

# GRADUATE CAREERS AUSTRALIA

December 2007

# Project Background

- 2005 CASR Funding Application – student and employer perceptions
  - joint with Career Services and employer organisations
  - Unsuccessful
- Decided to proceed with student survey in 2007
  - Keen support from Career Services across Australia
  - Support sought from (then) AVCC
  - Funding sought from DEST
- AVCC decided not to officially support the project
  - concerns re survey fatigue and use of data
  - proceed with small number of universities – pilot project
- Prepared a Code of Practice re data use – alleviated some concerns
- DEST funding received
  - more university support
- Response numbers started climbing
  - again, more university support

# Project Background

We started with a number of key questions:

- Are there gaps between student expectations of life after university and the reality of the world of work.
- Are there gaps between employer and student perceptions
- Are there differences between different student cohorts:
  - Discipline
  - Domestic/International
  - Location
  - Traditional vs non-traditional student
- Are there true generational differences, or are some of the differences better described as “life stage” differences
- If any of these differences exist, what steps can be taken to close the gaps and ensure more successful outcomes for all concerned.
- Ancillary question: how, and how much, are students using the resources and assistance provided by university career services

# Project Background

- **Australian Graduate Survey (AGS)**
  - Outcomes of Graduates
- **Graduate Outlook Survey (GOS)**
  - Graduate recruiters' current practices and expectations
  - In 2007, cross over questions between U&B and GOS
- **University and Beyond (U&B)**
- Can paint the entire “graduate recruitment picture”

# Presentation Outline

Methodology

Respondent Characteristics and  
Representativeness

Careers Services Summary

Student Perceptions vs Reality

Student and Employer Perceptions

Some preliminary generational issues

Discussion and Questions

# Methodology

- Question set was developed
  - Literature Review
  - Internal consultation
  - External consultation
  - Focus groups
- Students segmented into 5 groups
  - Traditional students
  - Non traditional students
  - Non traditional movers
  - Non traditional stayers
  - Continuing study

# Methodology

- Online survey only
  - Programmed and hosted externally
  - Double opt in
- Conducted in conjunction with 18 institutions
  - Group of Eight (Go8)
    - 50 per cent (4 of 8)
  - Australian Technology Network Universities (ATN)
    - 60 per cent (3 of 5)
  - New Generation Universities (NGU)
    - 50 per cent (5 of 10)
  - Innovative Research Universities Australia (IRUA)
    - 50 per cent (3 of 6)
  - Regional Universities (RU)
    - 62 per cent (8 of 13)

# Methodology

- Promotion through:
  - University Careers Services e-mail / posters / postcards
  - National Postcard distribution
  - GCA and GO interfaces
- Promotion followed two themes
  - Engagement
  - Incentives
- Monster Incentives
  - \$4,000 major prize
- 9 weeks in field

# Methodology

- Population was all students currently enrolled in a higher education institution in Australia (around 950,000)
- Over 32,000 responses received

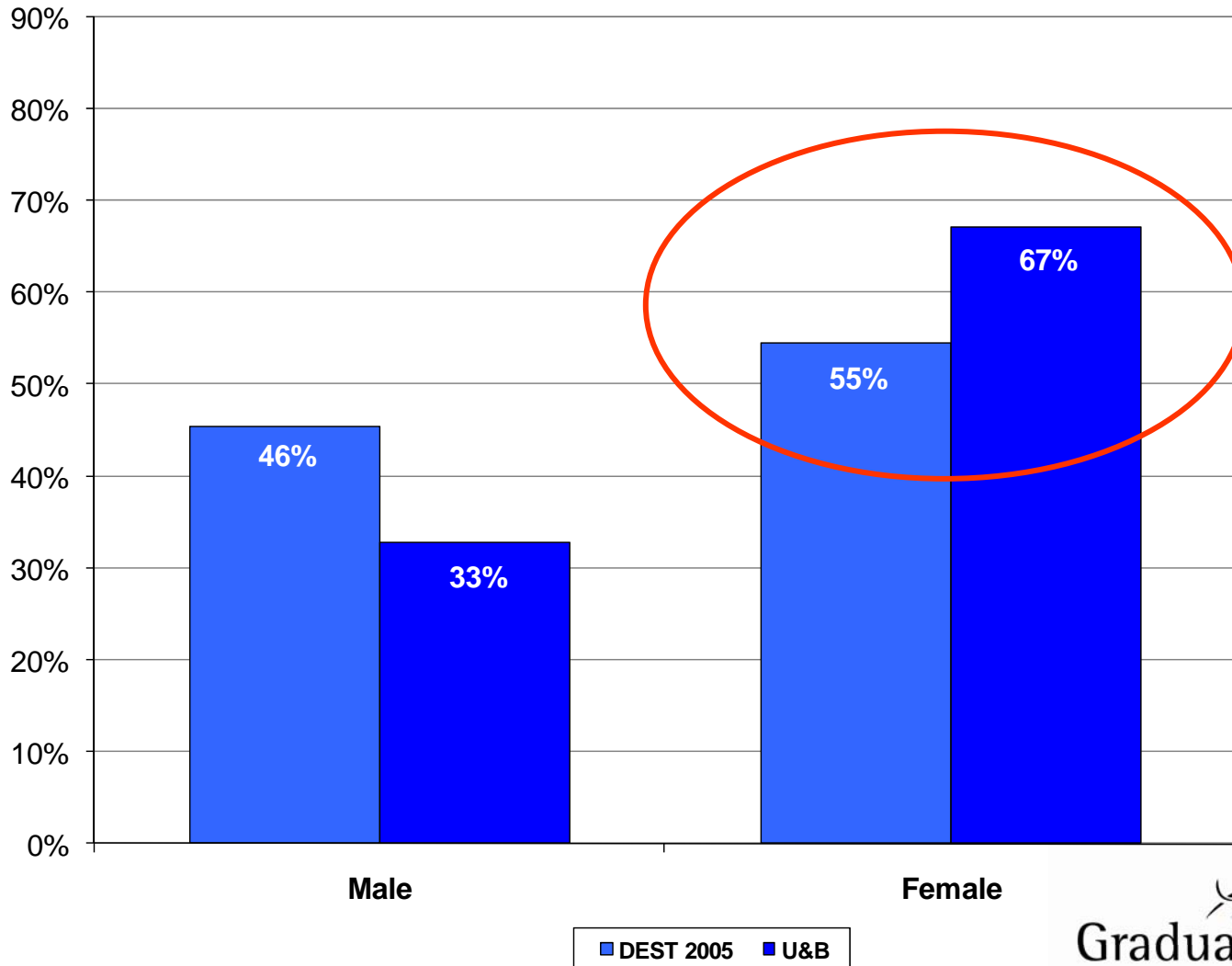
## Who were the students?

