

KYMENLAAKSON AMMATTIKORKEAKOULU
University of Applied Sciences
International Business/ International Trade

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The 2010 International Business curriculum of Kymenlaakso University of Applied Sciences and the changing demands of working life.

Bachelor's Thesis 2010

ABSTRACT

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changing employment relationships, employability, demands from working life, qualifications,

Working environment has been changing rapidly and becoming more competitive due to the economic change, labour market flexibility and many other reasons. To identify skills and competencies which today's individuals need to have to survive, in other words, to be more employable is vital.

The main purposes of the thesis contain two perspectives. First part is to determine what modern trend of employment relationship is, along with what skills and competences enhance individuals' employability to meet the demand from the working life. The second part is to find out how well the new IB2010 curriculum provides knowledge and skills which needed in working life. Lastly, to discover current working situation of the KyUAS graduates.

The research method was quantitative mail survey to KyUAS's graduates. 90 available graduates' contact information was provided from KyUAS student administration office thus 90 questionnaires were sent to out in April 2009. And 25 of them were responded by given deadline.

Profile of a typical graduate's working situation is working for the company which has more than 250 employees in Helsinki region area. The corporate language is mostly in Finnish. The type of contract is a permanent, full time contract. Assistant or manager job is the typical type of their work. The most common monthly salary is between 2,000-2,499 euro.

Outstanding skills, competences and behaviour required from organizations are problem solving skills, teamwork skills, communication skills, learning skills, flexibility and adaptability, as well as positive attitude towards work and willingness to learn. There were a slight gap between graduates' perspective and organizations' perspective on needed qualifications. But generally new IB2010 curriculum offers enough opportunities to develop demanded general skills and competencies from working life but it could include more courses related to employability skills; emotional intelligence, career development and emphasis more on generic skills to help students to be more employable.

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1 INTRODUCTION

1.1 Background information

As part of my International Business assistant job, I was benchmarking other Finnish University of Applied Sciences' International Business programme in English. In addition to that, I was also taking a part of checking Kymenlaakson ammattikorkeakoulu (KyUAS) new IB2010 curriculum (Appendix 7) assignment. Through these activities, this idea comes across my mind: How much our new IB2010 curriculum actually meets demands from working life?

In March 2009, I had a chance to read the previous student Anna Vesa and Antti Sirén's thesis: DOES THE INTERNATIONAL BUSINESS CURRICULUM RELATE TO WORKING LIFE? This thesis was based on the survey from KyUAS Business graduates in Kouvola and Kotka who graduated between the years 1999 and 2002, also students who earned more than 110 credits when the study was made. These two groups were considered as the target group of the thesis. The aim of their research was to find out how the curriculum of KyAMK international business was up to date to meet the demand from working life, the gap between the level of emphasise in the curriculum and needed in working life, and to find out the graduates working situation. (Vesa & Antti Sirén 2003). Their research was made in November 2002 thus 2009 was the time to renew the survey to find out the up-to-date information about required qualifications from working life and how does the International Business curriculum 2010 in KyUAS meet these demands from the working life.

In cooperation with then head of Programme of International Business Ulla Puustelli, the cover letter (Appendix 1) and questionnaire (Appendix 2) were designed. These were used as the research materials for this thesis. A gift voucher of 100 Euros from Akateeminen Kirjakauppa was used as inducement of increasing respondent rate of the survey. Graduates can choose either to be part of the lottery or not by returning lottery ticket back with the filled questionnaire. The winner was randomly picked out from all the graduates who took part in the lottery.

In order to analyse the study materials, SPSS program and Microsoft Office Excel were used. The open-ended questions were handled manually and sub-grouped by similar answers.

1.2 Purpose of the thesis

Under today's rapidly changing labour market and economic circumstances, the demand and need from working life to graduates influences as well. Role of KyUAS as a higher education provider, it is necessary to update the curriculum frequently enough to provide enough qualifications and competences to meet the demand from working life and to enhance students to be successfully employable. The purposes of the theoretical parts are to determine the modern trends of employment relationships along with what are the necessary competences to enhance individuals to be more employable under the competitive labour market.

In addition to the theoretical information, it is also vital to get feedback of current curriculum to verify the necessity of modifying the curriculum. Survey approach was selected to obtain those feedback. To gain the above information, KyUAS graduates from International Business degree programme were chosen as the best candidates. Therefore, the target group is all the graduates who allow the KyUAS to give their information to school projects in both Kouvola and Kotka.

The aim of the research contains two main purposes. First is to find out how well the new curriculum 2010 of the degree programme in International Business provides students with qualifications needed in nowadays working life. The second, to find out the current working situation of International Business degree programme graduates.

1.3 Research method

Majority of sources were obtained through E-journals concerning employability, emotional intelligence, and changing working environments. Books, Internet

pages of institutions and agencies which associate with higher education in the UK, European Commission and other government institution's websites were also used to obtain information and research findings as sources for the theoretical part.

In order to collect data for the empirical part, a quantitative survey was used as the research method. In April 2009, the survey was carried out with a mailed questionnaire (Appendix 1) to the graduates. The contact information of those graduates who belonged in the target group was provided by the student administration office of KyUAS as a Microsoft Excel sheet. The total number of graduates in the provided list was 90. Therefore, 90 questionnaires were sent out and 25 graduates responded by the given deadline. As a result, the response rate of this survey was 28%, which can be considered as a good response rate. Looking at the total numbers of respondents of the survey, it might be seen as small but it can be concluded that answers are well good since the majority of the replies were in depth with a lot of detailed information. Answers were analysed by SPSS program and Microsoft Office Excel, the data can be seen later in this thesis as tables and figures.

1.4 Structure of the thesis

This thesis consists of 5 chapters. Chapter 1 is the introduction which describes the purpose of research and why this particular topic has been chosen. It also explains the research method and how the survey was carried out. Chapter 2 and 3 are the theoretical part of this thesis. Chapter 2 explains how career pattern has been changing and its effect on the labour market, employment relationships and demand from working life of today. Chapter 3 is about employability, introducing Pool and Sewell (2007)'s The key to Employability model in details. In addition, the roles of organizations and educations about employability are described in this part. Changing demands from working life and the level of young people and graduates' skills are also explained in this chapter. Chapter 4 is an empirical part of this thesis. Results of the survey can be found in this chapter. It also provides the matrix graph which indicates how likely the demand of general skills and competences

required from working life match to provided opportunities to develop general skills and competencies from KyUAS. Recommendation of additional subjects into IB programme and graduates point of view of important qualifications to employers is explained later in this chapter. Conclusion can be found in the last chapter.

2 CHANGING CAREER PATTERN

2.1 Changes in employment relationships and working style

Beardwell and Holden 1994 quoted in Woodd (2000), after graduating from school, and working for one company or as single occupation for 45 years until retirement age was used to be the typical working style. However, in the current employment relationships where the advance technologies have brought a revolution in working life, this type of working style is over. No matter where they are, direct communications with customers and colleagues are available due to the improvement of the communication technologies. Downsizing of the organization, unemployment and re-employment, less hierarchy structures, and different conditions of service are everywhere because of markets and competition changes.

The employees had been committed to the organization, being hard workers and loyal to the firm. In return, organization guaranteed the job security and career opportunities such as training or internal promotion within the organization. The employment relationship was based on an old psychological contract of paternalism and mutual trust. (Dockery & Strombach, 2001 quoted in Patrickson & Ranzijn 2003, 53.) The career pattern has been changed and still rapidly changing. In the twenty first century that organizations have continued to downsize, restructure and outsource. Employers put more emphasis on flexibility and employability over job security such as long-term employment relationships. (Clarke 2008.) The relationship is more likely short-term financial base. Instead of being a loyal to the company, being flexible, higher skilled and quality of performances are required for the job security in this type of employment relationship. (Atkinson 2004 quoted in Clarke 2008, 261.) In the environment where individuals are no longer able to achieve long-term employments easily, to maintain and increase their attractiveness in the labour market is a key objective for individuals (Rothwell & Arnold 2007).

A similar idea expressed by Staskiewicz (2010), *remember the days when your parents or grandparents spent their entire working career with just one*

company. You do not see that very often anymore and the frequency is becoming less and less. Today's competitive business environment, enterprises have to downsize and regularly maintain their company to survive. Moreover, employees as well need to adjust to these changes. Professional sports athletes were used as an example of pointing out what today's individuals should be. To consider themselves as a free agent, as much as professional sports athletes do. The professional athlete has reputations; a brand and they exactly know what their sales points to the market are. Nowadays' individuals need to create and manage self-brand to attract employers to have the individuals' themselves and their skills. There is no more job security and loyalty relationship between employees and employer or vice versa. Therefore, Individuals also need to adjust to the changes. Consider simply as an employee is not enough for individuals. They need to differentiate themselves from the others to obtain the jobs or prevent by losing jobs.

2.1.1 Changing in employment relationship effects on graduates

Having a degree was like a passport for graduates to enter the working life before. Degree was used for a tool to identify graduates' level of knowledge and intellectual ability. However, because of organizational changes and growth of amount of graduates, having a degree is no longer guarantee graduates to obtain jobs. Many employers are now looking for variety types of experiences from graduates. Out of all other organizational changes activities, especially downsizing, removing unnecessary layers of middle managers and flexible contractual arrangements (part-time, short-term contracts, outsourcing and home working) influence graduates the most. Moreover, these has been impacted to graduates; less clear graduate job, need to be more flexible, increasing of the needs to work in project teams and lack of a clear career progression. Employers consistently say that, developing a range of personal and intellectual skills in higher education institutions are essential for graduates to be successful at work in future. (Harvey 2000.)

2.1.2 Diverse careers and working styles

Careers will no longer be a single type. Generally, there are more diverse,

including voluntary, home and family-based work, retraining and career shifts (Hawkins & Winter 1995, Hawkins 2002 quoted in Brown et al. 2006)

Compared to the other European countries, the share of the employees who are working under the fixed-term agreements are quite large in Finland. Currently, online news article reported that about 300,000 people that equal to 15% of workforce in Finland are under temporary contracts. (Yleisradio OY 2010.) Another example of demonstrating current employment type is from Irish labour market. According to Behan et al. (2010. 19), 22% of total employed people were working as part-time workers that is more than one person in five workers.

As another example of this viewpoint, Almega 2008 quoted in Svensson and Wolvén (2010) explained about Swedish labour market situation. In Sweden, private labour agency was regulated and banned by laws until 1992. Also until 1993, profit-making private labour mediation was prohibited. After the law has been changed, usage of agency staff significantly increased. Number of staffing firm in Sweden was 5,000 in 1994, it raise to it nine times more of 45,000 in 2007.

United States Department of Labour (2005b) published monthly Bureau of Labour Statistics report of employment and unemployment. In May 2004, they carried out survey with two additional subjects; 1) flexible schedules, shift work and other related topics, and 2) working at home. Flexible schedules indicate individuals can make changes in their start and end of working hours. Flexible working hours are another trend in the current working environment. More than 27 million (about more than 1 in 4 workers) full time employees worked flexible working hours. However only about 1 in 10 employees, they were working flexible working hours as part of the formal flexitime program offered by their employers. This type of working style was more common in management, professional and related occupations workers. Shifts work style had been spreading in service occupations at the greatest. In addition, the highest proportions of alternative shifts were in leisure and hospitality industries and the lower in professional and business services. More than half of the reason for working as alternative shifts were "it was the nature of the job". Moreover,

vast majority of people who were working as rotating split and employer-arranged irregular schedules reported reason for working as non-daytime schedules was due to the nature of the job. It clearly shows that there were more needs and demands for businesses to be more flexible.

With reference to working at home, about 15% of total non-agricultural employment worked at least once per week at home. Out of 13.7 million workers usually did some work at home. Surprisingly quite few people, only 3.3 million workers had a formal agreement of working hours at home to be paid with their employers. The rest of the workers did some work at home as volunteer work and the average hours of unpaid job related activities at home were about 7 hours per week. The biggest reason for doing unpaid work at home was to finish or catch up on work (56%), plus 32% felt it was because of nature of the job. The likelihood of working at home differs depending on profession. Approximately 30% of employees did their job at home were management, professional and similar professions workers. (United States Department of Labour 2005a)

2.1.3 Labour market flexibility and Job mobility

In April 2008, the European Commission published final report of job mobility within the EU: Optimising its economic and social benefits from prepared by Danish Technological Institute. Many of current Employment Guidelines in EU mentioned the needs of flexible and adaptable labour markets. It is also the result of European Employment Strategy of being emphasis on mobility as one part of labour market flexibility. There are three different aspects of job mobility: Job-to-job mobility, occupational mobility, and employment mobility. Job-to-job mobility is simply movements between organizations. Individuals change from one company to another. Occupational mobility indicates changing occupational status and being better career such as job profile and job content. Employment mobility means to change the labour market status or contracts to different types, such as employment, unemployment, self-employment and inactivity.

These transactions can be intended and motivated by positive opportunities

but can be also happened under compulsion circumstances of redundancies or forced retirements. Not only the nature of labour markets, but also other factors, such as individual characteristics, especially age and gender strongly affects on tendency of individuals' job mobility. Negative effects of job mobility influence towards more to young people, women and long term unemployed person. It could be consider that the mature workers with more working experiences tend to receive better benefits from this concept. (Jaap de Koning et al. 2008.)

European Commission introduced European flexibility model, *Flexicurity is a new way of looking at flexibility and security on the labour market*. The concept is to meet the needs of employees and employers because of the rapidly changing labour markets such as globalisation and technological progress. It promotes combination of flexible labour markets and a high level of employment and income security too. (European Commission n.d.a.) Also other important elements of European flexibility model were more flexible conditions for agreements, more openness in the labour market and adequate social security, anticipation, lifelong learning and gender equality (European Commission n.d.b).

