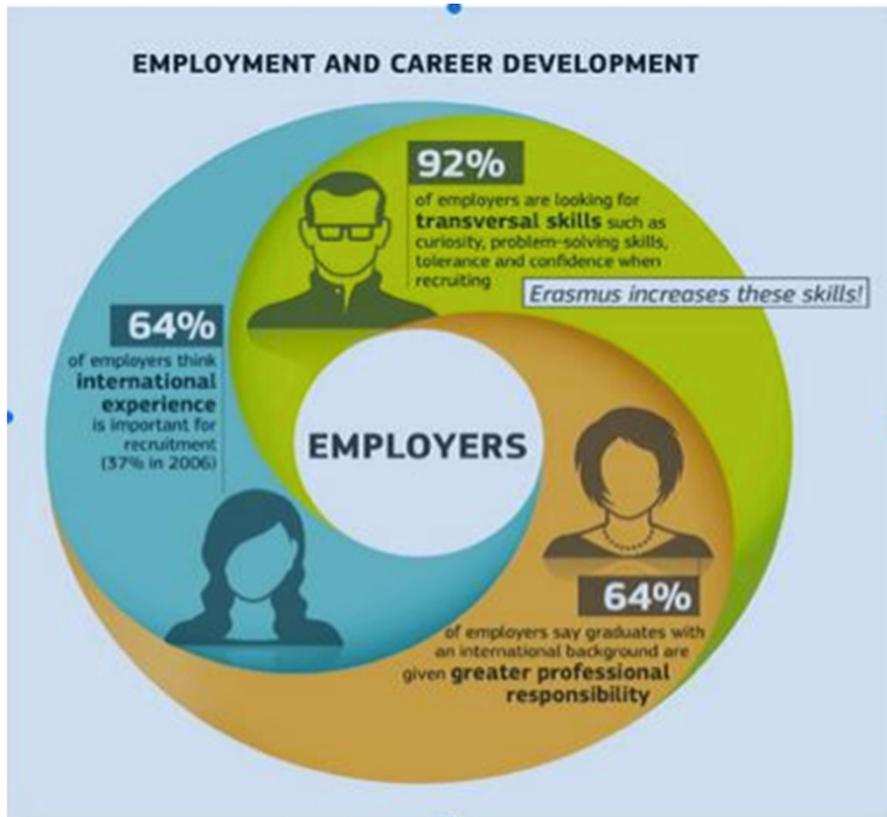
- a) general graduate outcomes from international education and TNE in particular
- b) teaching, learning and assessment in TNE
- c) the link between internationalisation and employability.



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Development of employability skills through mobility

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Erasmus Impact Study (Sept 2014) found that 92% of employers are looking for 'transversal skills'