- Broadly representative of student population
  - DEST 2005 student population

# Student Characteristics

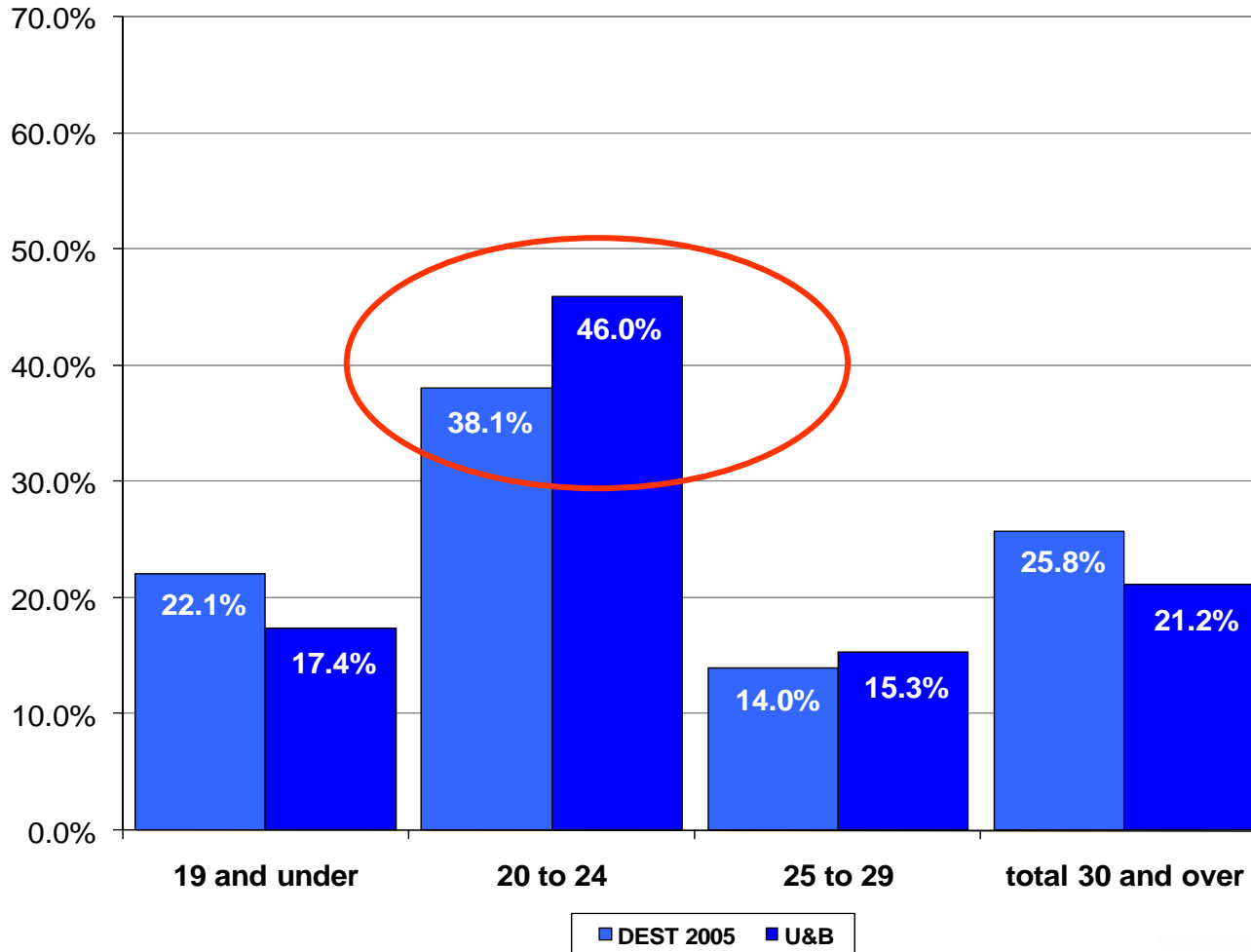
Slight female oversample

- 67 per cent females



# Student Characteristics

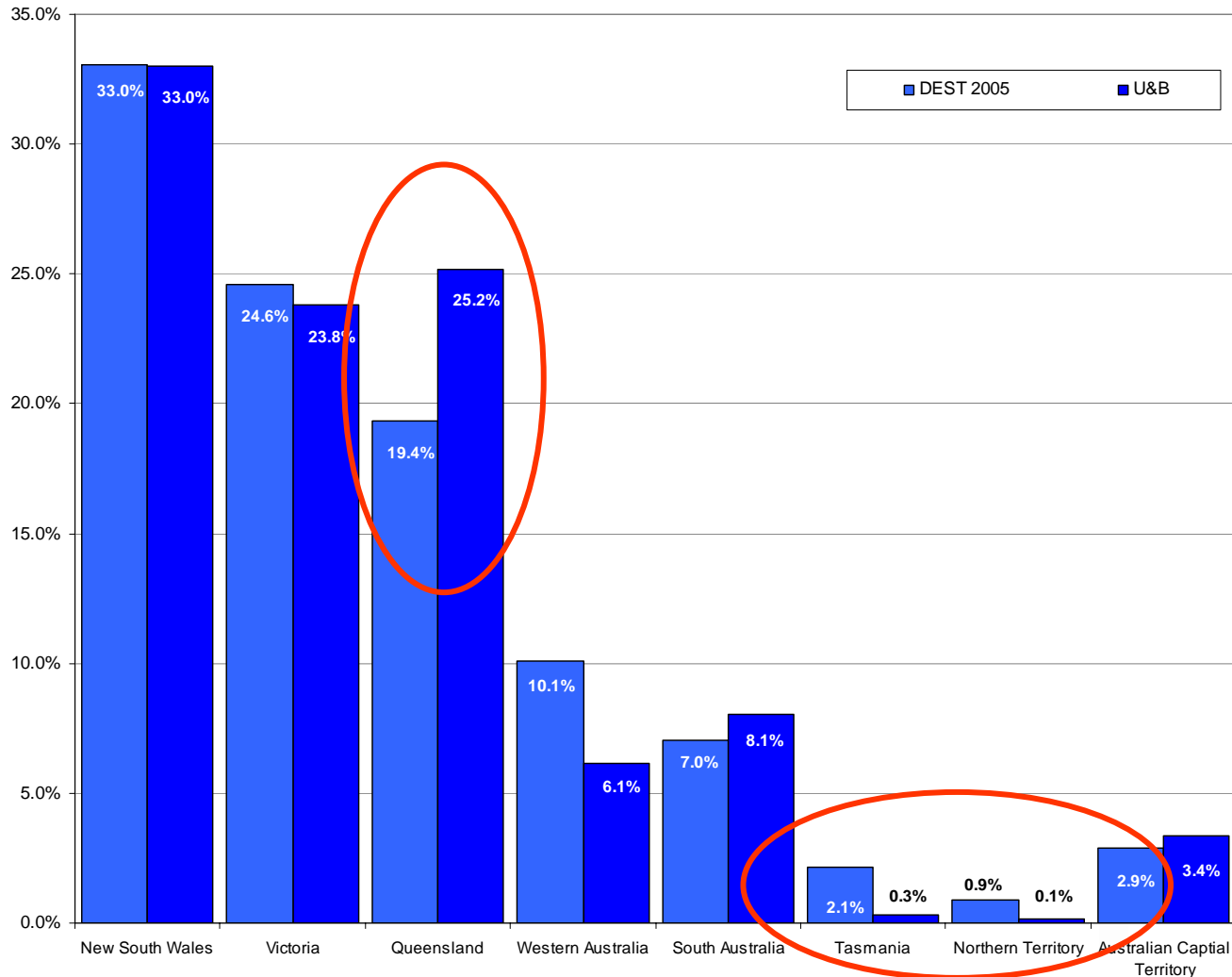
- Median age: 22 years old



- 79 per cent Gen Y
- 6 per cent Baby Boomers
- 15 per cent Gen X

# Student Characteristics

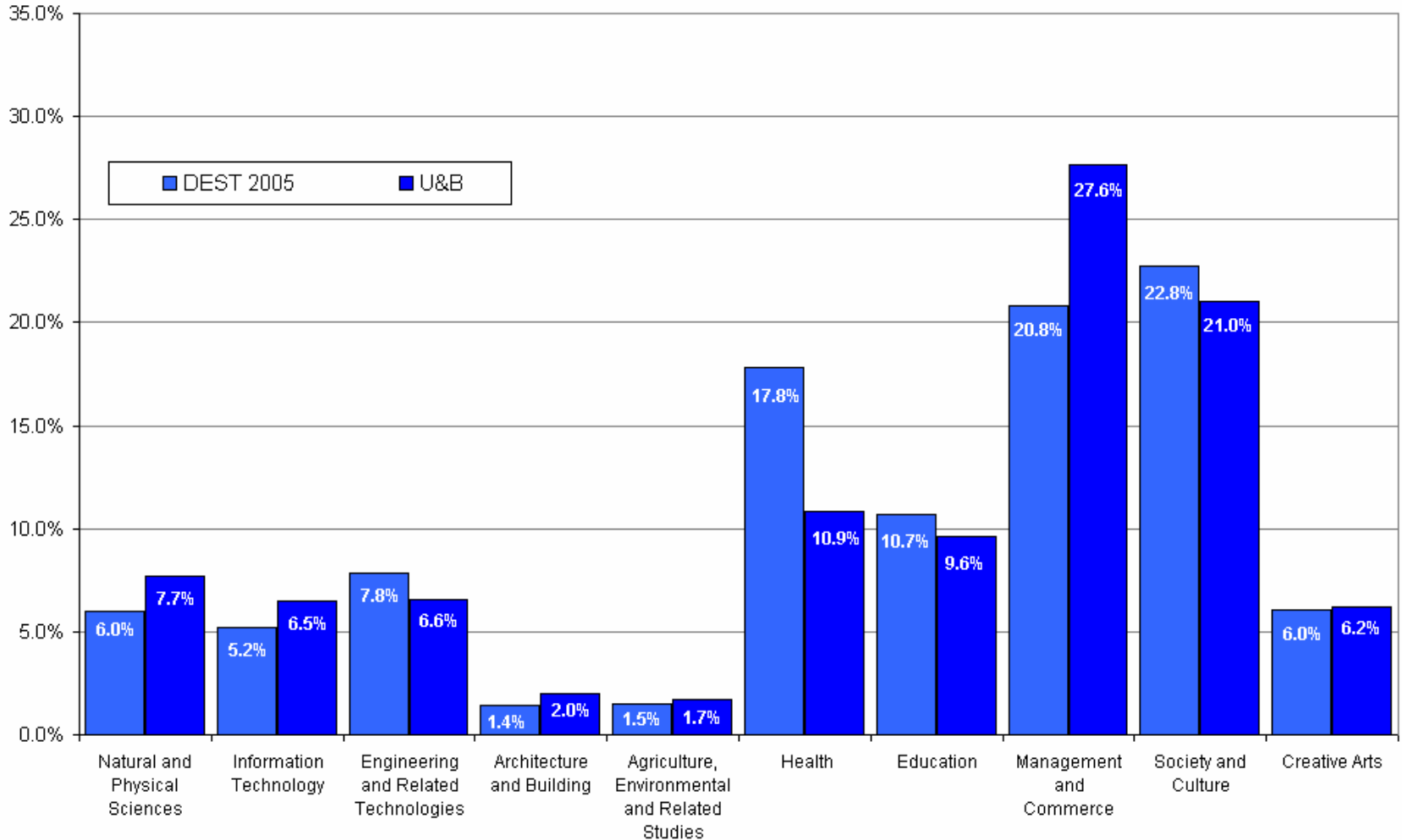
- State where live



- Nearly two-thirds live in a capital city

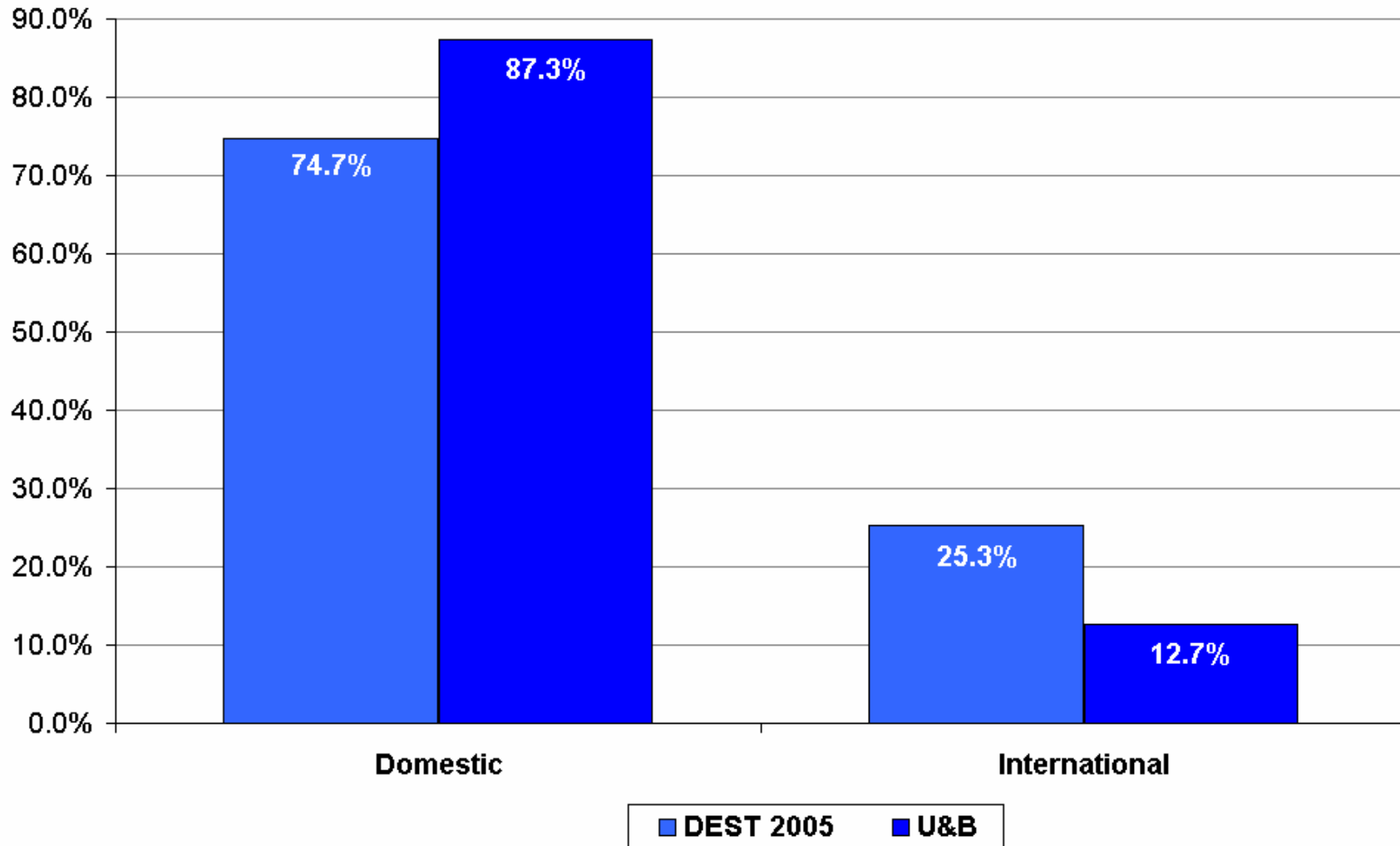
# Student Characteristics

- 28 per cent Management and Commerce
- 21 per cent Society and Culture
- 11 per cent Health