2.2 Current working situation in Europe

Recent publication from European Commission (2007) stated that European labour market is facing the changes of the world economy. Development of technology are even changing quickly, new products and services are developing at quicker pace. These factors greatly influence Europe's enterprises and workers. Enterprises have to create more innovative driven products and better service providers. Also new skills and production technologies are needed to be accomplished. It is also important factors for employees to be able to adapt and be ready to change more quickly than before.

TNS Opinion & Social conducted the Eurobarometer study by using a sample of 24,815 people from 25 European Union member states along with Bulgaria, Romania, Croatia and Turkey who are 15 years old or older. Following list

expresses some of the key findings of the survey under current employment situation.

- Vast majority of Europeans (76% of Europeans) agree that a lifetime job with the same employer is no longer possible.
- 88% agreed that regular training improves their job opportunities.
- 76% agreed that Job mobility is useful tool to help individuals for finding a job in current situation of labour market.
- 65% have changed organization at least once in their working life.
- 55% have changed organization between 1-5 times.
- Only 23% never changed employer.
- 28% responded their current/previous working period as 1-5 years.
- 14% responded their current/previous working period as between 6-10 years.
- 15% responded their current/previous working period as between 11-20 years.
- 17% responded their current/previous working period as more than 20 years.

These results illustrate that generally employment stability is decreasing among Europeans these days. Conversely, job mobility is increasing rapidly. (European Commission 2006.)

3 EMPLOYABILITY

Employability is not just about getting a job. Pool and Sewell (2007) defined employability as: *having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful.* Being able to get and keep fulfilling work is employability in a simple term. Ability to obtain a primary job, ability to change over between jobs and roles within the same organization, ability to obtain new employment, and also obtain satisfying or qualified job, these are all part of the employability. If the person who are more capable to move self-sufficiently within the labour market and to recognize potential, he or she has more comprehensive employability. (Hillage & Pollard, 1998)

The Confederation of British Industry (2007) defined employability as *a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy.*

According to the UK commission for employment and skills (UKCES), established by Government in April 2008 (UK Commission for employment and skills n.d.), employability can be defined in many ways depending on the target groups. The employability of unemployed people and of people who have jobs can be not exactly the same. However, in very general level, employability relates to the ability to be in employment. Set of the characteristics enhance an individual being in work also sometimes ability to secure and sustain jobs. (Belt, Drake & Chapman 2010.)

Another researcher, Harvey and Knight (2003, 4) described employability as two broad approaches: employability as getting a job and individual attribute development. Following definitions of employability are based on getting a job ability of graduates.

- The ability of securing a job after graduation through.....
- The ability of securing a graduate (or appropriate) job within a certain time after graduation to

- The ability of securing a graduate (or appropriate) job within a certain time after graduation, to keep the position and to develop and succeed within the chosen career.

Definitions of employability as developing attributes for graduate employment can be found as follows;

- To develop a range of qualifications which employers want.
- To develop a range of necessary qualifications for career progression.
- To express a range of necessary qualifications that employers are predicting to be needed in their future organisation.
- To develop a range of qualifications for becoming a significant lifelong learner.

Concept of employability is not new, it have been always a significant part of participating work place successfully. To be an effectively successful individual in the working place, non-technical skills and competences, full range of generic skills, attitudes and behaviour have been always required. However, in the present days, organizations are emphasis on employability skills and gradually require employability skills from employees or candidates more. That is new thing. Table 1 indicates the key competencies and employability skills in Australia. (Commonwealth of Australia 2006.) Rychen and Salganik (2001) stated competences as: *A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.*

Table 1. Key competencies and Employability skills in Australia

Key Competencies	Employability Skills
Communicate idea and information	Communication
Work with others and in teams	Teamwork
Solve problems	Problem solving
Use technology	Technology
Collect, analyse and organize information	Planning and organizing
-	Initiative and enterprise
Plan and organize activities	Self-management
-	Leaning
Use mathematical techniques and ideas	Contained within the

3.1 Key features of an employable individual

According to Clarke (1997), key features of an employable person described as individual who is motivated, self-confident, committed, flexible, adaptable, innovative, problem solver, articulate communicator and decision maker. Who is also able to work in teams and customer-oriented approach as important key factors. In addition, individual who has strong desire for self-development, and appreciate business and commerce are also appreciatively characteristics by organizations (Clarke 1997).

Review of the literatures suggestions, Hillage and Pollard (1998) reported that there are three key characteristic elements to be an employable person.

1. Ability to achieve the primary employment.
2. Ability to maintain current employment, within the same organization, move between jobs and roles to meet new job requirements.
3. Ability to obtain new employment. Being independent in the labour market and be capable of managing to shift employment between organizations if it is required.

Table 2 clearly shows the six key competencies and indicators to be a highly employable person (Edwards 2005). Higher level of characteristics in each competences lead individual more highly employable.

Table 2. Indicators of some key competencies

Competence	Highly Employable characteristics
Flexibility Adaptability	Open-minded, Change oriented. Able to change roles quickly and successfully
Self-Motivation Drive	Self motivated. Evidence of seeking responsibility and succeeding. Makes and defends own case.
Communication	Clear, succinct sentences given in a persuasive and confident manner. Good use of eye contacts. Open body language and enthusiastic manner.
Analytical Ability	Critically evaluates information given. Identifies and evaluates alternatives. Makes sensible assumptions, where appropriate.

Decision Making	Evaluates before making a decision. Consults and listens to others. Takes responsibility. Prioritises actions.
Team-working	Evidence of taking different roles in a team, including leader. Supports others. Makes positive contributions throughout.

3.2 CareerEDGE- The Key to Employability model

Several employability models have been introduced by different researchers and authors. In this thesis, "Key to Employability" model was chosen to be used. Reasons behind of choosing this model are straightforwardness and clearness of the model. On top of that, it was designed for people who are not so familiar with employability such as students, graduates and their parents. This model could also be a useful tool for lecturers, tutors, careers advisors and any other practitioners involved in employability activities.

Pool and Sewell (2007) introduced "The Key to Employability" model as a theoretical and practical framework for employability. Figure 1 illustrates "The key to Employability model". "CareerEDGE" is used a mnemonic of five components: **Career**, **E**xperience (Work and Life), **D**egree Subject Knowledge, **U**nderstanding and Skills, **G**eneric Skills, and **E**motional Intelligence.

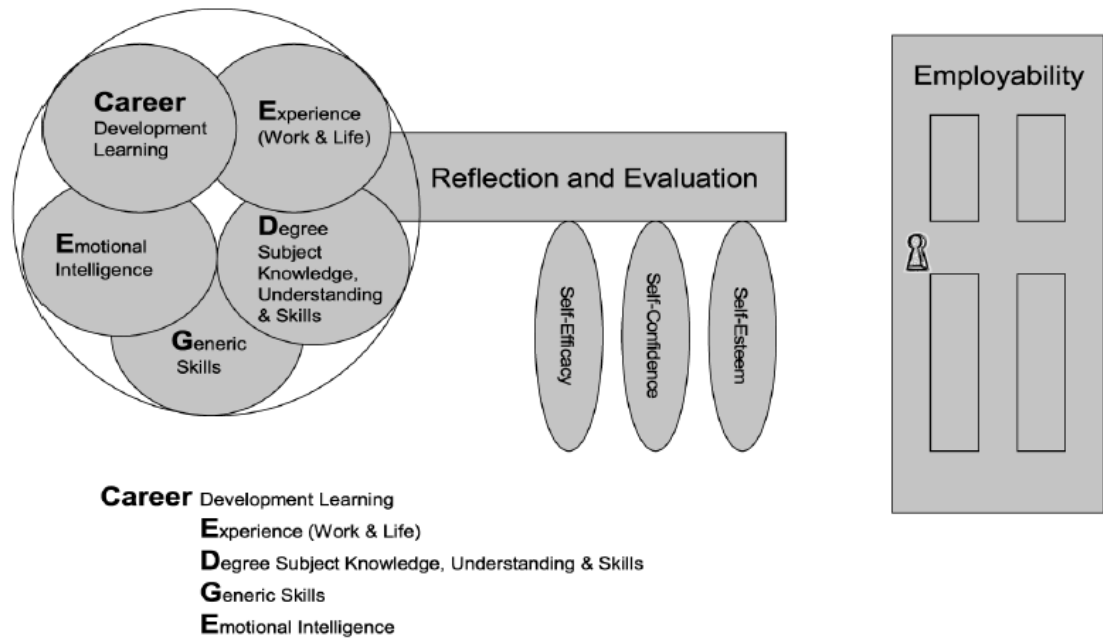


Figure 1. The Key to Employability: A metaphorical model of employability (Pool and Sewell 2007)

Components reflected each other illustrates as overlapped. By reflection and evaluation of CareerEDGE, self-efficacy, self-confidence and self-esteem will develop as a result. Finally, those experiences and developments of self-efficacy, self-confidence and self-esteem lead the improvement of employability. The level of employability will significantly reduce if one or more elements are missing, thus, all the components are absolutely vital. Details of each element will be explained later on this chapter.

3.2.1 Degree subject knowledge, understanding and skills

In general, the person who continues to study at the higher education is aware of the need of studying a specific field in depth. Gaining a degree, obtaining a higher qualification and at the end, getting a good or better job. The employment opportunities will expand by better qualification. (Johnes, 2003, quoted in Pool and Sewell 2007, 281) Therefore, the degree subject knowledge, understanding and skills are the central concept in The Key to Employability model. Whether or not the jobs are directly related to the study background, employers refer the degree classification as the measure of

judging applicants because most likely the degree classification is the only way of finding out the level of applicants' success during their study period. (Pool and Sewell 2007.)

3.2.2 Generic Skills

Generic Skills, in other term, "core skills", "key study" or "transferable skills", has been hot topics in the terminology literature. Bennett, Dunne and Carré (1999) expressed generic skills as *to represent the skills which can support study in any discipline, and which can potentially be transferred to a range of context, in higher education or the workplace.*

Cox and King 2006 quoted in Wickramasinghe and Perera (2010) referred transferable skills as individual's certain personal abilities which can be taken from one job role to another. It does not matter what type of profession, and transferable skills can be used at any career stage of individual's.

Similarly, commonwealth of Australia (2006) publication from Australian Government Department of Education, Science and Training, generic skills are referred to as *contextualised application unique to a work-place and job role.* Also generic skills are highly transferable skills. The skills learned and applied from one place also can be easily applicable to another working place. Basic/fundamental skills, people-related skills, conceptual/thinking skills, personal skills and attributes, business skills and community skills are part of generic skills.

The Pedagogy for Employability group has been carried out research for over the last 25 years, they found a broad consensus about graduates attributes which employers expect. Brown et al. (2006) provided the following list of the generic skills that employers expect to find from graduates:

- Imagination/creativity
- Adaptability/flexibility
- Willingness to learn
- Independent working/autonomy
- Working in a team

- Ability to manage others
- Ability to work under pressure
- Good oral communication
- Communication in writing for varied purposes/audiences
- Numeracy
- Attention to detail
- Time management
- Assumption of responsibility and for making decisions
- Planning, coordinating and organising ability.

In addition to the above, ability to use new technologies has been mentioned in many others as an important element. Enterprise and entrepreneurship skills are also the skill need to be mentioned here. In any organisation, enterprising graduate who are imaginative, creative, adaptable, a willing learner would be valued. Entrepreneurial skills are valuable to not all the graduates since not everybody are willing to be a profitable entrepreneur thus this is not essential element in The Key to Employability model (Pool and Sewell 2007).

3.2.3 Emotional Intelligence

John D. Mayer, an author and the professor of psychology at the University of New Hampshire, is also famous of his work through the 1990s to develop the concept of emotional intelligence (The personality Laboratory at the University of New Hampshire n.d.). John (n.d.) defined emotional intelligence as

The capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as a to assist though, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Daniel Goleman (1998, 26-27), another one of the famous authors about emotional intelligence, introduced the following emotional competence framework. According to this, emotional intelligence competences can be divided into two categories; personal competence and social competence.

1) Personal competence described as how to manage one's emotions.

- Self-awareness: Knowing one's internal states, preferences, resources and intuitions
 - Emotional awareness: to recognize one's emotions and their effects
 - Accurate self-assessment: to know one's strengths and limits
 - Self-confidence: A strong sense of one's self-worth and capabilities
- Self-regulation: To manage one's internal states, impulses and resources
 - Self-control: To keep disruptive emotions and impulses in check
 - Trustworthiness: To maintain standards of honesty and integrity
 - Conscientiousness: To take responsibility for personal performance
 - Adaptability: Flexibility in handling change
 - Innovation: Being comfortable with novel ideas, approaches, and new information
- Motivation: Emotional tendencies that guide or facilitate reaching goals
 - Achievement drive: Striving to improve or meet a standard of excellence
 - Commitment: Aligning with the goals of the group or organization
 - Initiative: Readiness to act on opportunities
 - Optimism: Persistence in pursuing goals despite obstacles and setbacks

2) Social competence described as how to handle relationships with others.

- Empathy: Awareness of other's feelings, needs, and concerns
 - Understanding others: To sense others' feeling and perspectives, and take an active interest in their concerns
 - Developing others: Sensing others' development needs and bolstering their abilities
 - Leveraging diversity: Cultivating opportunities through different kinds of people

- Political awareness: Reading a group's emotional currents and power relationships
- Social Skills: Adeptness at inducing desirable responses in others
 - Influence: Wielding effective tactics for persuasion
 - Communication: Listening openly and sending convincing messages
 - Conflict management: Negotiating and resolving disagreements
 - Change catalyst: Initiating or managing change
 - Building bonds: Nurturing instrumental relationships
 - Collaboration & cooperation: Working with others toward shared goals
 - Team capability: To create group synergy in pursuing collective goals

Moynagh and Worsley 2005 quoted in Pool and Seweel (2007, 283) that emotional intelligence will be more important in the future knowledge-based economy where expected more human interaction plays a central part especially in customer-facing jobs.