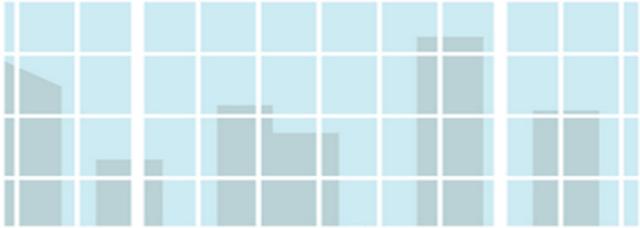
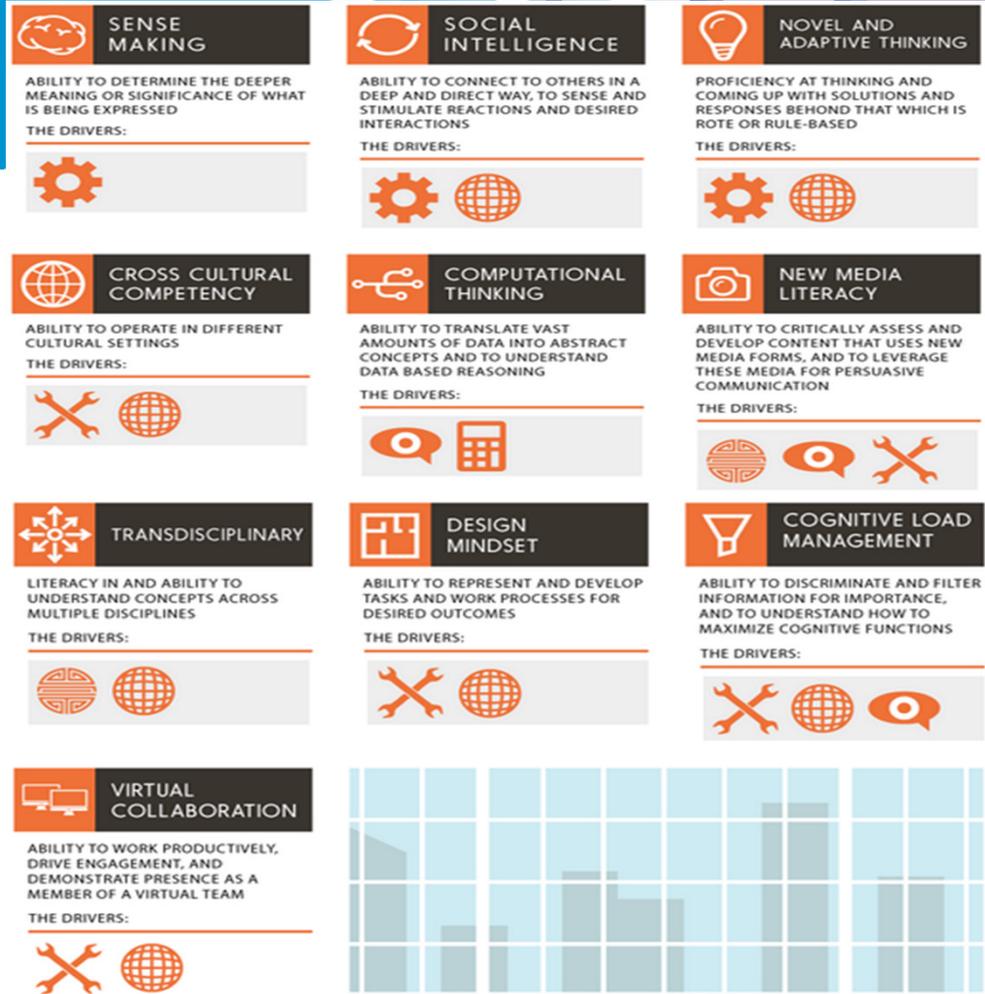


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Top 10 skills for 2020

1. Sense making
2. Social intelligence
3. Novel and adaptive thinking
4. Cross cultural competency
5. Computational thinking
6. New media literacy
7. Transdisciplinarity
8. Design mindset
9. Cognitive load management
10. Virtual collaboration

Time 15/10/2014



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Skills requirements similar around the world

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Leggott and Stapleford (2007) reviewed lists of generic employability skills “employers’ requirements seem to be broadly consistent internationally.”

On the whole, employability interventions in the curriculum which are devised for home students planning to work in one country are largely appropriate for both home and international students who are planning to work in another.

(Leggott and Stapleford 2007: 124)



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Employability skills in the curriculum

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Clear evidence that

- These are developed through mobility
- Employability is a key focus in Australia and UK
- These countries are deeply involved in TNE

Yet little evidence of employability skills development in TNE curricula



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Employer perceptions vary

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I think having an Australian degree is also a bit of a stigma here in Singapore. What it means is that you couldn't get into a local university so you went overseas

(participant - Robertson et al 2011, p 690)

Australian qualified graduates are too confident and put too much value on themselves due to their international qualifications.

(Employer quoted in AEI study, 2010)

TNE sometimes seen as 'distance learning



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Hierarchy of qualifications as seen from Malaysia

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1. UK education obtained in the UK
2. Education in the United States and Australia
3. Education in a few other advanced countries such as Japan, New Zealand and Singapore.
4. UK offshore and transnational studies
5. Other sources of external international education in Malaysia.
6. Malaysian public education
7. Education in or from developing and less developed countries.

(I Lin Sin 2013)



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Rare TNE / employability examples in the literature

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- Eg Bilisland on Work-integrated learning in Vietnam
- Hoare (Singapore)
- Robertson et al (Singapore)
- Waters and Leung (Hong Kong)



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So, is it failure to deliver or simply failure to measure?

Is it the nature of TNE cohorts which means we don't work so hard on employability skills?

Over to you.....