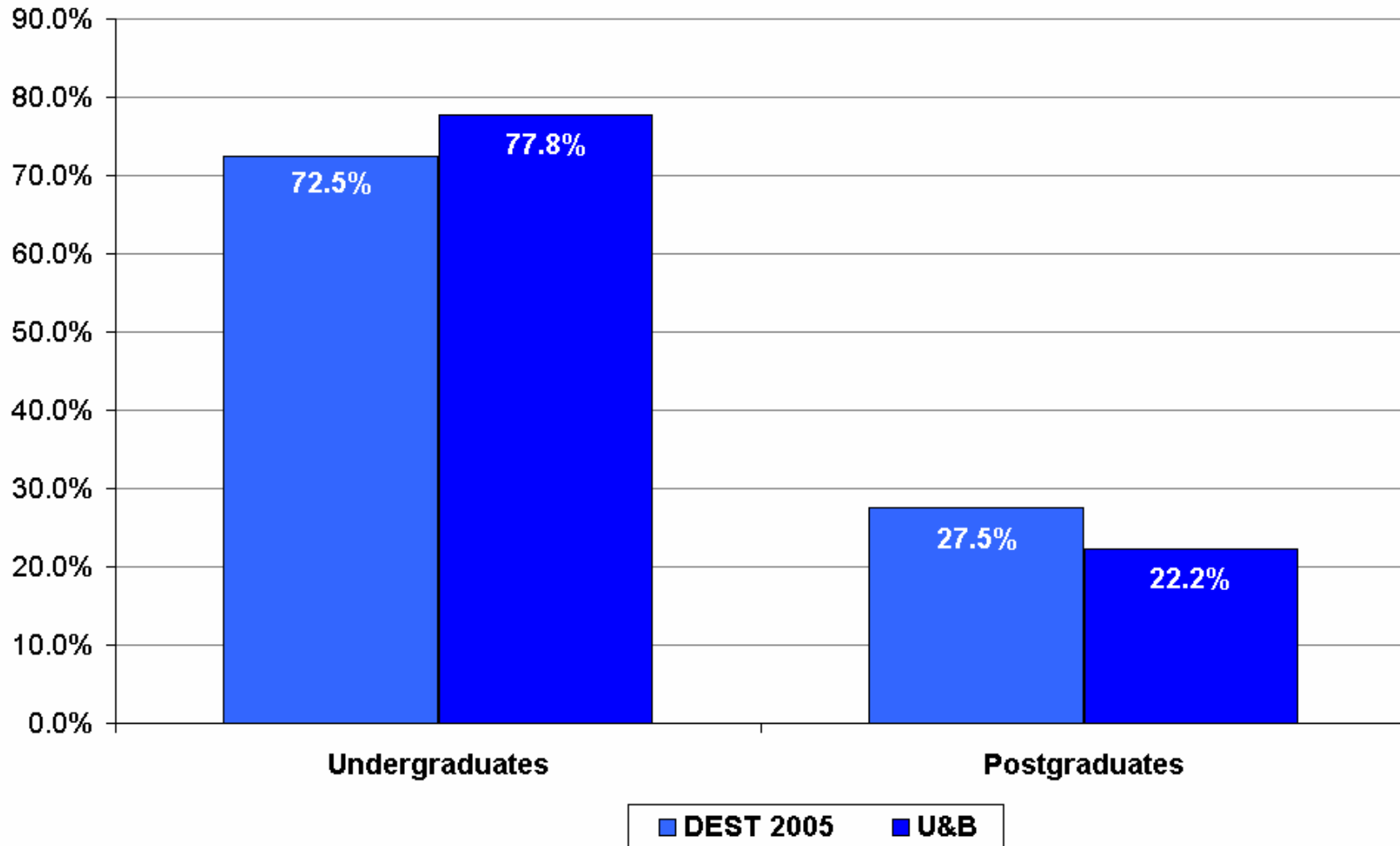
# Student Characteristics

- 87 per cent domestic students



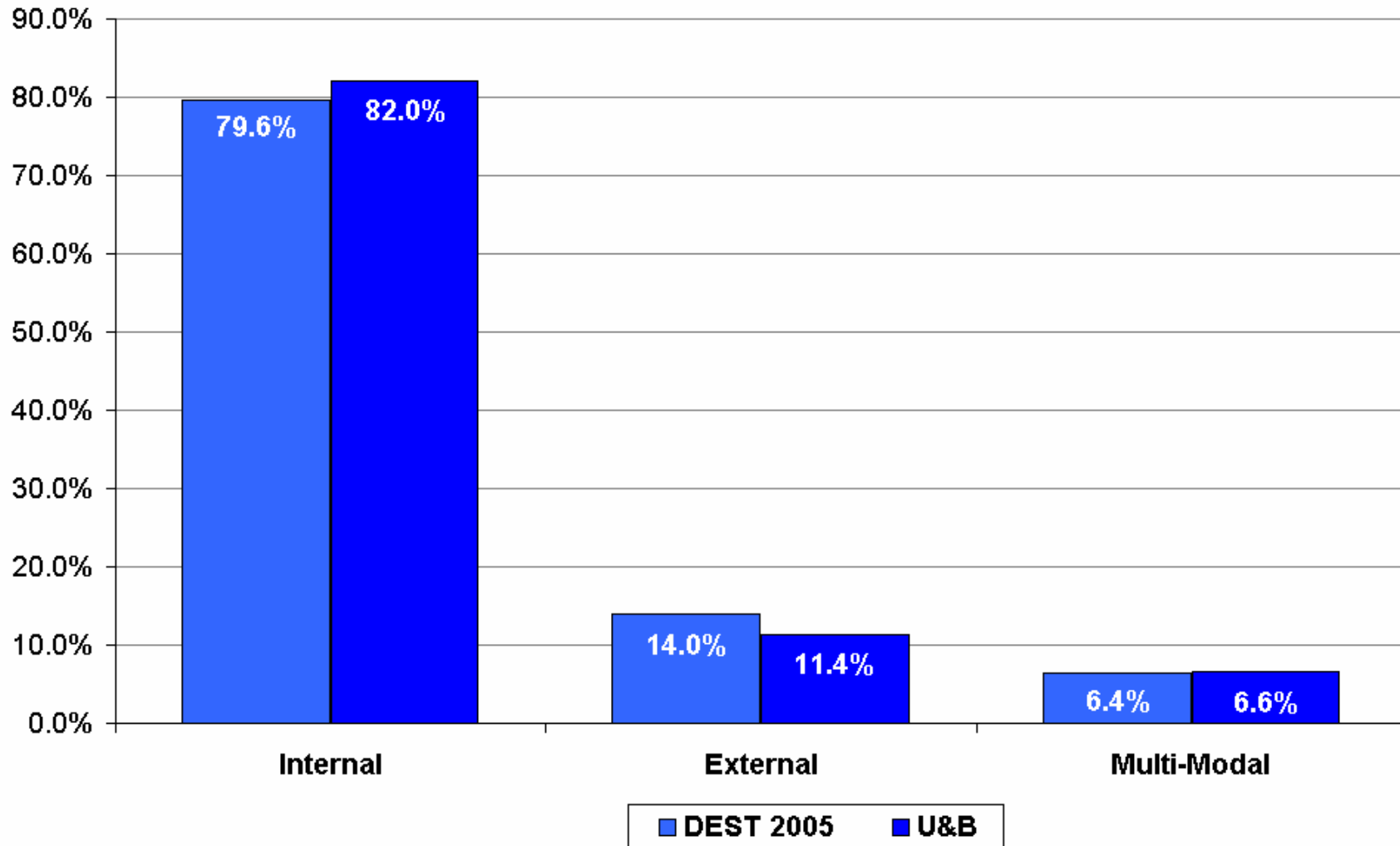
# Student Characteristics

- 78 per cent undergraduates



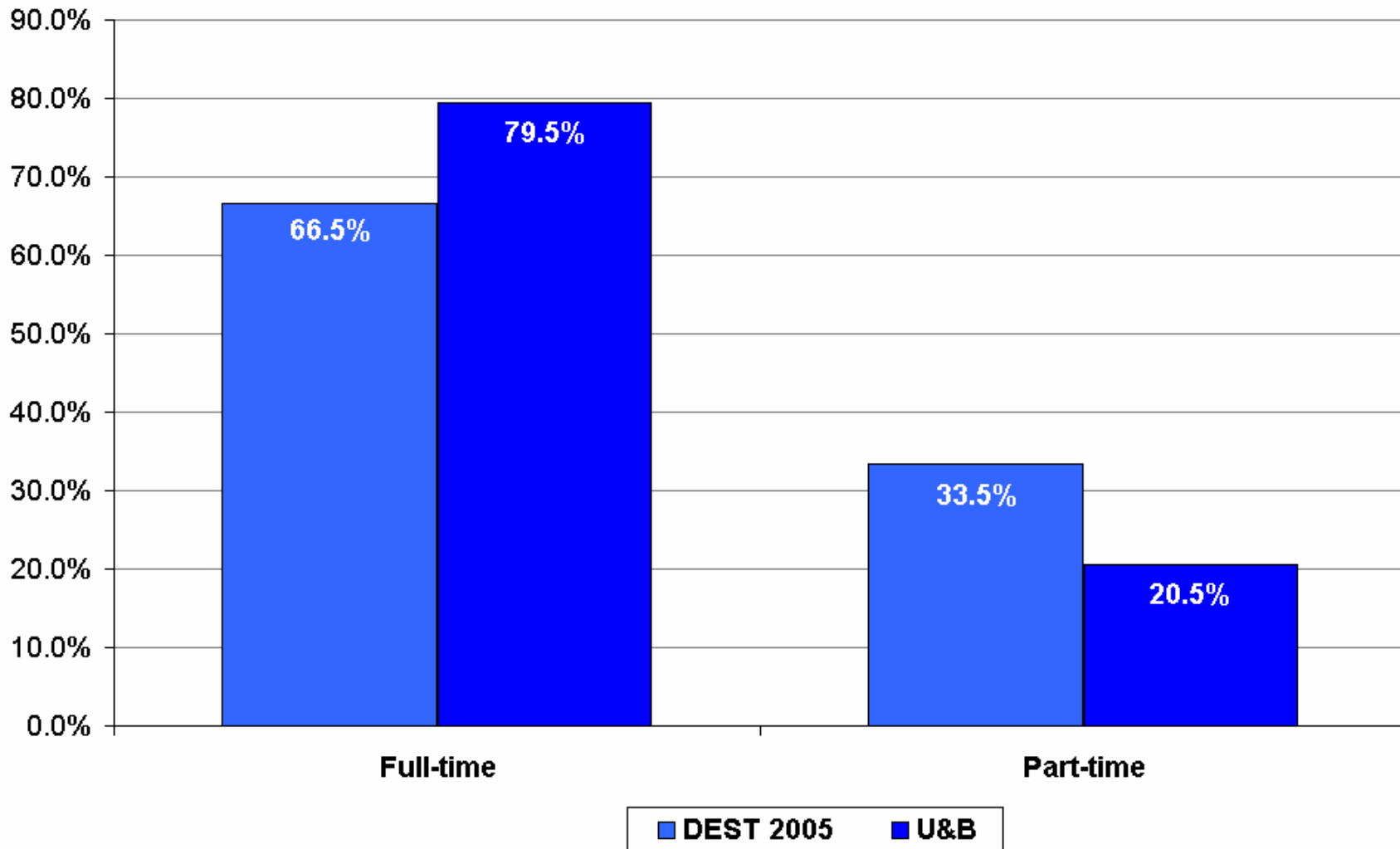
# Student Characteristics

- 82 per cent internal students



# Student Characteristics

- 80 per cent full-time students



# Student Characteristics

- On average they have 3 e-mail addresses
  - Just over a third have their primary e-mail account with Hotmail
  - Another 27% university account
- They spend
  - 30 minutes a day reading the newspaper or a magazine
  - 30 minutes a day listening to the radio
  - 1 hour a day watching TV
  - 2 hours a day on the Internet