A Founder of The Adele Lynn Leadership Group defined emotional intelligence as individuals' ability to manage themselves and also their relationship with others to be able to live their intentions. *Emotional intelligence is about our internal world. And it is our internal world that will drive how we interact with and respond to the external world.* She introduced the emotional intelligence model that contains following five areas: self-awareness and self-control, empathy for others, social expertness, personal influence, and mastery of purpose. (Adele 2008.)

Emotional intelligence is also enhancing individuals' ability to be promoted, in other words, to be a more successful employer in the organizations. Research was undertaken by Donohue and Stevensen (2006) to find out person who has higher emotional intelligences to advance more in their organizations or not. The purpose of study was also to create the concrete results to support previous theoretical argument of emotional intelligence is an important factor in determining career success. It concluded that an increasing of emotional

Intelligence might not be the only factor to be successful in the organization. However, make an effort of increasing emotional intelligence is a vital tool for individuals who are seeking advancement in their organization. To be successful workers in the company, it can be rapid promotions or their performance levels depend on the result of high emotional intelligence such as interpersonal workplace behaviours, effective interpersonal relationships, adaptability, empathy and tolerance. Social factors are more important factors than technical factors for individual to be a winner of promotion process. Individuals with the higher emotional intelligence are able to manage to regulate their own emotions and understand other's emotions. Also more likely their impression management and social capital skills are well developed.

Similar expression can be found from Bressert (n.d.). For many people, to success life and careers or profession of today is depending on the ability to read people's emotion and right reaction. Therefore, in some case, emotional intelligence can be more important than one's intelligence (IQ). It is essential to develop emotional intelligence skills.

Adele B Lynn (2008) reported also related theme. She claimed that when individuals' technical competencies are equal, the emotional intelligence competences account for success in many different positions of jobs. And to be successful for some positions, emotional intelligence competence accounts more than technical competencies. She also mentioned that many jobs require at least some of emotional intelligence competences since it is very basic skills of interacting people. Managers who are in charge of hiring process or interviewers must know which emotional intelligence competences are the key for the success in the position they are hiring for.

Also the following study results support the previous theoretical argument of relationship between emotional intelligence and success in working life from organizations perspective. Leadership IQ (n.d.), an American global leadership training and research company conducted 3 years investigation and interviewing 5,247 hiring managers from 312 public, private, business and healthcare organizations. They discovered only 11% of the reasons for failing newly hired employees were due to the lack of technical skills. The highest

percentage of failure was from coachability issues (26%); unable to accept feedback from bosses, colleagues, customers and others. Emotional intelligence issues rated the second (23%) which include unable to understand and manage their own emotions, and unable to assess others' emotions properly. Motivation matters received 17%, and 15% were due to temperament matters; inappropriate attitude and personality for the particular job and work environment. The study outcomes were supportive results of how emotional intelligence competences are important factors of determining of individuals' job success.

Research done by Cooper (1997) suggested that compare with individuals with the higher levels and the lower levels of emotional intelligence. Those who have the higher levels of emotional intelligences motivate themselves and the others to greater achievement. Also they experience more career success, build stronger personal relationships, lead more effectively, and enjoy better health than people who with the lower levels of emotional intelligence.

Emotional intelligence is not an inborn ability nor developed only during the early childhood, Not like IQ, the emotional intelligence can be largely learned. Moreover, from individuals' life experiences, emotional intelligence competences also develop. Goleman (1998,7) expressed that

in fact, studies that have tracked people's level of emotional intelligence through the years shows that people get better and better in these capabilities as they grow more adept at handling their own emotions and impulses, at motivating themselves, and at honing their empathy and social adroitness. There is an old-fashioned word for this growth in emotional intelligence: maturity.

Pool and Sewell (2007) also suggested that emotional intelligence is successfully taught by higher education institutions to achieve the students' true employability.

3.2.4 Career development learning and Experience-work and life

Pool and Sewell (2007) stated that to secure a job with success and

satisfaction, receiving some education of career development is critical. Not only getting the knowledge, understanding and skills from the higher education institutions, but also how to use those information into practice are essential to learn. Students need to receive help and guidance of how to present their success in school, achievements, and why they are useful into the potential company in application forms, CVs, and interview activities.

Foster 2006 quoted in Pool & Sewell (2007) that following activities need to be taught to students;

- The best job research skills to see the job markets and what opportunities are available to students
- Efficient personal presentation skills to potential employers
- Decision making of careers process

Working and life experiences are another key of employability. More likely, graduates who have working experience handle better to secure employment than graduates who never worked before. On top of the working experiences, wider life experiences consider as an important factor especially for mature students. Part-time work during the study time even enhances graduates' employability. (The Pedagogy for Employability Group 2006 quoted in Pool & Sewell 2007, 285)

Opportunities of getting work-based learning experiences in Europe highly depend on member states. Majority of the graduates in the UK had experienced formal paid work at organizations during their study period. Usually work-based learning took place in the UK for one year. These experiences were highly valuable for graduates, because they were able to learn real business life and work related skills. Even part-time employment was quite positive because graduates with part-time jobs during their study period can be seen as hard workers to achieve their goals and also as good self-managers to balance for both work and study. (Andrews & Higson 2008.)

3.2.5 Reflection and evaluation

Needless to say, to gain the necessary skills, knowledge, understanding and qualities are essential. Furthermore, having opportunities to reflect and evaluate the learning experiences are necessary especially within the higher education period. Through these activities, students are able to see how far their employability built up so far and what areas still need to be improved (Pool & Sewell 2007).

Personal development planning is key process for individuals' reflection and evaluation procedure. The Higher Education Academy (n.d.) indicated that personal development planning and employability are strongly linked each other and especially university have an obligation to provide students to have opportunities to do personal development planning as part of curriculum. They proposed personal development planning could help student as follows; (The Higher Education Academy n.d. quoted in Pool & Sewell 2007).

- To plan, record and reflect upon their experiences in a way that develops their employment related skills and self-awareness
- To understand how their transferable skills might be applied in new settings
- To make realistic and suitable career plans based upon their heightened self-knowledge
- To demonstrate both their employment potential and their ability to manage their future professional development to employers

3.2.6 Self-efficacy, self-confidence and self-esteem

As explained shortly at the beginning of this chapter, reflection and evaluation of each component of the key to employability model also develop self-efficacy, self-confidence and self-esteem. In addition, developments of those lead employability's improvement. Bandura 1995 quoted in Pool and Sewell (2007, 285) mentioned that critical link among knowledge, understanding, skills and experience. Personal attributes and employability are provided by self-efficacy, self-confidence and self-esteem. If the beliefs in one's capability in a

particular situation and which influence one's way of thinking, feeling, motivating themselves and acting are referred as self-efficacy. Self-confidence can be described as the way of projecting to the outside world that is from individuals' manner and behaviour. The relationship between self-efficacy and self-confidence are proportional. Increasing of the level of self-efficacy should also reflect to rise in the self-confidence's level (Pool & Sewell 2007).

3.3 Two key unchangeable effecting factors of employability:

Addition to understand of the key to employability model and each components, it is also necessary to be familiar with unchangeable effecting factors of employability. There are two characteristics which are out of individual's control but influence their employability: Individual characteristics and labour market characteristics. Demographic variables can be used to describe individual characteristics; Age, gender, marital status, ethnicity, and family responsibilities or physical characteristics such as physical abilities, general health and overall well-being. Individuals may be able to change the above characteristics over time, but most likely, these are not under the control of individuals. For instance, individuals are able to obtain the experiences, new skills, and change the attitude if they try. On the other hand, even though individual wish to change their age, there is no way to change the age (Clarke 2008).

Often agreed that there is a negative relationship between age and employability, which mainly towards to the older workers. Based on the organisations' belief on scarcity of learning and adaptation capacity of older workers, company assume that good return is not expectable from them. Consequently, organizations are unmotivated to invest in training and development activities them even though those activities might boost old workers' employability. (Garavan & Coolahan 1996 & van der Heiden, 2003 quoted in Clarke & Patrickson 2008, 131-132).

Hall and Mirvis (1995) described three obstacles for older workers. First obstacle is receiving fewer opportunities for gaining education of new technologies, or other training from the organisations. The second obstacle is

facing the risk for being candidates of layoffs and job eliminations than younger employees. Organizations perceive older workers as too costly to remain them since their earnings are likely higher. Lastly, due to the stereotype of old workers' adaptability and learning capability, organizations judge them as difficult to adapt new situations and new skills, inflexible and not easy to be trained.

On the other hand, the positive characteristics of older workers are as follows; punctual, be on time, honest, detail-oriented, focused and attentive, good listener, communicate efficiently, having a pride in their jobs, willing to do more overtime work to finish the job done on time, more willing to share their ideas, higher confidence, maturity and more life and work experiences, excellent mentor to other workers, handle problems calmly, and low turnover. (Bastien 2006.) These qualifications help to enhance older workers employability but it is not necessary to guarantee their employability (Clarke 2008.) In this perspective, there is something for younger workers and graduates to learn. Younger workers might face the difficulty due to their age since they have naturally less work and life experiences than older workers.

Condition of labour market is another determination factor of employability in general and the possibility of obtaining employment. Individuals can improve their marketability by making an effort to classify organizations' need and to update themselves to meet the organizations' require. Nevertheless, unless there are demands from employers or under the unsympathetic labour market, individuals with the right skills, qualifications, experiences, attitude and behaviour and willingness to work with job mobility, still face the difficulty of achieving a suitable job. Hence, individuals are not able to influence overall labour market characteristics. Labour market characteristic may change, consequently the key features of an employable person change as well. As a result, the person who is now highly employable, he or she might be an unemployable person in the future. (Clarke 2008)

The trend of transferring or outsourcing manufacturing, production or service industry to lower labour costs market areas such as China, Brazil, Russia and India is one of results of changing labour market. Thus, demands of low skilled

workers in industrialized developed countries will decrease and millions of workers lose their lifetime permanent jobs. (Burke & Ng 2006)

In addition, organizational preference of staffing method is another example. Piore (2002) stressed that organization structures had been changed and it keep changing in the future. Project based work in the firms are increasing. Organizations are looking for specialists with more specific skills to meet the exact project-oriented demand for fixed-terms. Under these circumstances, to use external sources and temporary help services can be more practical method than internal promotions. The downfall of the internal labour market can be as a reflection of the shift toward more flexible technologies and organizational forms.

If organizations can easily reach the external candidates with qualified, transferable skills or organizations need flexibility more than stability, the internal labour markets tend to be weaker (Clarke 2008). On the other hand, internal labour markets tend to be stronger when organizations are willing to retain and providing trainings to existing employees who already have firm specific skills or maybe simply it is less time-consuming and inexpensive than training new employees (Soeters & Schwan 1990 quoted in Clarke 2008).

Internships or placements through volunteering or unpaid experience students need to be considered in the labour market characteristic issues. Organizations focus on their core business, they might reduce the number of placement places or engaging with university activities. As a student point of view, either they even have a chance to take practical training place at the company or if they have it, through work placement activities, outstanding students might have possibilities to obtain future job opportunities through this activity. By contract, organization could replace current employees to those unpaid trainees. (The Confederation of British Industry and Universities UK 2009)

3.4 Organization and Employability

As result of survey conducted by Clarke (1997); Industry and Parliament Trust's Study Group on Employability, covered by 40 Trust member companies with over 1,000,000 managerial directors level or the above people, concurred that the majority of companies believed that all of three parties; individual, education and employer have the role to play in developing individuals' employability. Organization in general stated that employers' roles are to provide a framework and opportunities to individuals where they can develop their competence and skills (Clarke 1997).

Responsibility of employability should be shared between both parties in the employment relationship to create long-term benefits to both of them. According to Clarke and Patrickson (2008)

...majority of employees will enthusiastically embrace individual responsibility for employability unless they can see that the benefits outweigh the loss of job security, organisational career management and long-term careers

Individuals also need to recognize the importance of employability and why it is so critical issue, what is their role of employability, how the employability will advantage of their future careers as well as the common benefits of both employees and employer. To avoid misunderstanding, organizations should postulate the level and characteristic of training and development activities. It is vital to verify that there is no gap between what organization is enthusiastically to offer, and employees' expectation of what they receive out of those activities. (Clarke & Patrickson 2008.)

There is evidence that employees have higher level of commitment and job satisfaction when organizations offering career development and training opportunities (Barnett & Bradley 2007 quoted in Clarke 2008), as well as better job performance can be seen from same reason (Sturges et al., 2005 quoted in Clarke 2008).

However, there are negative point of views from organization about employability. Investing their money and effort towards to employees' employability development, does not guarantee to be paid back. Many organizations are unmotivated to provide opportunities for employees to improve their generic skills. They are more willing to provide job specific trainings which brings instants. Organizations perspective of providing generic skill improvement training is to lead enhancement of employees' future employment (Carbey & Garavan 2005 quoted in Clarke 2008, 271). Because the nature of employment contracts is changing, an additional problem concerning employability training issue arises. Short-term contractors are facing the lack of opportunities since during the limited contract time, organization do not believe that they will get a good return on their investment on temporary workers. (Connell & Burgess 2006 quoted in Clarke 2008, 271)

Organizations' role of employability is not just to support the existing employees what they currently have, but also the potential future employees such as students or graduates as they are in key role. The Confederation of British Industry and Universities UK (2009, 12) also carried out the survey to 581 organizations that employed 2.5 million total employees; equal to 8% of total UK workforce about activities they assist students' employability improvement. They determined that the most common approach of organizations is to provide work placements. Besides providing the work places (summer, practical training and sandwich work) to students, there are also other supports what company can help enhancing students' employability. Key activities can be found from the followings;

- Providing lectures and/or workshops to local universities to share knowledge and experiences.
- Introduce skills that employers see as valuable skills and also skills that organizations are willing to support to improve by running skills sessions on campus
- Interview training and application process support
- Contributions to careers advice services
- Contributions to curriculum content through involvement on

advisory boards or directly through lecture support

3.5 Education and Employability

Employability skills are identified as the most likely to be taught and learned. Therefore, academic curriculums need to take into account that employability as one separate course to across all fields of studies. (Fallows & Steven 2000 quoted in Wickramasinghe & Perera 2010,230).