# Student Characteristics

Following university, how confident are you of getting *any job?*

	U&B	Employers
Not at all confident/ Not very confident	8.6%	3.2%
Confident	28.2%	24.4%
Very Confident/ Extremely confident	63.2%	71.9%
<i>Confident to Extremely confident</i>	91.4%	96.3%
Unsure/Don't know	0.0%	0.5%
Total	100%	100%

Looking at graduates from the 2006 AGS – 82.9% were in full time employment

# Careers Services

## Why did they attend Uni?

Primary reason for attending university	%
I had a particular career in mind and I needed to take this course	50.9
I thought it would improve my employment prospects	19.4
I wanted to realise my potential	11.6
It was expected of me	2.6
To keep my options open	7.3
It was the normal thing to do	3.1
Other (Please specify in the box below)	5.1
<b>Column Totals</b>	<b>100.0</b>

# Careers Services

## Why did they attend Uni?

	Traditional students	Non traditional movers	Non traditional stayers	Continuing Study	No plans or unclassified	Non traditional traditional	Mean %
<b>Primary reason for attending university</b>							%
I had a particular career in mind and I needed to take this course	54	40	36	44	49	58	51
I thought it would improve my employment prospects	20	29	26	13	19	17	19
I wanted to realise my potential	8	16	15	19	11	16	12
It was expected of me	3	1	4	2	3	1	3
To keep my options open	8	6	5	10	9	3	7
It was the normal thing to do	4	1	1	3	3	1	3
Other (Please specify in the box below)	3	7	13	10	5	4	5
<b>Column Totals</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

# Careers Services

## Visits to Career Centres

	Total		International	Domestic	Highest FOE	Lowest FOE (after Vet Science)
	n	%	%	%	%	
<b>Do you know where your university careers service is physically located?</b>						
					<b>Engineering / Surveying</b>	<b>Agriculture</b>
Yes	13,526	42.4%	53.7%	40.8%	48.3%	28.3%
No	18,338	57.6%	46.3%	59.2%	51.7%	71.7%
Total	31,864	100.0%	100.0%	100.0%		
<b>Have you visited the Careers service centre?</b>						
					<b>Business / Accounting / Economics</b>	<b>Architecture / Building</b>
No	26,181	82.1%	75.6%	83.1%	78.5%	90.3%
Yes	5,689	17.9%	24.4%	16.9%	21.5%	9.7%
<b>Have you visited the CS website?</b>						
					<b>Business / Accounting / Economics</b>	<b>Agriculture</b>
No	17,273	54.2%	40.3%	56.2%	44.7%	66.9%
Yes	14,597	45.8%	59.7%	43.8%	55.3%	33.1%

# Careers Services

## Stage of Course

	At the beginning	Towards the middle	Nearing completion	Already graduated
	%	%	%	%
<b>Do you know where your university careers service is physically located</b>				
Yes	35%	40%	48%	58%
<b>Have you visited Careers service centre</b>				
Yes	12%	15%	23%	35%
<b>Have you visited CS website</b>				
Yes	35%	43%	53%	67%

# Careers Services

## Use of Centre

	Centre	Website
What did you use the services for?	<i>n</i> =5689	<i>n</i> =14597
	%	%
Identifying job opportunities	53.6%	73.3%
Resume writing and/or interview skills	35.8%	24.5%
Establishing career goals	25.4%	16.8%
Under-standing my interests and skills	25.0%	18.6%
Developing a job search strategy	17.3%	16.9%
Other	16.2%	11.7%
Connecting directly with employers	11.0%	11.9%
It provides part of the curriculum for my course	4.1%	6.2%

# Careers Services

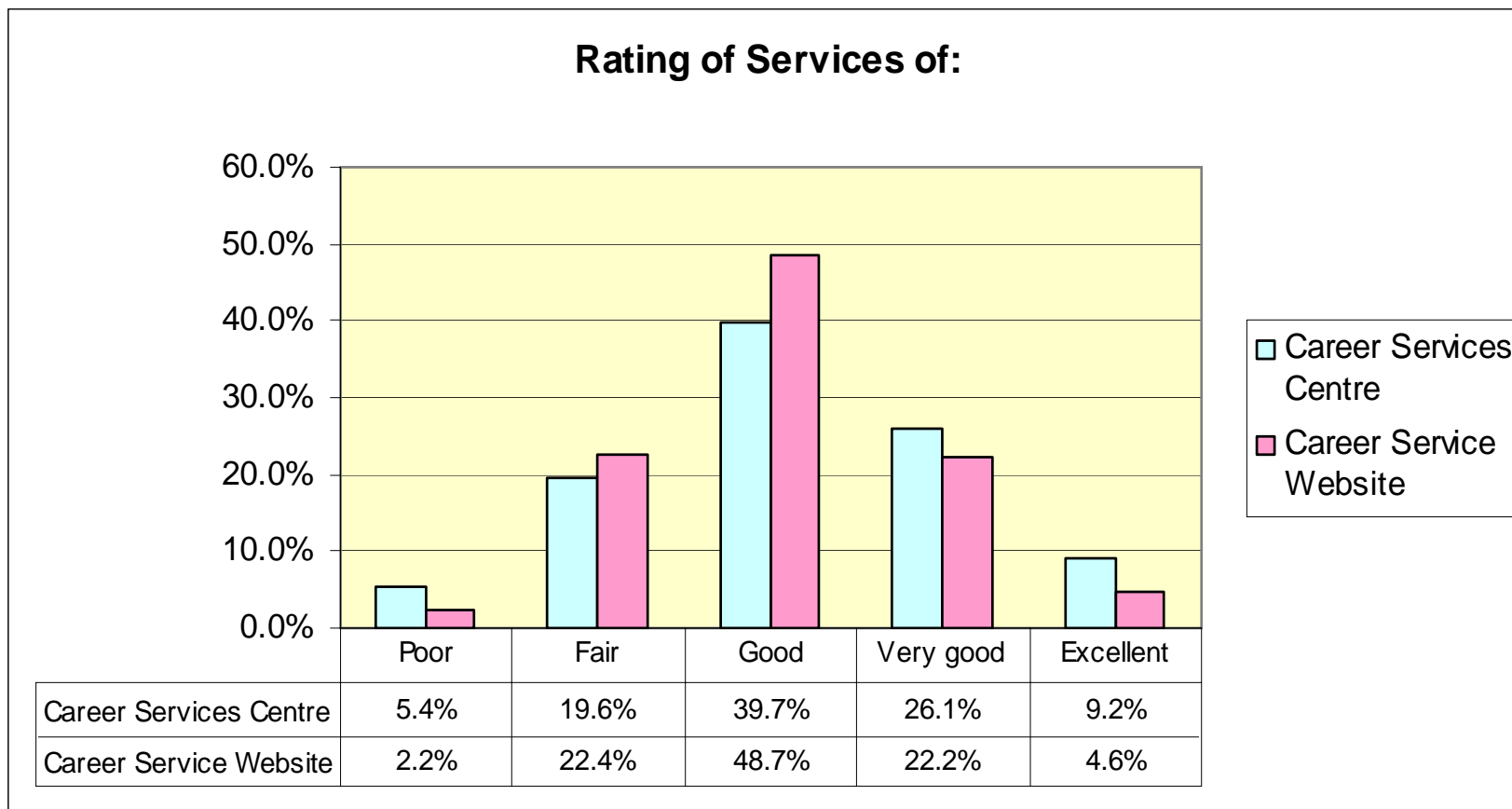
Usefulness of Service - 'very useful' or 'excellent' %

Area of Use	Service	Website
Careers Information	41.1%	33.3%
Job Search	35.5%	41.1%
Careers Fairs/Expos	33.4%	25.5%
Interview Information	28.2%	20.6%
Employer Information	26.8%	22.8%
Content delivered as part of course	18.9%	17.9%