Education can also provide career preparation skills to boost up students' employability. Following list has been established by Gault, Leach and Duey (2010) about ten career preparation skills what business majors agreed on:

- Reliability
- Consistency of performance
- Eagerness to learn new skills
- Timeliness
- Effectively prioritizing tasks
- Demonstrating initiative/self-motivation
- Exhibiting ethical behaviour
- Accepting criticism constructively
- Commitment to quality work
- Exhibiting professional behaviour and demeanour.

Miller and Liciardi 2003 quoted in Brown, Hiller and Warren (2010, 167) studied students who enrolled in a career management course. They concluded that the students in the course provided a guidance of career direction and lead student to realize that it is important to match their careers to their value. Overall feedback from students were positive and the course could meet the majority students' expectations.

As a result of the survey carried by The confederation of British Industry and Universities UK (2009, 13) to 80 higher education institutions through the UK. List of approaches that universities use to improve their students' employability can be found as follows;

- To define what the university means by employability and how it will help its students acquire the necessary skills and experience
- Building employability skills into the curriculum through work-related learning such as case study to link the subject knowledge to working life.
- Adapting the way the curriculum is taught and assessed such as presentations, work in a team, problem-solving, and rewarding the demonstration of employability skills
- Offering compulsory or optional modules designed to help students acquire employability skills, these might be sessions carry out by employers
- Offering foundation degree courses which directly address the development of employability skills via work based learning and other innovative ways
- Using the student's Personal Development Plan to encourage analysis of and reflection on the employability skills.
- Making paid work placements of up to a year a key part of the university experience, often with a network of contacts with employers at departmental or faculty level and/or centrally
- Encouraging students to undertake work placements (usually paid) or work shadowing (usually unpaid), often during the summer holiday
- Encouraging entrepreneurship, for example, by helping students to run their own businesses
- Extra-curricular activity such as workshops and volunteering opportunities to analysis of skills gaps and the means to fill them. It is often via the careers service or students' union

The Confederation of British Industry and Universities UK (2009, 11) published organizational point of view of higher educations' roles of employability. Organizations consider universities should prioritise following area in relation to the development of students' employability; improving students' employability skills, to provide more work experience placement by working with employers and approaching business to discuss work placements for students.

3.6 Demands from working life and how organizations see the level of young people or graduates' skills

It used to be that qualifications were the organizations' focus; they guaranteed the employment. However, it is not happening anymore for many companies. Organizations are interested in qualities over qualifications. Honesty, conscientiousness, general ability, potential, experience, adaptability, drive, experience, value fit and job knowledge are the valued qualities what a Scottish study found out. (Scholaris and Lockyer 1999 quoted in Clarke 2008 265.)

Dr. Wickramasinghe (2010), Senior Lecturer of University of Moratuwa in Sri Lanka carried out the survey with Perara. One of the purposes of the survey was to find out the employers perspectives on graduates and their skills when selecting them for entry-level job. And the level of the importance of skills and the level of each skills expected to be seen from graduates were also measured. Organizations registered under Sri Lanka's Association for software industry were randomly selected for the target company in their survey. The number indicates the mean of importance and expectation of each skills; scale 1 equal to very low to 5 equal to very high. The data in the Table 3 was sorted by from the highest mean under level of importance to the lowest.

Table 3. List of the level of importance of skills and expectation level of skills from employers in Sri Lanka.

Skills	Level of importance	Level of expectation
Problem solving	4.42	4.27
Positive attitude towards work	4.38	4.12
Working as a team member	4.35	4.08
Learning skills	4.31	4.51
Self confidence	4.19	4.12
Ability to work without supervision	4.12	4.08
Creating and innovating thinking	4.12	4.00
Responsibility/dependability	4.12	3.85
Adaptability/flexibility	3.99	4.15
Basic arithmetic	3.96	3.85

Punctuality	3.88	3.69
Reading	3.85	3.73
Oral communication	3.85	3.69
Decision making	3.77	3.69
Writing	3.73	3.54

A similar survey was carried out in New Zealand by Hodges and Burchell (2003). It was to find out that employers expectation of graduates' level of importance and level of performance of 25 bachelor level competences. Graduates in this sentence mean the graduates who were working in business as their first year in the target business group. Questionnaires were sent to 1,303 organizations in Auckland region of variety businesses such as telecommunication, professional/business services and manufacturing. The response rate of their study was about 17%. Number indicates the mean of importance and performance of each competence. 1 equal to "very low" and 7 equal to "very high". The data in Table 4 was sorted by from the highest mean under level of importance to the lowest. (Hodges and Burchell 2003)

Table 4. List of the level of importance of skills and expectation level of skills from employers in New Zealand.

Graduate competencis	The level importance	The performance level of graduates
Ability and willingness to learn	6.36	5.38
Energy & passion	6.03	5.06
Teamwork & cooperation	5.89	4.88
Interpersonal communication	5.80	4.62
Customer service orientation	5.76	4.46
Order, quality and accuracy	5.75	4.54
Flexibility	5.73	4.74
Problem solving	5.71	4.54
Achievement orientation	5.67	4.86
Initiative	5.65	4.52
Planning & organization	5.59	4.42
Relationship building	5.56	4.53
Written communication	5.56	4.46
Analytical thinking	5.52	4.69
Organizational communication	5.52	4.50
Computer literacy	5.49	5.36
Self confidence	5.38	4.74

Self control	5.38	4.61
Interpersonal understanding	5.31	4.44
Conceptual thinking	5.18	4.43
Technical experiences	4.96	4.41
Organizational awareness	4.90	3.93
Impact & influence on others	4.67	4.09
Leadership	4.13	3.66
Developing others	3.86	3.42

From the research findings from both in New Zealand and Sri Lanka, similar results appeared in the highest top ranked competences. Employers see that problem solving, positive attitude towards to work, teamwork skills and Learning skills so-called soft skills or behavioural skills as important skills.

Before starting to discuss the next topic, it is necessary to determine what the meaning of hard skills and soft skills are. Holbrook (2007), a former executive hiring manager and president of Great Resumes First, is the specialist on how to write guaranteed resumes to reach interviews. She defines hard skills as the skills that can be easily measured and quantified such as processes, procedures, industry specific language or technology, IT skills, and working experiences. On the other hand, soft skills are the skills that can not be measured or quantifiable easily, such as personality descriptors and people skills. Excellent communicator, problem solving, teamwork or written skills are in soft skills.

One of the most common professions among International Business graduates are administrative related jobs. Thus, it is useful to verify the situation of this field separately for deeper study. OfficeTeam (2007) is the worldwide American staffing company, especially specializing in office and administrative support professionals. OfficeTeam published their study of 400 Human resources managers for company's perspective and 300 administrative professionals for employers' perspective to find out what are the necessary qualities to stand out today's and tomorrow's working environment. The survey was carried out together with International Association of Administrative Professionals and HR.com.

Results indicated that the current administrative support professionals were

dealing with more tasks than ever. They had more responsibilities thus, requiring more flexibility and skills. Nearly all the managers and administrative professionals agreed that the soft skills such as communication, leadership, negotiation, problem-solving and other interpersonal abilities are critical skills for administrative positions than technical skills or hard skills. Almost 3 in every 4 respondents claimed that applicants who obtain solid technical skills but weak in soft skills would not be hired. However, 67% would hire a candidate who had good soft skills but lacking technical skills. The reason behind the results were it is because hiring managers considered that technical skills were easier to teach than soft skills.

Table 5 describes the most demanded soft skills by organization when hiring for administrative positions and the level of improvement needs from administrative office workers. Percentage represents the agreement level.

Table 5. Valued soft skills when hiring administrative positions and preference of improvement from administrative professions

	Company consider as valued skills when hiring administrative positions.	Preference of improvement from administrative professions
Organizational skills	87%	28%
Verbal communication	81%	37%
Teamwork/collaboration	78%	28%
Problem solving	60%	35%
Tact/diplomacy	59%	26%
Business writing	48%	29%
Analytical skills	45%	39%
Leadership	17%	32%
Negotiation	11%	36%

Even though it was mentioned earlier that the technical skills were not as valued skills as soft skills, but still administrative professions were required to have certain skills to be hired. Basic office work software; word processing (90%), spread sheet (84%), e-mail/calendar (80%), presentation (66%), and database (61%) were considered as highly demanded technical skills from work when hiring for administrative level jobs. On the other hand, more technical and specific software were not so demanded. Account (23%),

desktop publishing/graphic design (19%), project management (13%), customer relationship (13%), HTML/web page editing (8%), and business intelligence (7%) were ranked lower in the demanded software skills. However, administrative office worker expressed they would like to improve desktop publishing/graphic design (56%), spread sheet (45%) and database (44%).

The majority of the company agreed that business top priority skills are employability skills. 78% of the organization who participated the survey carried by The Confederation of British Industry and Universities UK (2009) responded that employability skills are the one of the most influence factor when recruiting graduates. Positive attitude was the second popular responses (72%). Barely over the 50% of the organizations see that work experiences and industrial placement experiences are important. After being part of the organization, Employers seriously invest in training graduate recruits. However, employers still expect graduates to manage themselves and be team players efficiently. Another skills which organizations expects from graduates are basic skills of analysing numeric data, clear and structures writing work such as emails, letters and reports. Understanding customer needs and requirements, efficient problem-solving skills, and understand what makes business successful. Overall, organizations are satisfied with graduates' employability skills. Conversely, there are still areas that need to be improved to meet employers' needs. Basic writing and reading skills and ability to use numbers, awareness of business and customer issues, and regarding to self-management skills are demanded basic technical skills from work. Improvement of those skills are students' responsibility, but in some extension, organization consider to support to develop these skills are part of their responsibility.

4 RESULTS OF THE SURVEY

4.1 Respondents background

First question of background information was about the working situation of the graduates. A clear majority, 72% of the respondents stated as “I work for somebody else”, only 8% answered as “I am a sole entrepreneur”, and 20% of them were somehow outside of the working life. The 20% consists of 8% of “I am an unemployed jobseeker”, 8% of “I am on parent leave/maternity leave” and 4% of “other, what?” which was “I am on study leave”, more details can be found the Figure 2.

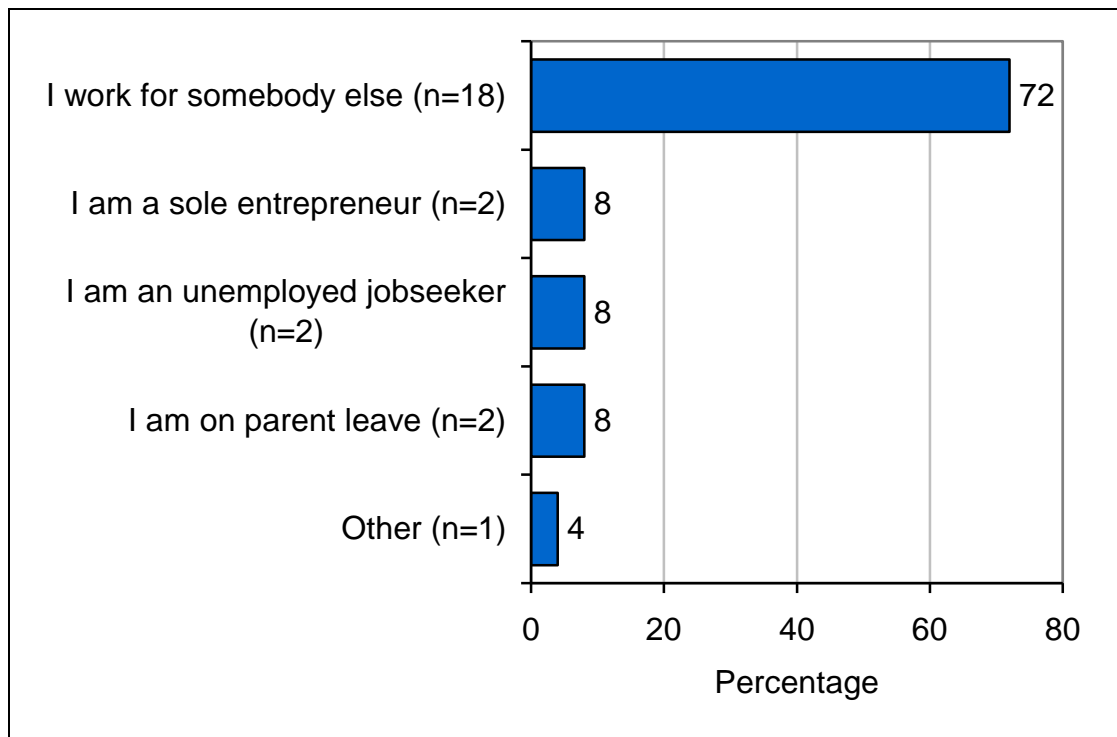


Figure 2. Working situation of graduates (n=25)

Of all the respondents who are/were working including those graduates who are not working due to the parent leave or study leave at the moment (n=22 out of 25), around 82% have a permanent job. On the other hand, only about 1/5 of them have a temporary contract.

Table 6. Permanent or temporary

	Frequency	Percentage
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Permanent	18	81.8%
Temporary	4	18.2%
Total	22	100.0%

Out of the all working graduates (n=22 out of 25) (“Working Graduates”), nobody was working as a part time worker. The full time contract was the typical employment relationship among the graduates who are working.

More than half, around 60% of Working Graduates work at the company more than 250 employees. On the other hand, about 9% of Working Graduates work at small company that there are less than 10 employees. About 87% of the Working Graduates work in big companies where there are more than 50 employees.

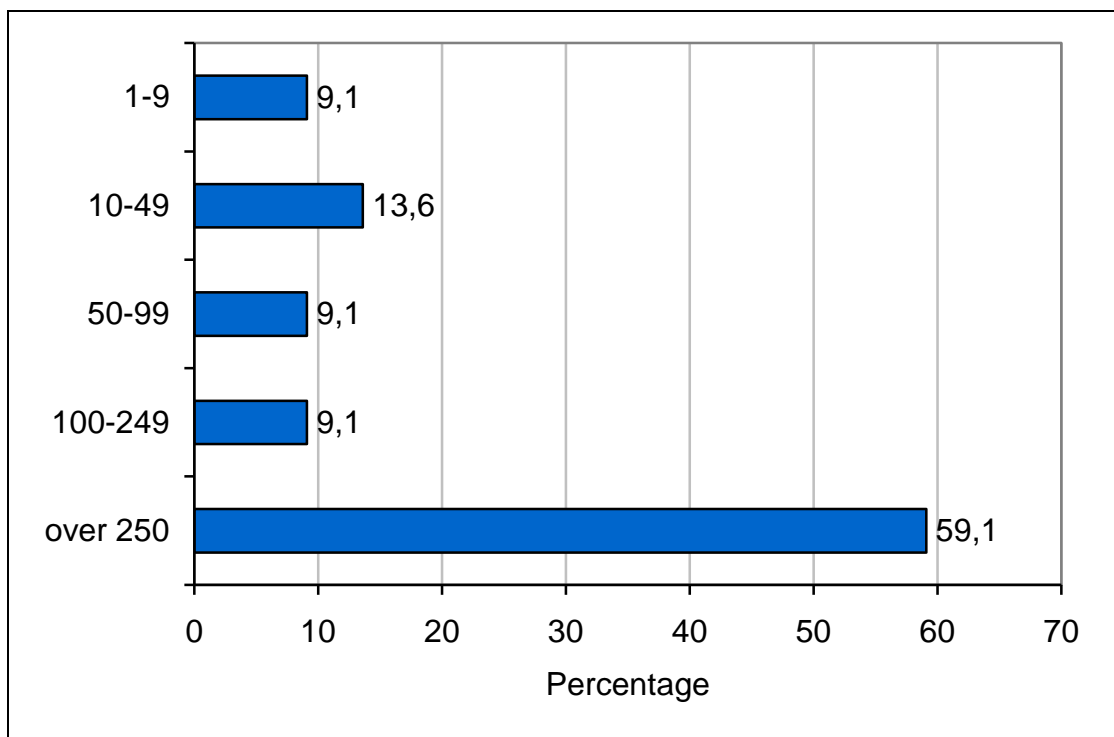


Figure 3. Size of the company employees (n=22)

Location of working place was asked as open-ended questions. Exactly half of the Working Graduates found the job in Helsinki region includes Helsinki (about 27%), Espoo (nearly 14%) and Vantaa (around 5%) area. Nearly 36% of them are working in Kouvola, Kotka and Hamina. As a minority, about 5% are working abroad.

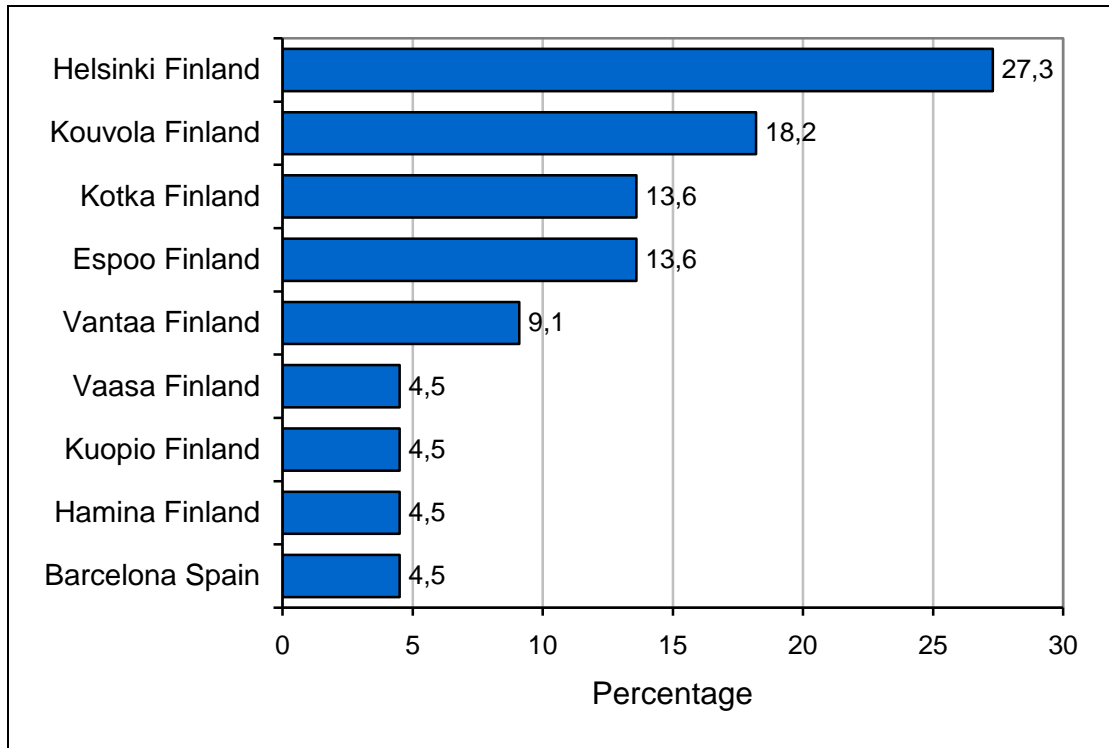


Figure 4. The location of the company (n=22)

Working Graduates were asked about their occupational title as an open-ended question. Responses were classified into 10 groups to make the list clearer and simpler. Categories were as follows; Assistant/Secretary, Manager, Mobility Coordinator, Forwarding Agent, Entrepreneur, Customer service for foreigners, Consulting specialist, Car Rental Agent, Buyer, and Accountant. The largest group of respondents were somewhat doing assistant/secretary work (financial, export, marketing and project). Yet, managerial level of work (account, financial, global process development, managing director, office, key account) is rated the second highest percentage. All the answers to this question as they were written by the respondents can be found in Appendix 5.

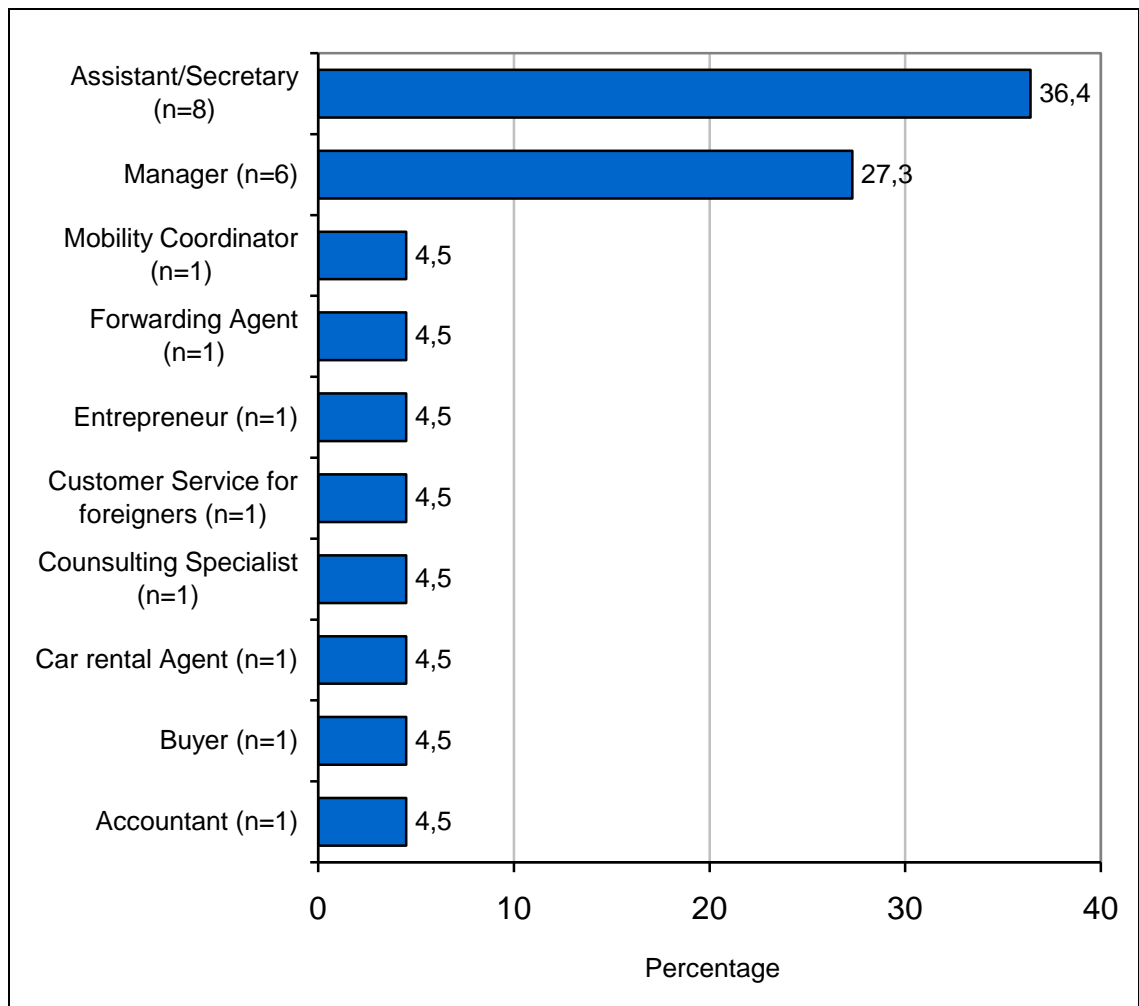


Figure 5. The title of graduates' occupation (n=22)

Working graduates were also asked to describe their main duties by open-ended question. The answers were quite varied and each Working Graduate was able to mention more than one duty. Thus, responses were categorized by similar duties. More detailed information can be found in Table 7 and Appendix 6 listed all the answers as they were written by the respondents. Administrative tasks (n=5) and invoicing (n=4) are the biggest part of Working Graduates' main duties. The next popular duties among Working Graduates are translation/interpretation (n=3), something related to sales, (n=3), order process (n=3), marketing (n=3), financing (n=3), and design and create something (n=3).

Table 7. Main duties of graduates

	Frequency
Administrative Tasks	5
Invoicing	4
Translation / Interpretation	3
Sales	3
Order	3
Marketing	3
Financing	3
Design & Create something	3
Projects	2
Negotiation	2
Management	2
Export	2
Customer Service	2
Analyse something	2
Accounting	2
Updating database	1
Purchasing	1
HR	1
ERP	1
Entrepreneur	1
Development of Supply Chain Solution	1
Customer correspondence	1
Booking Transportation	1
Assistant of CEO and Chairman	1
Total	50

Working Graduates were asked what languages and how much each language skills are needed in their work by scale 1-5. 1 equal to “not at all” and 5 equal to “very much”. There were eight different languages were listed; Finnish, English, Swedish, Russian, German, French, Chinese and Other, what?

From the graph, we can clearly say that Finnish and English languages are highly needed in their working life. Especially in case of Finnish language, the mean is 4.82 out of 5.00. German language rated the highest (mean=2.00) out of the other foreign languages listed in the questionnaire. The option “Other” consists of Spanish and Italian.

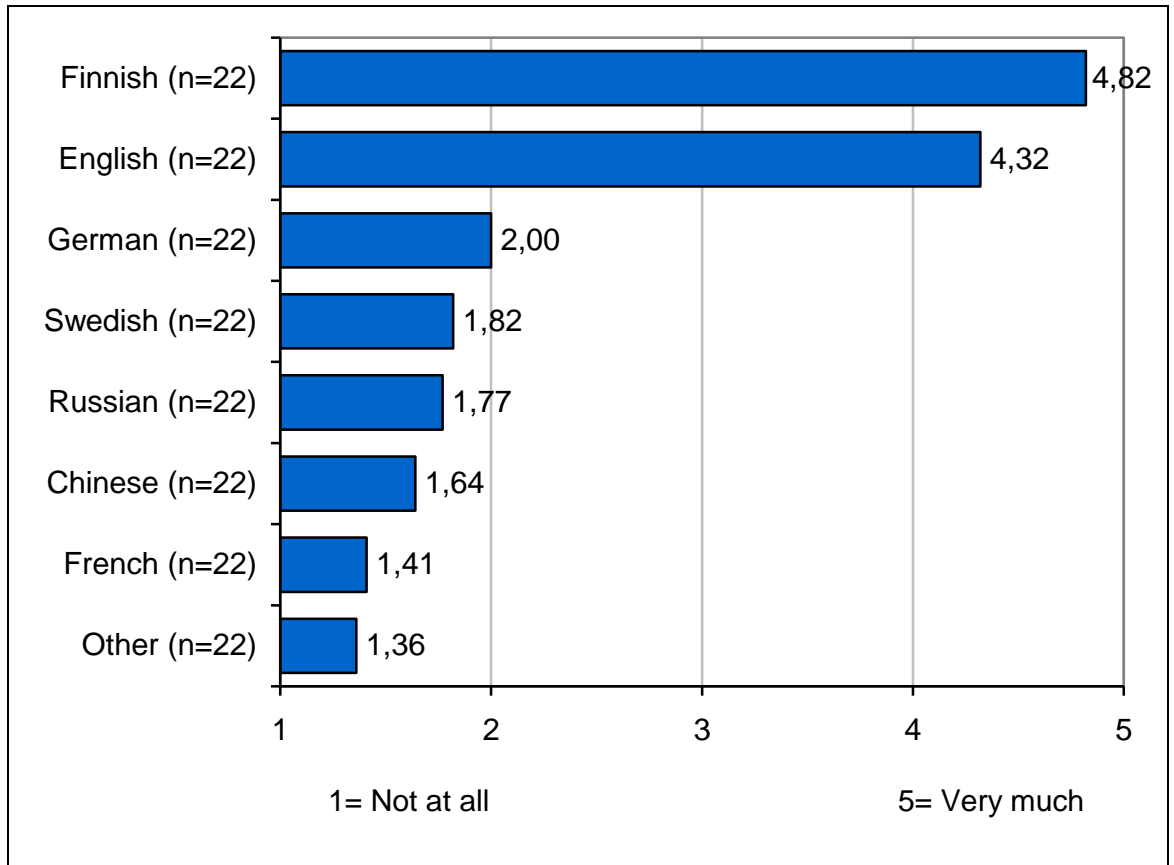


Figure 6. Comparison of usage of languages

In addition, respondents were asked what their company's corporate language is as multiple choices question of 1) Finnish 2) English and 3) Other, what? In this question, Working Graduates can answer one or more languages.