Quite marked differences in percentages by different student cohorts

# Careers Services

## Rating of Service



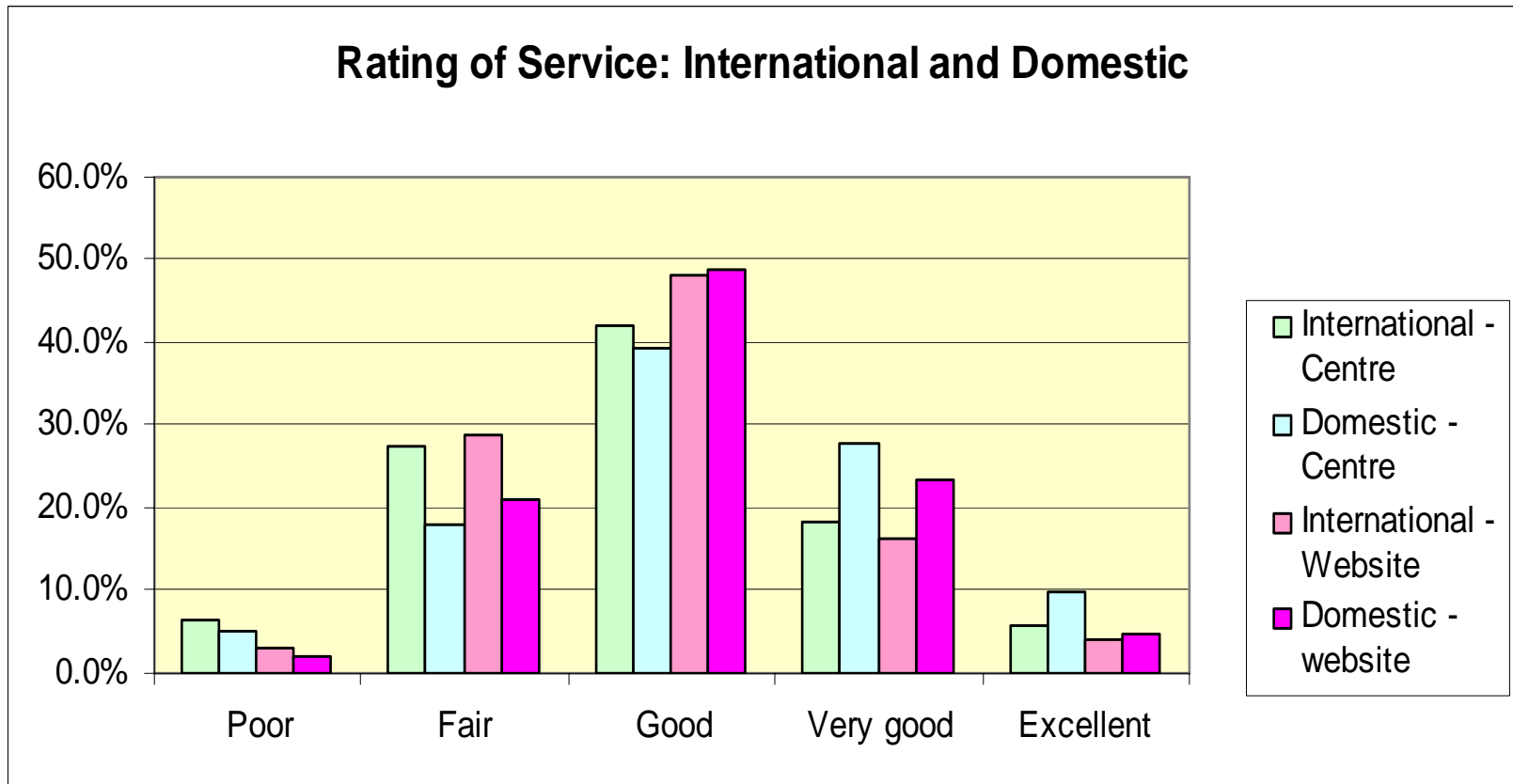
**Combined result for Good / Very Good / Excellent:**

Career Services Centre: 75%

Career Service Website: 75.4%

# Careers Services

## Rating of Service



No major differences seen based on Stage of Course (at the beginning, towards the middle, nearing completion)

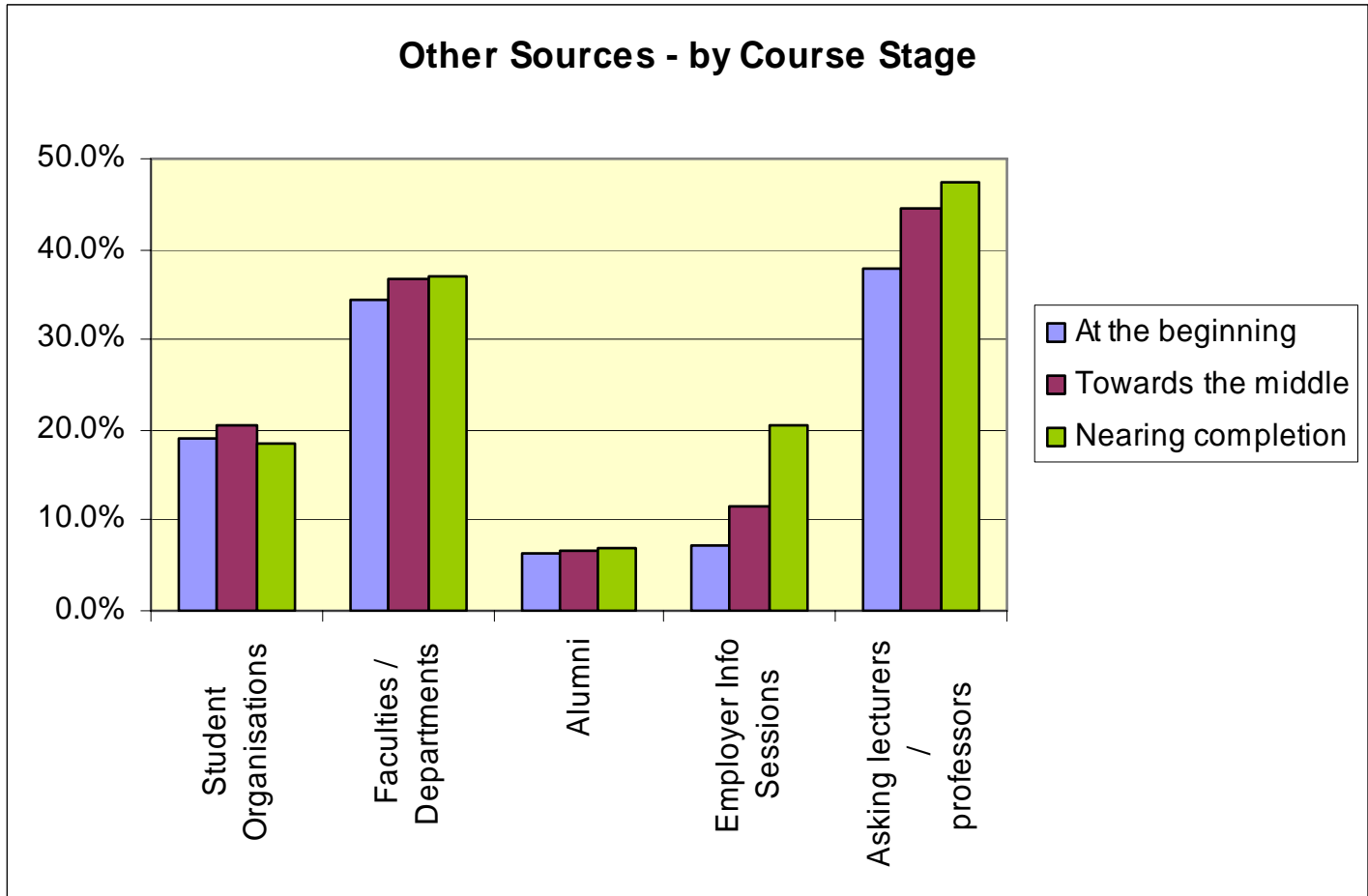
# Careers Services

## Haven't used service – why?

Reason (n = 15559)	Students Overall	Inter- national	Domestic
I didn't know they were there	37.8%	43.9%	37.2%
I don't think I need their help	38.6%	20.9%	40.3%
I doubt it would be helpful	14.4%	17.6%	14.1%
Their services don't seem orientated to me	14.1%	17%	13.8%
I don't know what they do	25.2%	25.6%	25.1%

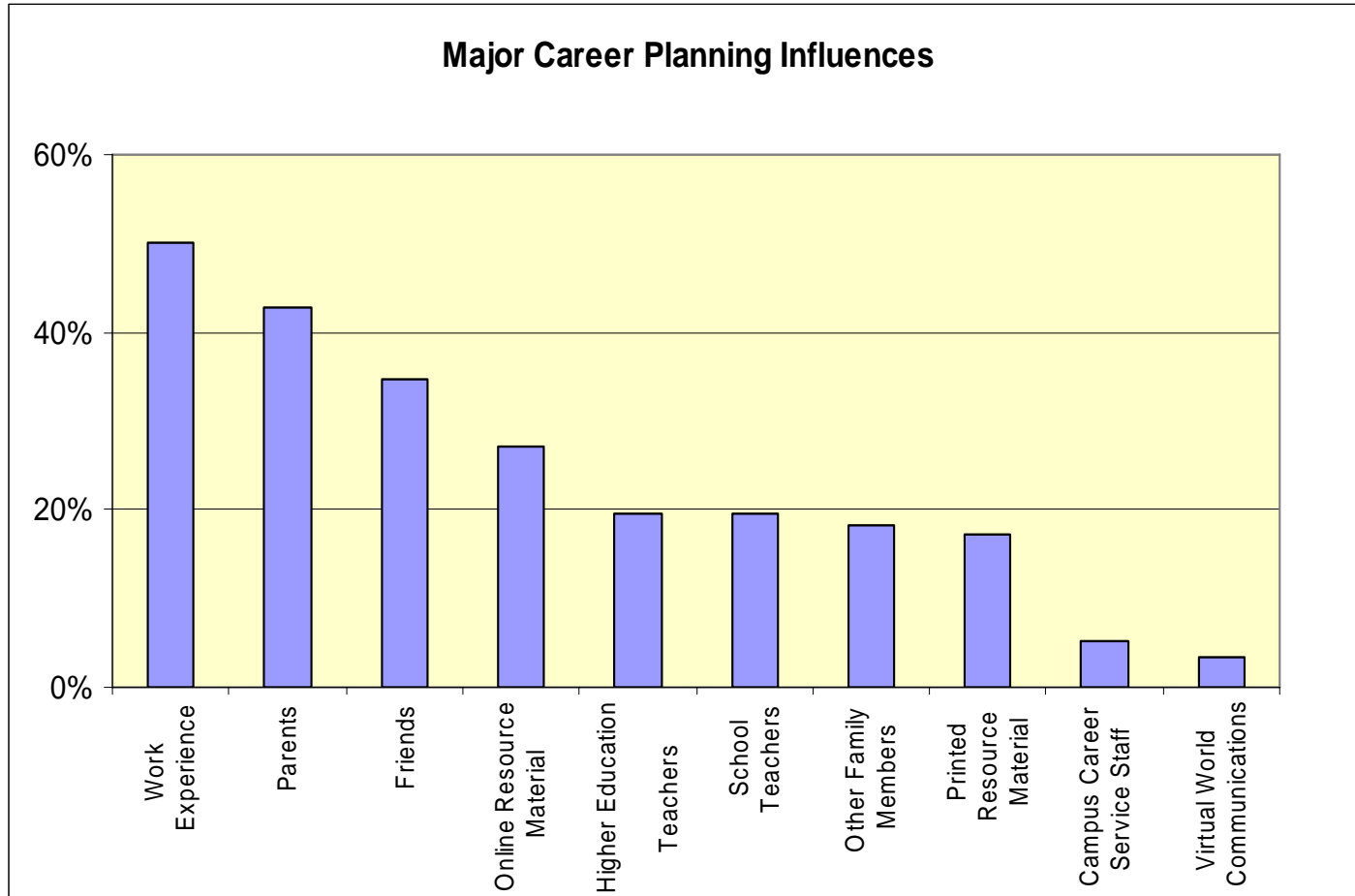
# Careers Services

Where else at university do they source careers information?