Approximately a double percent of Working Graduates' answered Finnish language is their company language compare to the percentage of English. It clearly shows that working in Finland require Finnish language skill.

Table 8. Company languages

	Percentage
Finnish	63.6%
English	31.8%
Both Finnish and English	4.5%
Total	100.0%

The Figure 7 shows that the income level of 2,000-2,499 Euros/month is the ordinary income level of working graduates. Around 86% of the Working Graduates earn more than 2,000 Euros/month, thus nearly 14% of them receive less than 2,000 Euro/month.

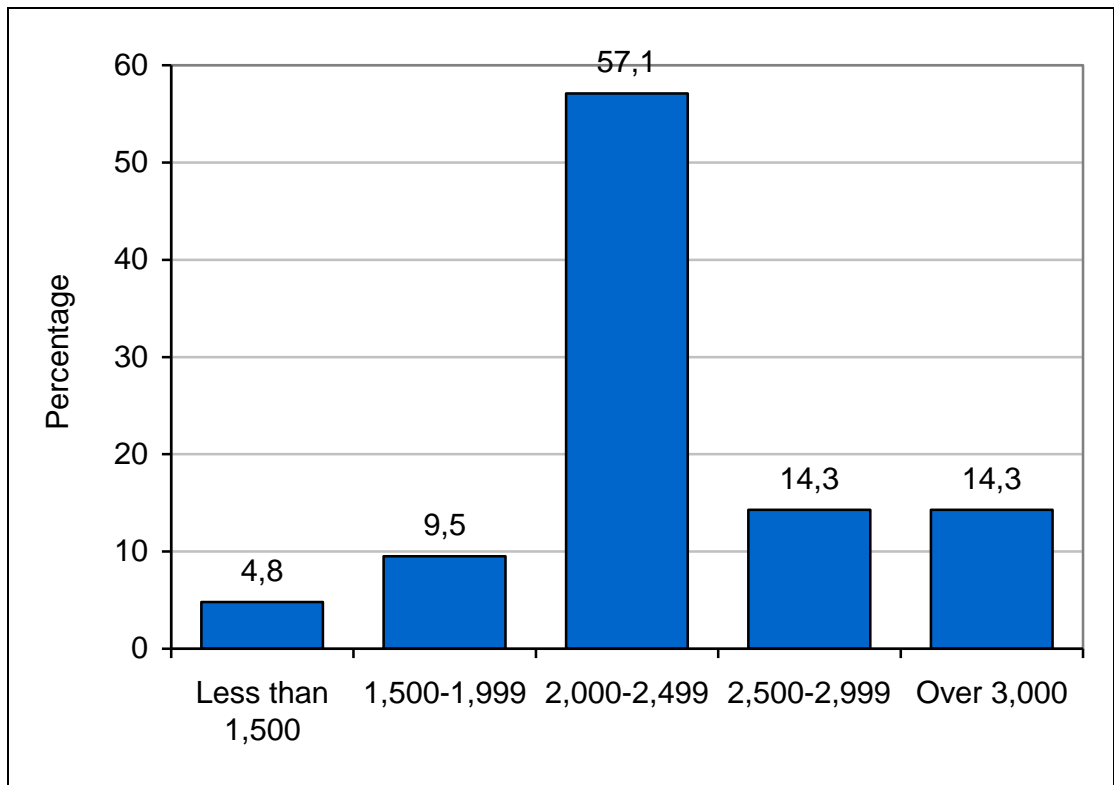


Figure 7. Income level (n=21)

44% of respondents started their study between year 1997-1998, the second large respondents group started between year 1999-2000 which is 32% of total respondents.

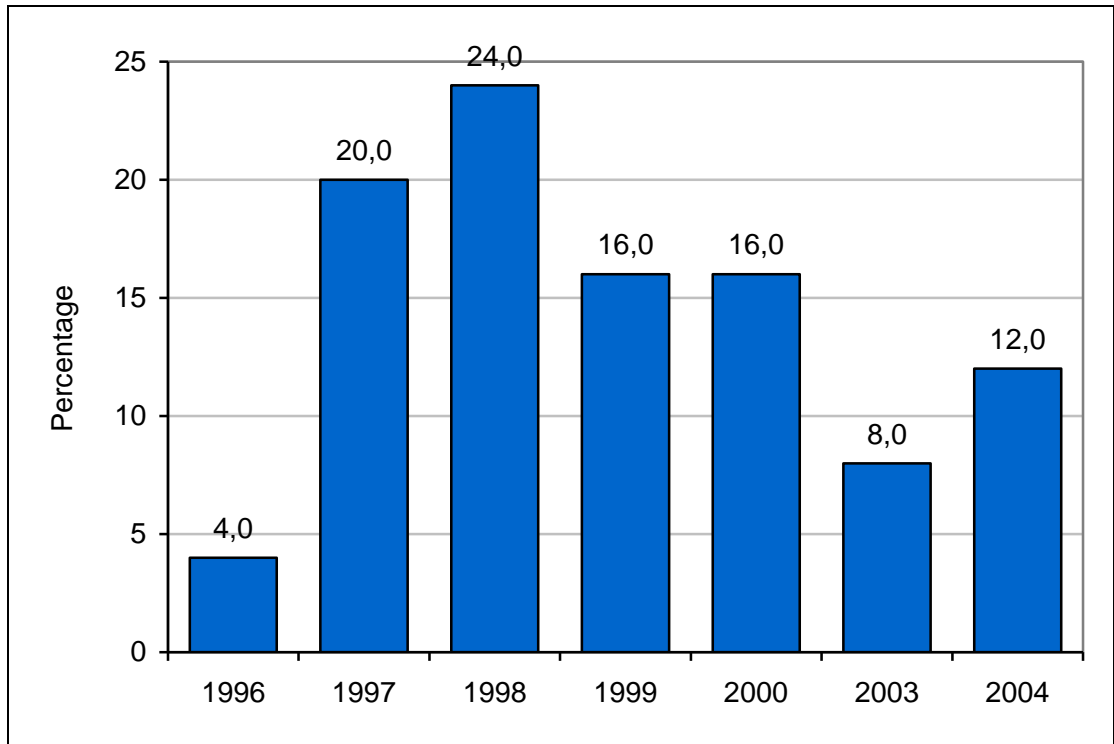


Figure 8. Starting year (n=22)

A little bit more than a half of the respondents studied in Kouvola, thus 40% of them studied in Kotka. 4% of respondents did their study in both Kouvola and Kotka.

Table 9. Location of the campus

	Percentage	Frequencies
Kouvola	56%	14
Kotka	40%	10
Both in Kouvola and Kotka	4%	1
Total	100%	25

There are varieties of range of graduation year among respondents. $\frac{1}{4}$ of respondents graduated during year 2003. 2001, 2004, and 2005 are the second biggest portions of respondents were graduated.

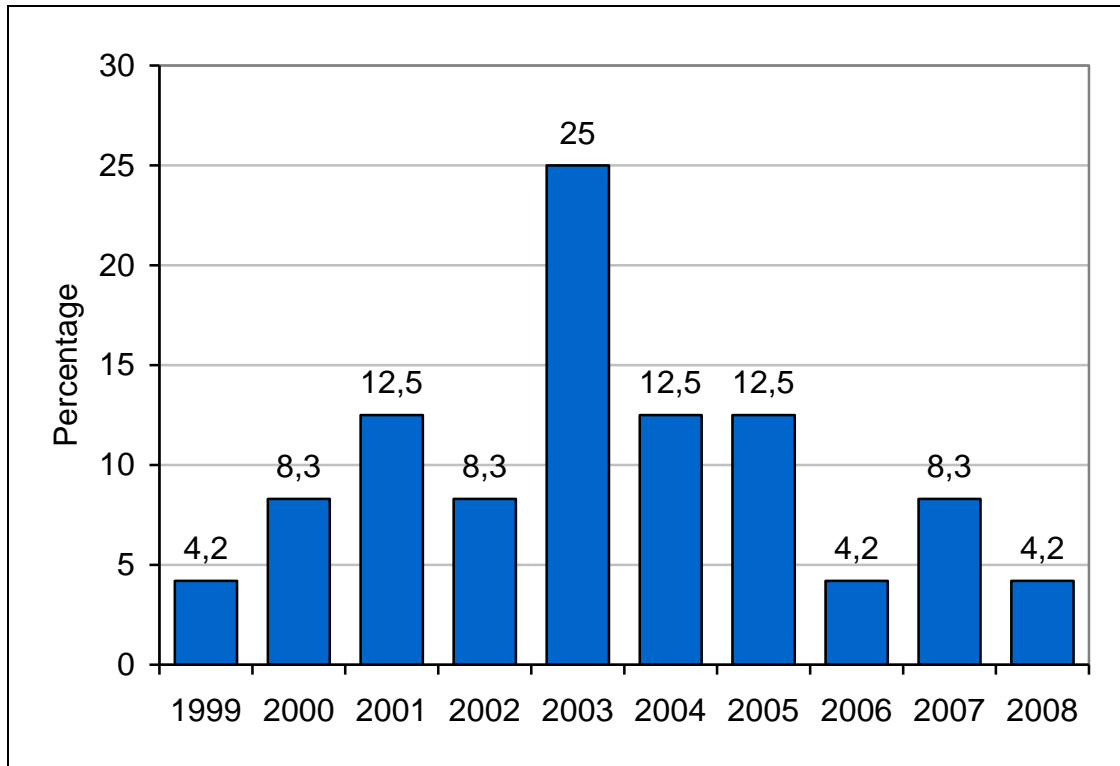


Figure 9. Graduation year (n=24)

We can conclude from the following Table 10, the majority of the graduates who responded our survey are the females. It seems like the female graduates were more willing to give their time to cooperate projects.

Table 10. Genders of respondents

	Frequency	Percentage
Female	21	84%
Male	4	16%
Total	25	100%

66.7% of our graduates are between 26-35 years old. This age group is their primary age. However, the range of ages is huge. The youngest respondents group was between ages 21-35 and the oldest group was between ages 46-50.

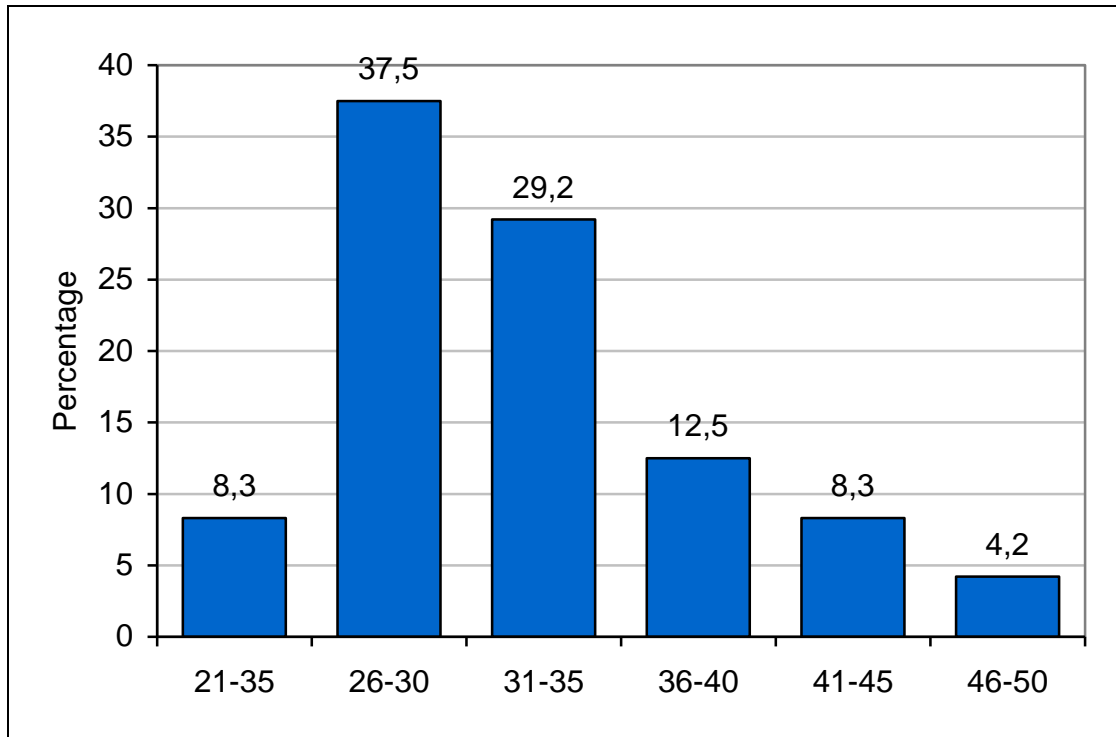


Figure 10. Age distribution of respondents (n=24)

80% of respondents are Finnish nationality thus, 20% of graduates are foreigners, which includes 4% of Russian and 16% of "Other" which consists of 4% of Finnish citizen Chinese, 4% of German, and 4% of British.

Table 11. Nationality

	Percentage	Frequencies
Finnish	80%	20
Other	16%	4
Russian	4%	1
Total	100%	25

4.2 Correspondence of the new IB2010 curriculum and working life in general and in graduates' working life

Working graduates were asked to rate the need of following 8 studies in new IB2010 curriculum, in total of 36 courses by scale 1-5. 1 equal to “not at all” and 5 equal to “very much”. Questions had two aspects; one is to discover what kind of subjects are required particularly in graduates' working life (in your work), and another one is to learn what are the graduates' perspective of the necessity level of each subjects in general working life (in general).

- General business studies (six subjects)
- Business process/ marketing studies (seven subjects)
- Business process/ logistic and finance studies (seven subjects)
- Metrological studies (two subjects)
- IT skills studies (three subjects)
- Law studies (four subjects)
- International business environment studies (four subjects)
- Courses related to different cultures studies (two subjects)
- International operation studies (seven subjects)

From following pages, graphs of each studies can be seen. The (average) mean of each subject for both in your work and in general were used to compare the results. However, the Business Process studies contains too many courses thus, it divided into two different graphs; Business process, marketing studies and business process, logistic and finance. The data of graph were sorted by courses with highest mean of in general to lowest. When there are more than one course has the same mean in general, course with higher mean of in your work listed first. Average of all 36 subjects under in general is 3.66 and in your work is 3.08.

4.2.1 General business studies

First graph is about general business group, which contains of six subjects; Business Administration, E-commerce, ERP, Leadership, International HRM and Economics. Out of these 6 subjects, the respondents stated Business Administration is the most needed subject in working life in general (average=4.16) as well as in your work (average=3.80). On the other hand, the least needed subject for in general is E-commerce (average=3.56) and in your work is Leadership (average=2.88). As Figure 11 clearly shows that, all the averages of the blue bars (in your work) are lower than the red bars (in general). Subjects are belonging general business are quite highly needed both in general and in your work; in total average of in general is 3.78 and in your work is 3.17 which are both higher than the average of all the 36 subjects (in general=3.66, in your work=3.08). The biggest difference between in general and in your work is leadership. The average of in general is 3.88 and in your work is 2.88 therefore the difference between in general and in your work is 1.00.

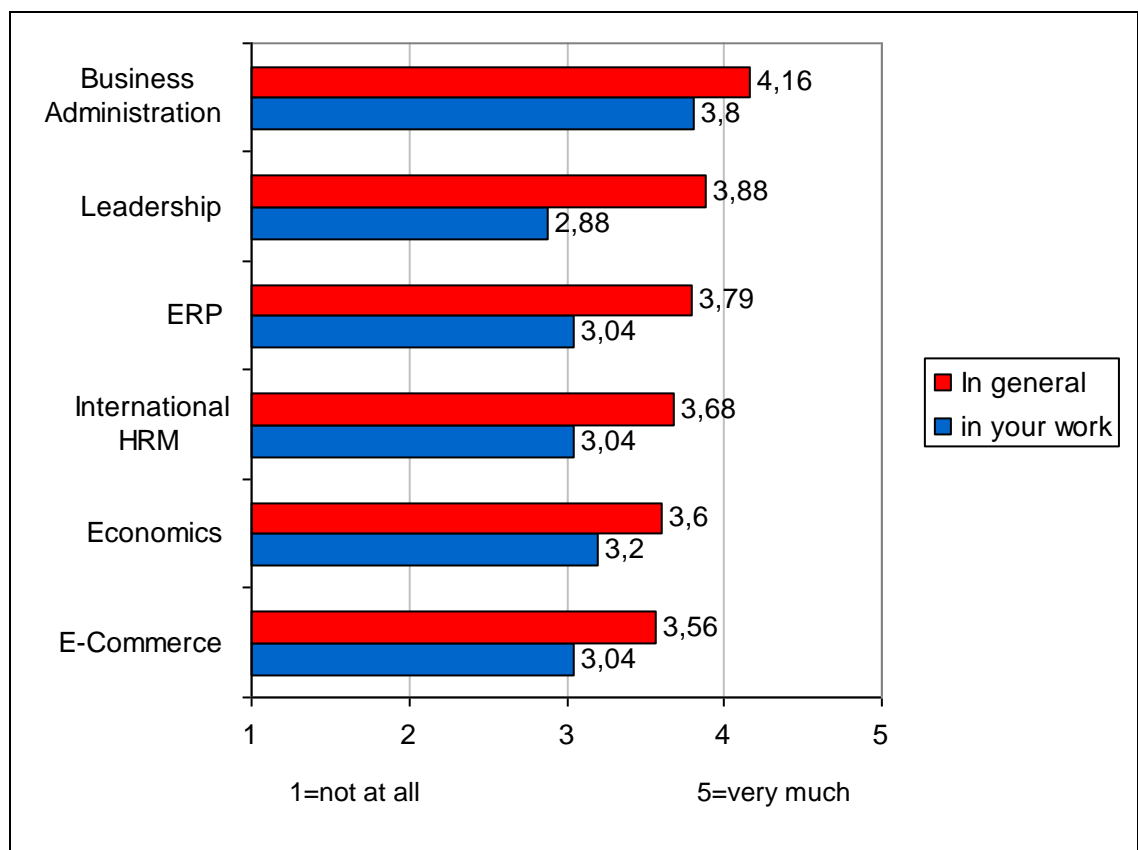


Figure 11. General business (n=25 except ERP n=24)

4.2.2 Business process marketing studies

Next graph is about business process, marketing studies which consists of following seven courses; Brand Building and Communication, New Product Development, CRM, Marketing Profitability, Strategic Marketing Planning, Marketing Intelligence, and Fundamentals of Marketing. Respondents stated that CRM is the most needed subjects for both in general (average=4.16) and in your work (average=4.08). Conversely, the least needed subject is New Product Development for in general (average=3.48) and in your work (average=2.84). Same as general business studies, total average of in general is higher than in your work. Moreover comparing the average of all 36 courses with average of seven courses under general business, marketing studies, in general is slightly higher (average=3.79 > all average in general=3.66), and in your work received eight per cent higher average points. (average=3.33 > all average in your work =3.08). Marketing Profitability is the subject which has the biggest difference between the averages of in general and in your work. The average of in general of Marketing Profitability is 3.75 and in your work is 2.88 that make differences of 0.87.

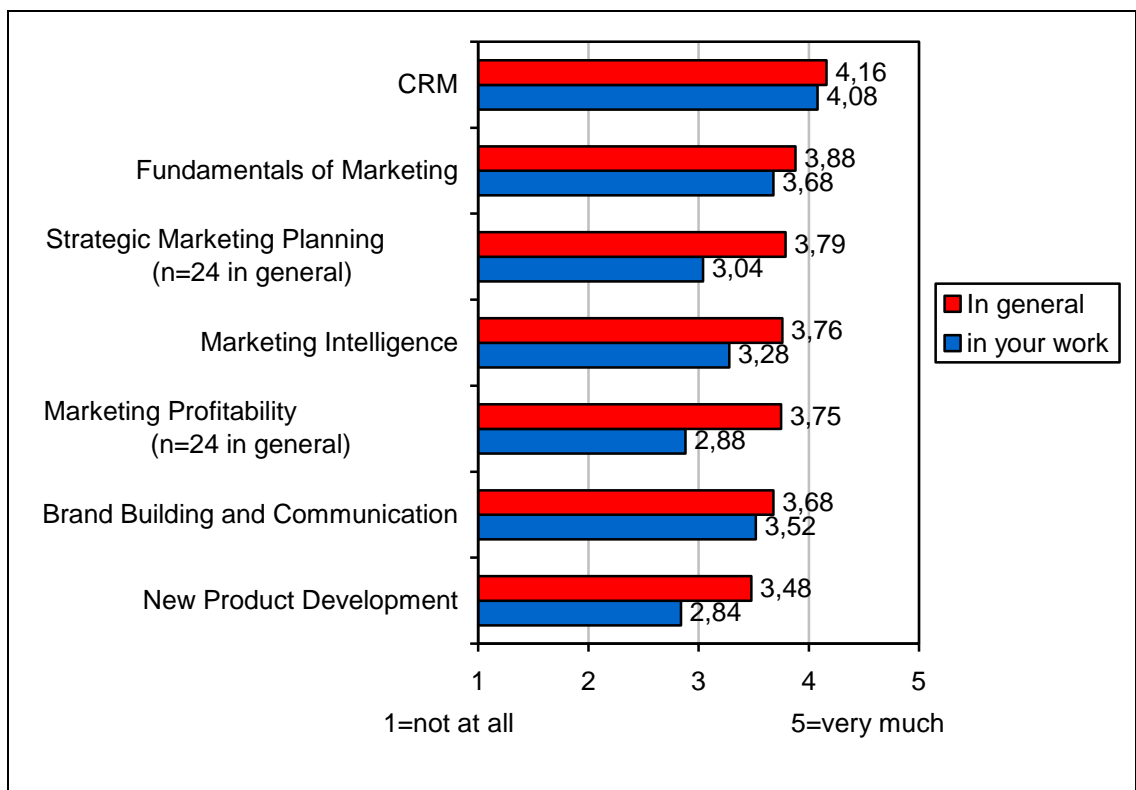


Figure 12. Business process, marketing (n=25 unless if it is not mentioned)

4.2.3 Business process, logistic and finance studies

Next Figure 13 explains results of business process, logistic and finance studies, Financial Mathematics, Business Mathematics, International Financing Financial Management, Financing, Logistics Profitability and Logistics Activities are under this studies. Logistic Activities received the highest score for both in general (average=4.04) and in your work (average=3.44). International Finance received the lowest score for both in general (average=3.28) and in your work (average=2.68). From Figure 13, it can be clearly seen that all subjects of averages in general (average=3.70) is 22.11% higher than all subjects of averages in your work (average=3.03). Also to study the all the average of 36 subjects and average of under this group, for both in general (average=3.70 > all the average=3.66) and in your work (average=3.03 > all the average=3.08), the average under business process, Logistic and Finance is faintly higher. Financing is the subject which have biggest difference of 0.84 between in general (average=3.68) and in your work (average=2.84).

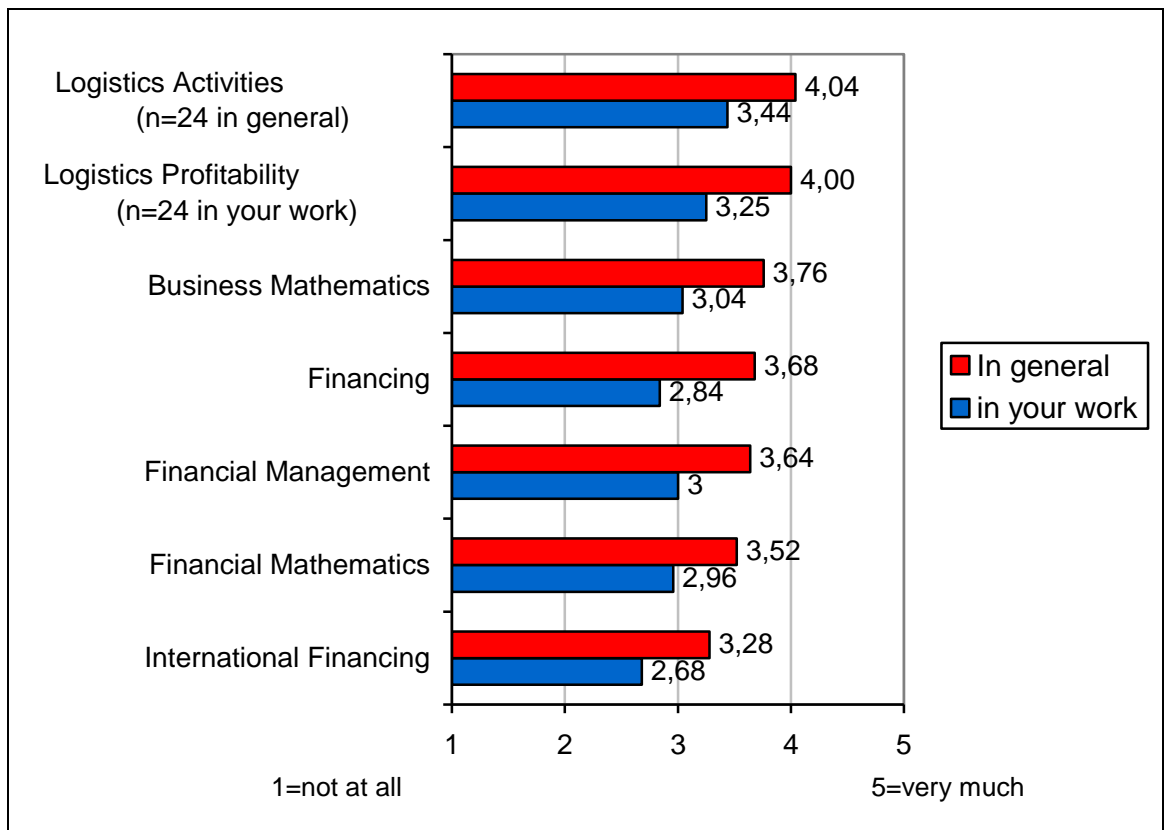


Figure 13. Business process, logistic and finance (n=25 unless if it is not mentioned)

4.2.4 Methodological studies

Following Figure 14 describes about metrological studies. SPSS and Research Work are the two courses under this subjects. SPSS shows in red bars and Research Work shows in blue bars. For both in general and in your work, respondents stated that Research Work is more needed subject than SPSS.