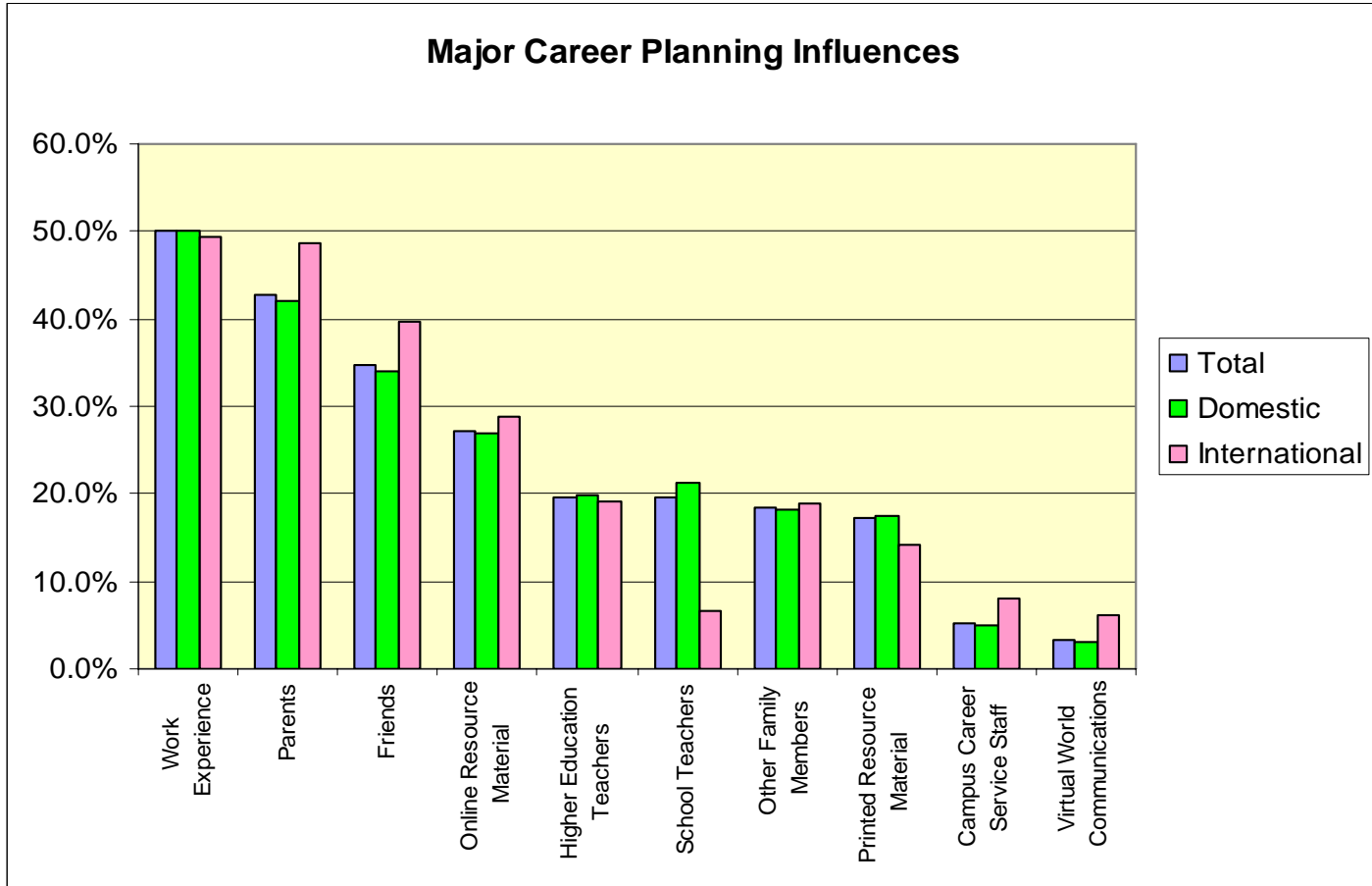
# Careers Services

## Major Influences on Career Planning



# Careers Services

## Major Influences on Career Planning



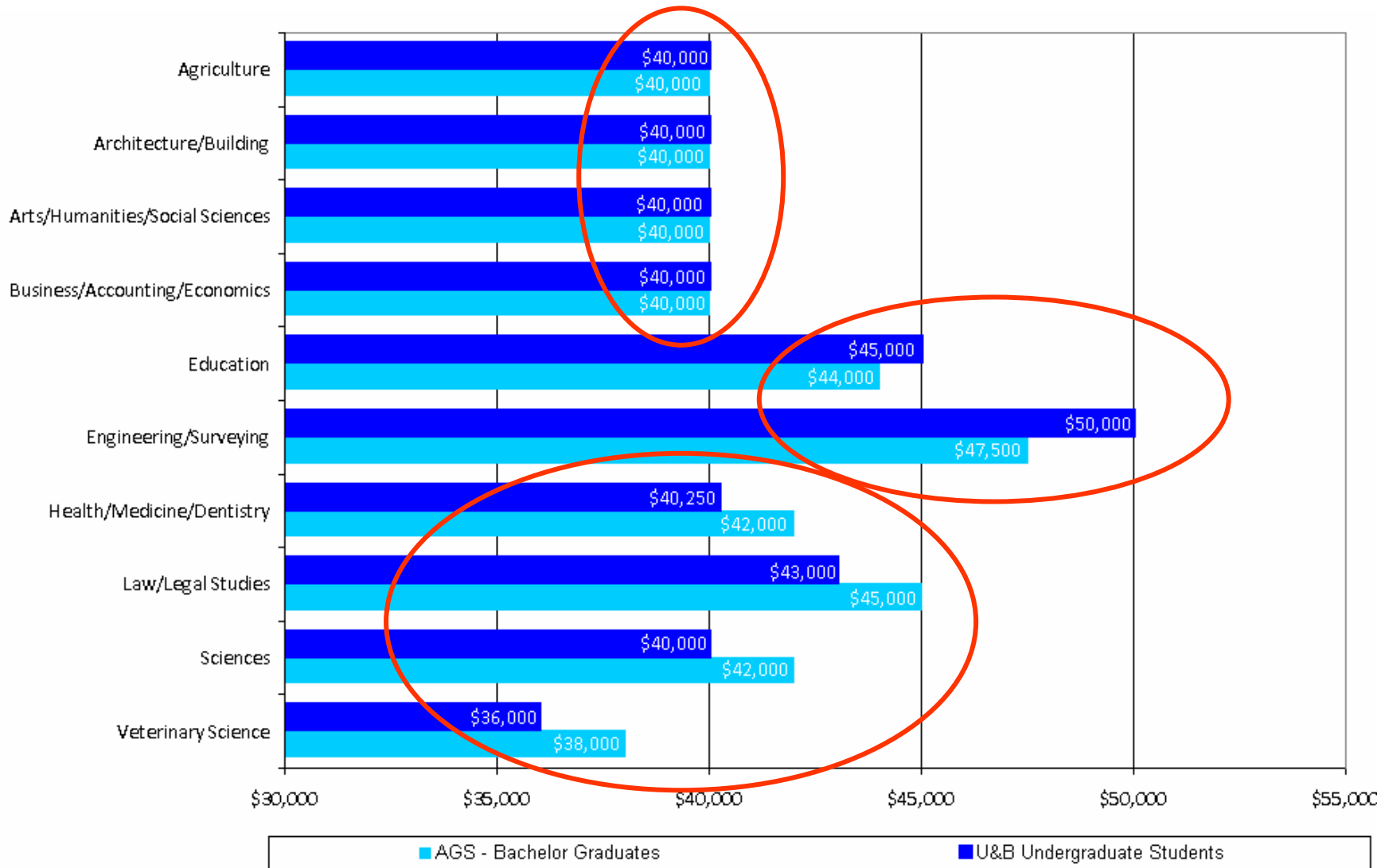
# Undergraduate Salaries

## Expectations versus outcomes

	U&B Undergraduate Students	2006 AGS - Bachelor Graduates
Agriculture	\$40,000	\$40,000
Architecture/Building	\$40,000	\$40,000
Arts/Humanities/Social Sciences	\$40,000	\$40,000
Business/Accounting/Economics	\$40,000	\$40,000
Education	\$45,000	\$44,000
Engineering/Surveying	\$50,000	\$47,500
Health/Medicine/Dentistry	\$40,250	\$42,000
Law/Legal Studies	\$43,000	\$45,000
Sciences	\$40,000	\$42,000
Veterinary Science	\$36,000	\$38,000
<b>Total</b>	<b>\$40,000</b>	<b>\$42,000</b>

# Undergraduate Salaries

## Expectations versus outcomes



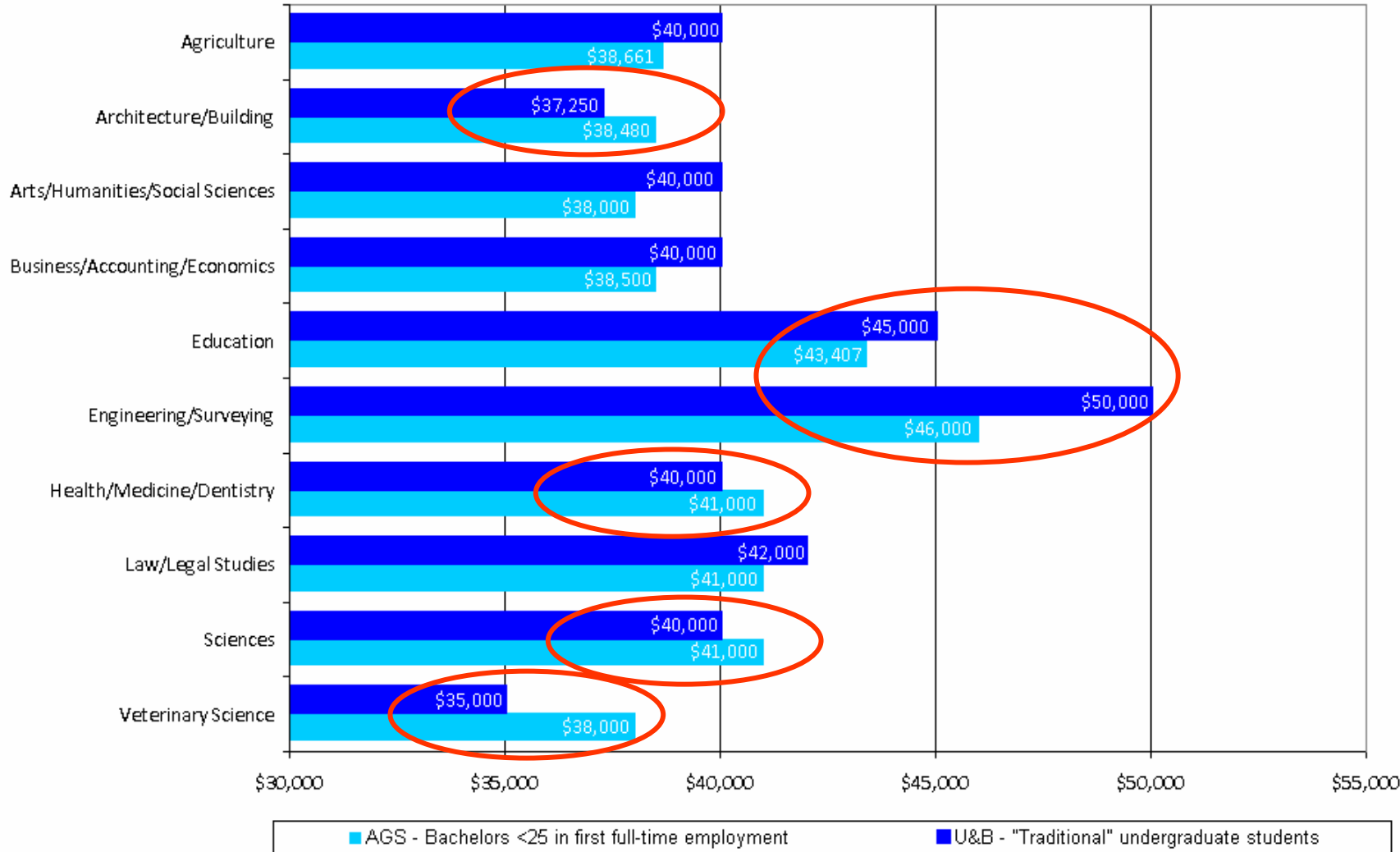
# “Traditional Student” Salaries

## Expectations versus outcomes

	U&B Traditional (Undergraduate) Students	2006 AGS – GSS Graduates
Agriculture	\$38,661	\$40,000
Architecture/Building	\$38,480	\$37,250
Arts/Humanities/Social Sciences	\$38,000	\$40,000
Business/Accounting/Economics	\$38,500	\$40,000
Education	\$43,407	\$45,000
Engineering/Surveying	\$46,000	\$50,000
Health/Medicine/Dentistry	\$41,000	\$40,000
Law/Legal Studies	\$41,000	\$42,000
Sciences	\$41,000	\$40,000
Veterinary Science	\$38,000	\$35,000
<b>Total Traditional students</b>	<b>\$40,000</b>	<b>\$40,000</b>
<b>Total Undergraduate students`</b>	<b>\$40,000</b>	<b>\$42,000</b>

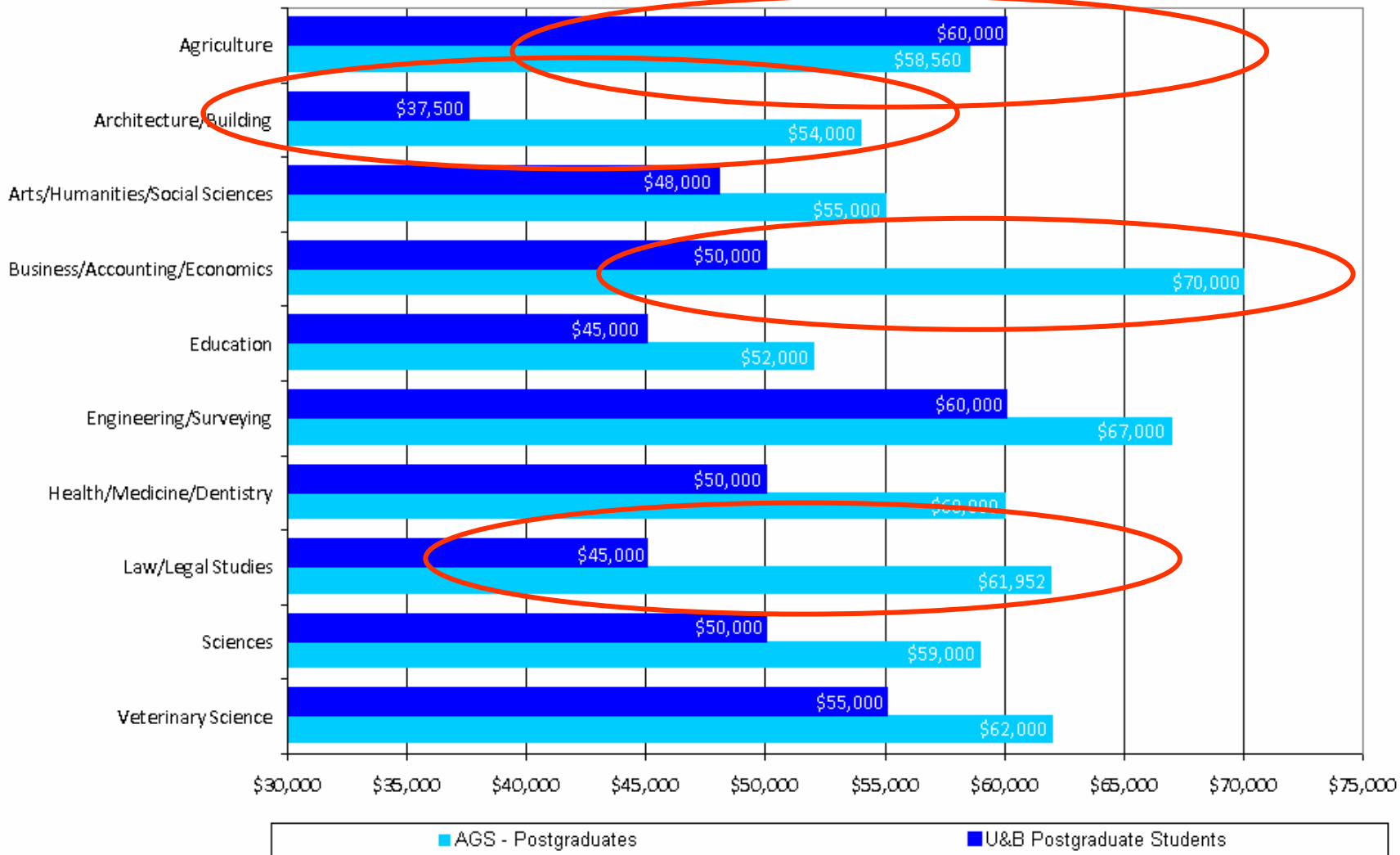
# “Traditional Student” Salaries

## Expectations versus outcomes



# Postgraduate Salaries

## Expectations versus outcomes



# Student / Employer Perceptions

# Student/Employer Perceptions

## Employability Skills

Key Selection Criteria sought by employers  
- descending order (GOS):

Interpersonal and Communication skills (written and oral)

Critical Reasoning/Analytical/Problem Solving

Passion/Knowledge of Industry/Drive/Attitude

Cultural Alignment/Values Fit

Academic Qualifications

Teamwork

Emotional Intelligence

Work Experience

# Student/Employer Perceptions

## Employability Skills

How strong are your employability skills at this point in time in....	At the beginning	Towards the middle	Nearing completion	% point Improvement	Already graduated
Initiative and Enterprise	56%	59%	63%	7%	61%
Communication	77%	81%	85%	8%	82%
Self-Management	73%	77%	82%	9%	75%
Teamwork	61%	64%	70%	9%	66%
Technology	68%	73%	79%	11%	76%
Technical Skills	68%	73%	79%	11%	75%
Planning and Organising	66%	71%	78%	12%	75%
Problem Solving	41%	54%	61%	20%	59%

# Student/Employer Perceptions

## Culture

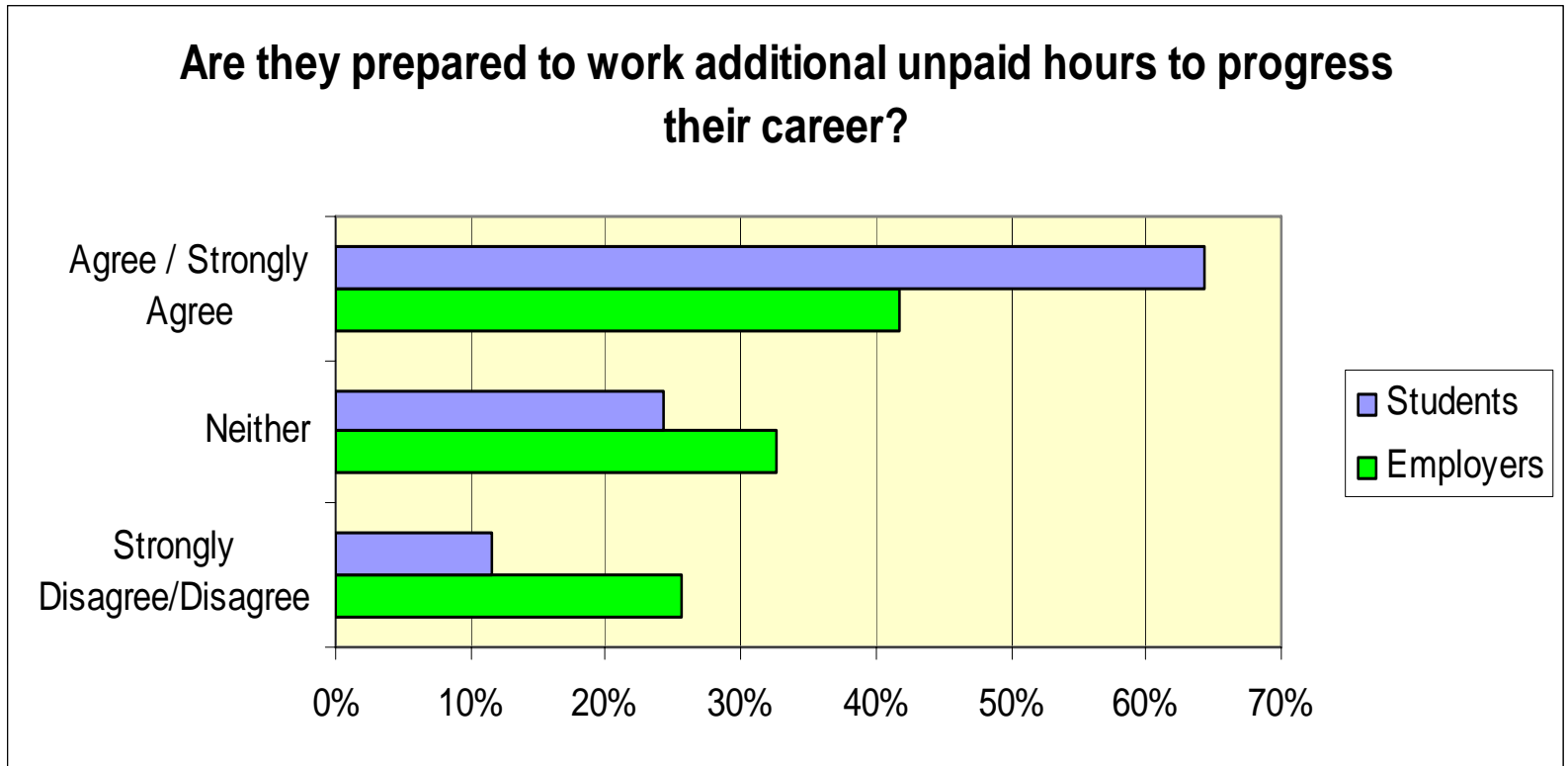
It is important to have: Agree/Strongly Agree	<i>What you think:</i>	<i>What you think:</i>	<i>Students: Overall</i>	<i>Students: Overall</i>	<i>Engin. Students:</i>	<i>Account. Students:</i>
	%	Rank	%	Rank	Rank	Rank
Good training opportunities / developing new skills	97	2	95	1	1	1
Interesting & challenging work	96	3	95	1	2	3
Personal life and career balance / work flexibility	94	4	93	3	3	4
Good people to report to	92	5	90	4	5	5
Opportunities for advancement	98	1	89	5	4	2
Working with people I get on well with	78	6	88	6	6	6

# Student/Employer Perceptions

## Non Cash Benefits

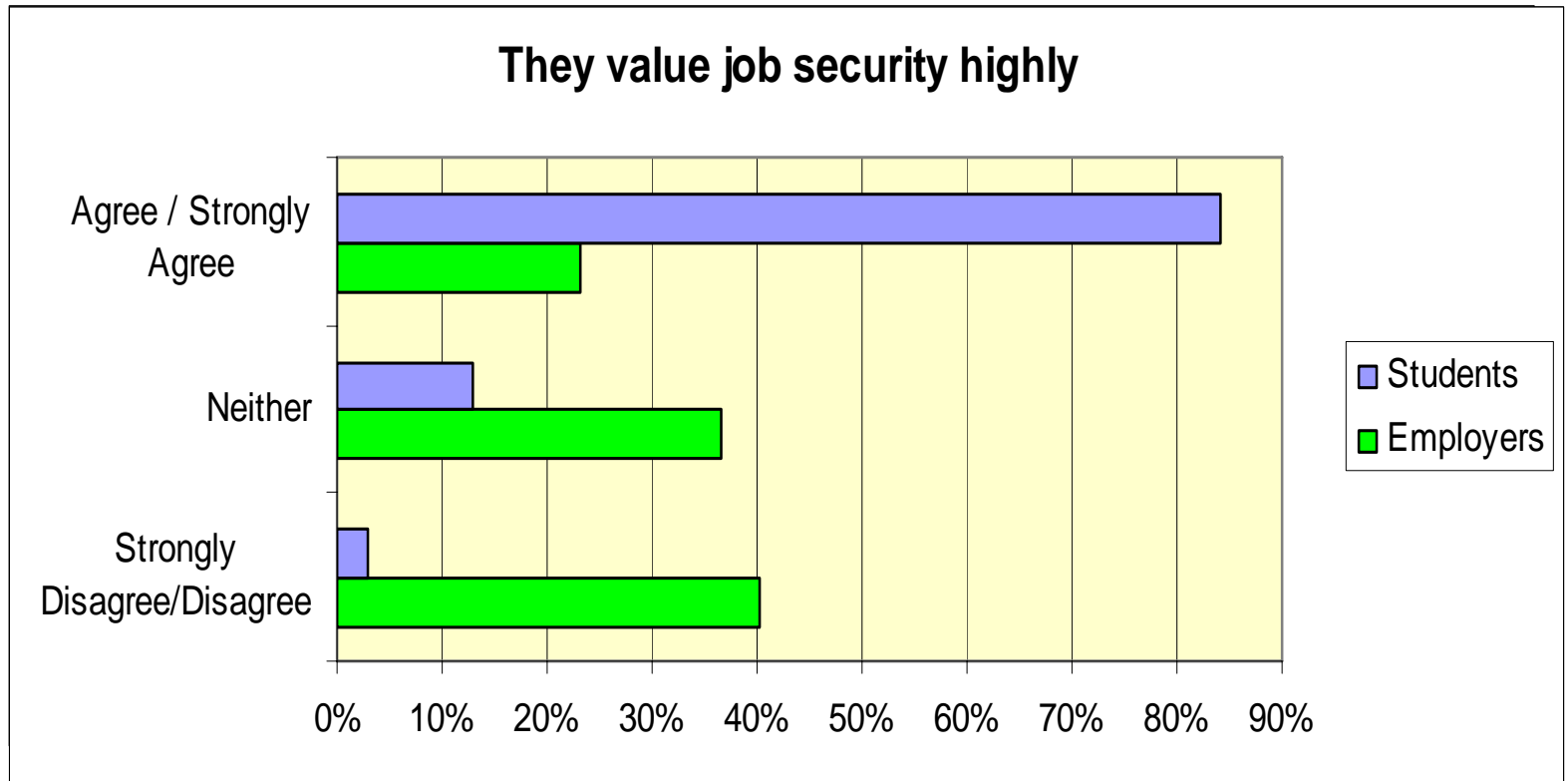
Attractive Benefits an employer could offer:	<i>What you think:</i> %	<i>What you think:</i> Rank	<i>Students Overall:</i> %	<i>Students Overall:</i> Rank	<i>Engineering / Accounting:</i> %	<i>Rank</i>
Company-paid training and development	75%	1	76%	1	E – 80% A – 76%	1 1
Performance related bonus	46%	2			E-60% A-63%	2 2
Additional leave through rostered days off (rdo) or time in lieu	42%	3	56%	2	E – 55% A – 52%	3 3
Superannuation	14%	8	54%	3		
Mobile Phone	21%	7	18%	8		

# Student/Employer Perceptions additional unpaid hours



# Student/Employer Perceptions

## job security



# Student/Employer Perceptions

## Importance of different factors

- Questions asked in both GOS and U&B
- Agree/Strongly Agree responses listed here

“Ongoing training and development is more important than salary at this stage of my/their career”:

- Employers: 30%
- Students: 53%
  
- Gen Y: 56%
- Gen X: 43%
- Baby Boomers: 38%

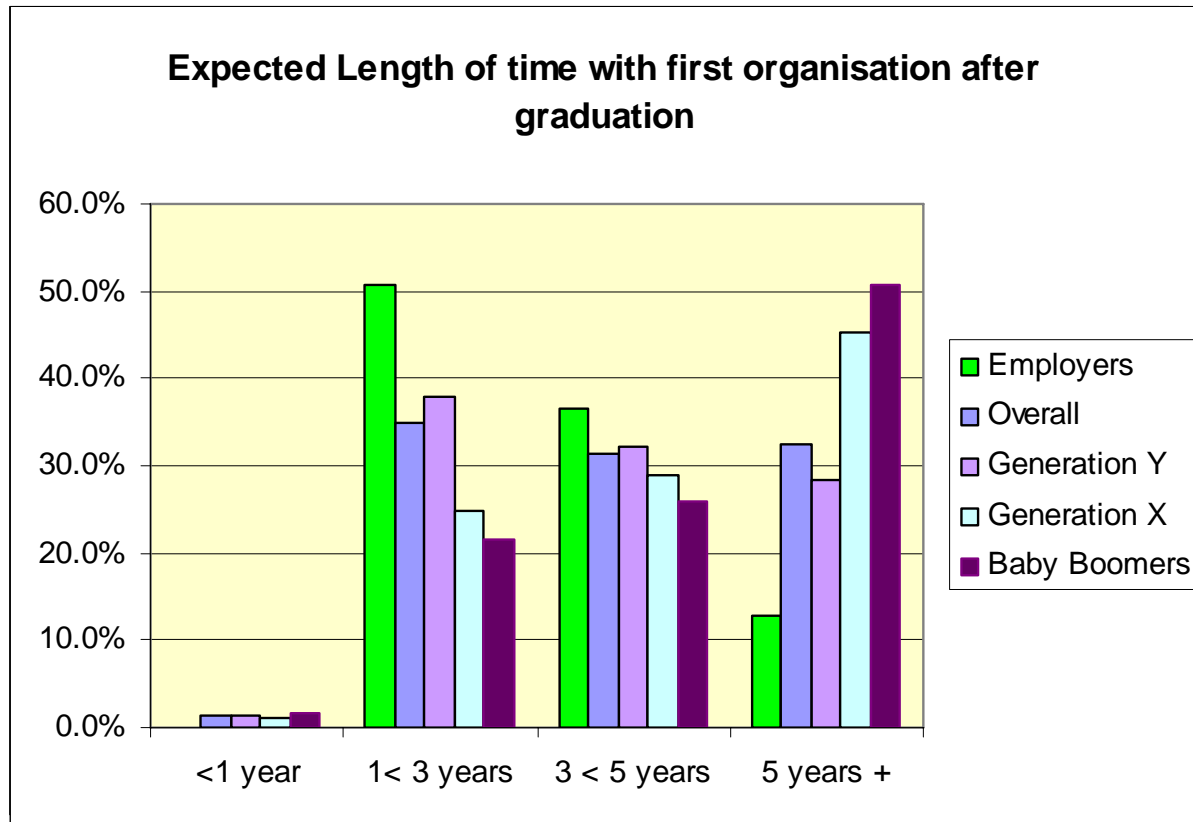
# Student/Employer Perceptions

## Importance of different factors

- “Salary would be the primary factor in my/their decision”:
  - Employers: 52%
  - Students: 33%
  
  - Gen Y: 31%
  - Gen X: 39%
  - Baby Boomers: 46%
- “Salary would at least need to be comparable to other offers”:
  - Employers: 90%
  - Students: 84%

# Student/Employer Perceptions

## Length of Service: by generation type



### Expected changes in first five years of 'preferred' job:

- "Change to a completely different job or career"
  - 9% overall
  - Gen Y - 8%
  - Gen X - 13%
  - Baby Boomers - 20%

# Gen Y – myths or realities?

The not-so-surprising .....

Most attractive non-cash Benefit	Gen Y: Rank	Gen Y: %	Gen X: Rank	Gen X: %	Baby Boomer: Rank	Baby-boomer: %
Company-paid training and development	1	77%	1	70%	1	68%
Additional leave through rostered days off (rdo) or time in lieu	2	58%	2	53%	3	45%
Superannuation	3	55%	3	53%	2	61%

# Gen Y – myths or realities?

## Culture Factors

The not-so-surprising .....

Importance of Following Factors: Agree/Strongly Agree:	Students Overall: %	Students Overall: Rank	Gen Y: %	Gen X: %	Baby Boomers: %
Good training opportunities / developing new skills	95	1	95	95	94
Interesting & challenging work	95	1	94	97	98
Working with people I get on well with	88	6	87	87	86
Good people to report to	90	4	90	91	91

# Gen Y – myths or realities?

## Culture Factors

The surprising .....

Importance of Following Factors: Agree/Strongly Agree:	Gen Y: %	Gen X: %	Baby Boomers: %
Opportunities for Advancement	91	85	74
Personal life and career balance / work flexibility	92	95	90
Making a contribution to society is important	80	86	91
Working for an ethically responsible, or environmentally sound company, is imperative	77	81	85

# Gen Y – myths or realities?

## The surprising .....

- Importance of Career:
  - “A successful career is the most important goal of their/my life”
    - Employers: 28% agree/strongly agree
    - Students Overall: 45% agree/strongly agree
    - Much higher for accounting/economics/business studies students: 58%
  - Generational differences:
    - Baby boomers: 33%
    - Gen X: 40%
    - Gen Y: 46%

# From here?

- Snapshot report available by end of year  
Full report available early in 2008
- Contact us on (03) 9349 4300
- Visit our website: [www.graduatecareers.com.au](http://www.graduatecareers.com.au)