Averages of all the courses this studies are 3.24 in general and 2.46 in your work which is both less than the average of all 36 subjects. For in general average is 0.42 points (-11.48%) less and for in your work is 0.62 points (= -20.12%) less than the average of all 36 subjects. SPSS received higher average difference between in general (average=3.04) and in your work (average=2.16) which makes the differences of 0.88 points.

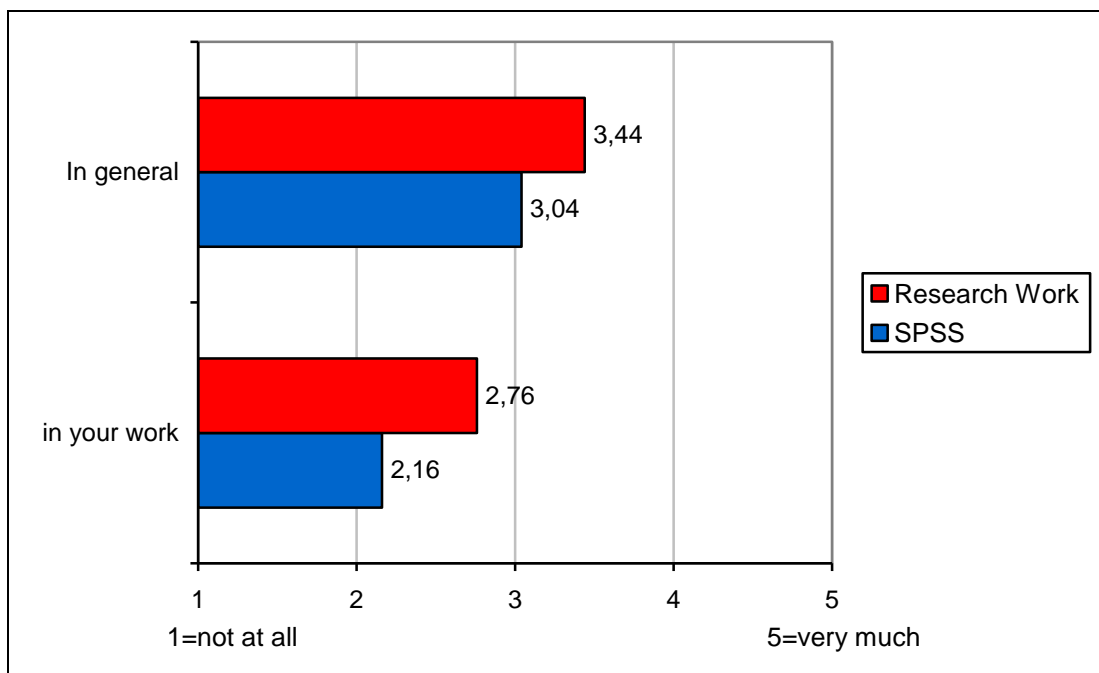


Figure 14. Metrological studies (n=25 except SPSS n=24 in general)

4.2.5 IT skills studies

Next Figure 15 describes about IT skills studies, which includes of MC Software Application, Office Tools, and Data Processing. Amazingly very high averages appeared under this studies, especially Office Tool and Data Processing. The averages of in general for both Office Tools and Data Processing are 4.76 out of 5.00. The average of in your work in Data Processing scored 4.80. Working Graduates stated that MC Software Application is least needed subjects for both in general (average=3.12) and in your work (average=2.68).

In order to compare the averages of in general and in your work under this studies with average of 36 courses, obviously the averages of this group is much higher than the averages of all 36 subjects. In general is 15.02% more (average=4.21 > all the average=3.66) and in your work is 32.47% more (average=4.08 > all the average=3.08) than the averages of 36 subjects.

Data Processing is the only subject which Working Graduates stated that it needed more in your working life than in general.

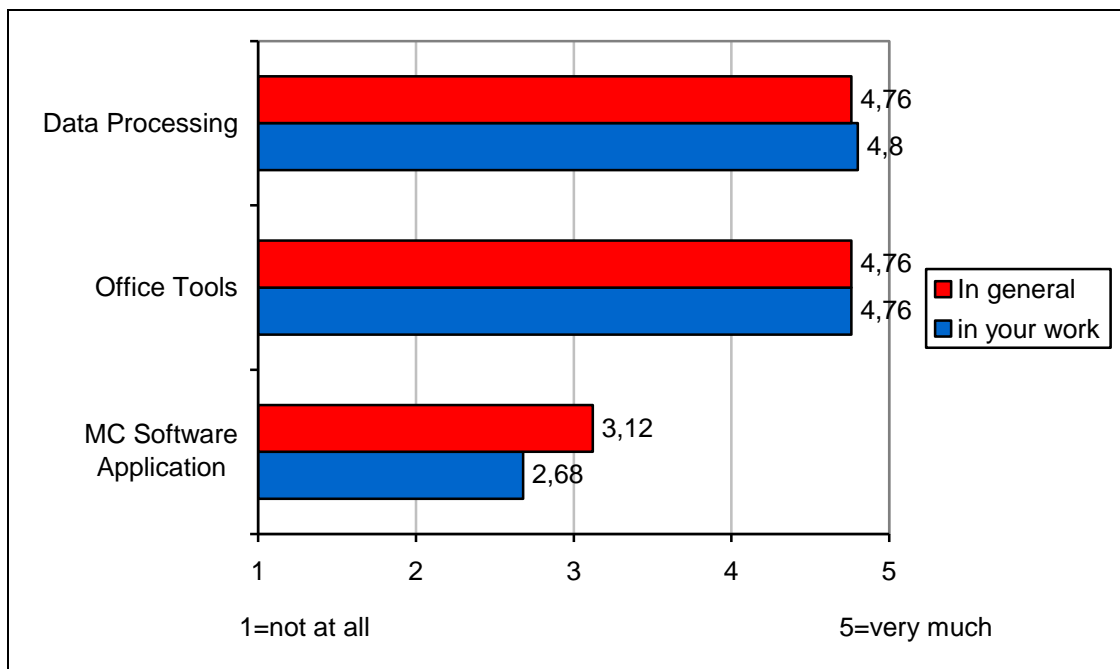


Figure 15. IT skills studies (n=25)

4.2.6 Law studies

Following Graph explains about law studies. There are four courses under this studies; Consumer Law, International Trade Law, Labour Law, and Business Law. Out of those, Labour Law received the highest points in general section (average=3.72), and the highest point in your work is Business Law (average=3.24). Working Graduates declared that International Trade Law is the least needed subject in general (average=3.40) and Consumer Law is the least needed subject in your work (average=2.80).

In this group, it can also be seen from the Figure 16 that all the subjects of in general are higher than in your work. The averages of this group for both in general (average=3.55 < all the average=3.66) and in your work (average=3.05 < all the average=3.08) are slightly lower than the average of all 36 subjects. Consumer Law received the biggest difference of the averages between in general (average=3.52) and in your work (average=2.80). There are 0.72 points differences between these two.

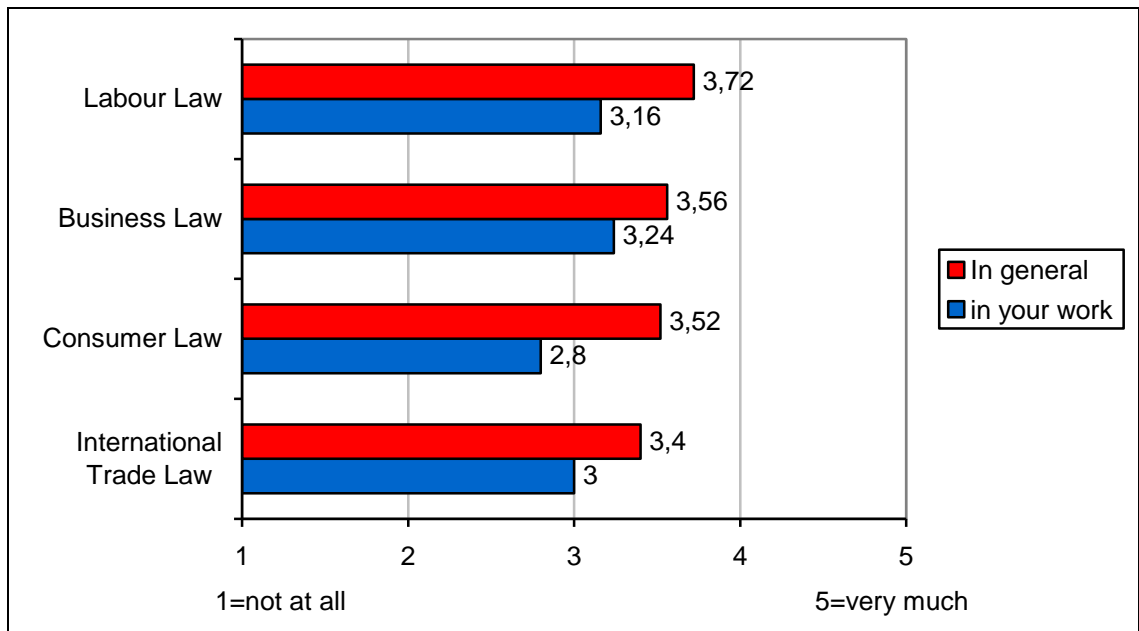


Figure 16. Law studies (n=25)

4.2.7 International business environment studies

Following Figure 17 is about international business environment group, which consists of four subjects; Russian as a Trading Area, Asia Pacific as Trading Area, EU as a Trading Area, and Business Operation in Global Environment.

Working Graduates stated that EU as a Trading Area is the most needed subject in general (average=3.52) and Business Operation in Global Environment is the most needed subject in your work (average=3.32). Oppositely, the least needed subject is Russian as a Trading Area in general (average=3.36) and Asia Pacific as Trading Area in your work (average=2.36). These two averages are below than the averages of 36 subjects, moreover, averages of in general and in your work under this group scored lower average point than all 36 averages (in general; average=3.44 < all average=3.66, in your work; average=2.76 < 3.08)

Asia Pacific as Trading Area is the subject which has the biggest differences between in general (average=3.44) and in your work (average=2.36). The difference of 1.08 is the widest range out of all 36 subjects.

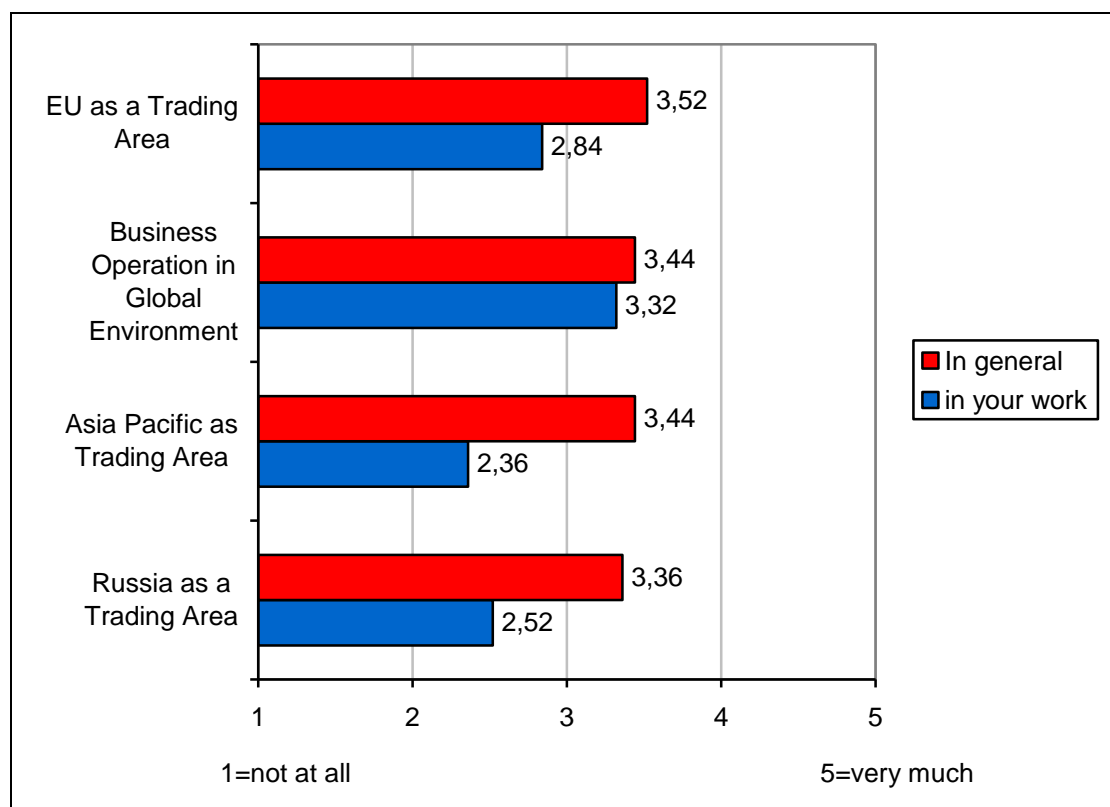


Figure 17. International business environment studies (n=25)

4.2.8 Studies related to different cultures studies

Next graph explains about studies related to different cultures group. Focus on Finland and Developing Intercultural Competence are belonging this group. As Figure 18 shows that Developing Intercultural Competence is the most needed subject for both in general (average=3.72) and in your work (average=3.56) for Working Graduates. Thus it makes Focus on Finland is less needed subject, plus more average differences between in general and in your work. 3.16 is the average point of in general and in your work is 2.64

Comparison between the averages of this group and averages of all 36 subjects, average of in general of this group (average=3.44) is lower than the average of all subjects (average=3.66). Yet in your work section of this group (average=3.10) is barely higher than all the averages (average=3.08).

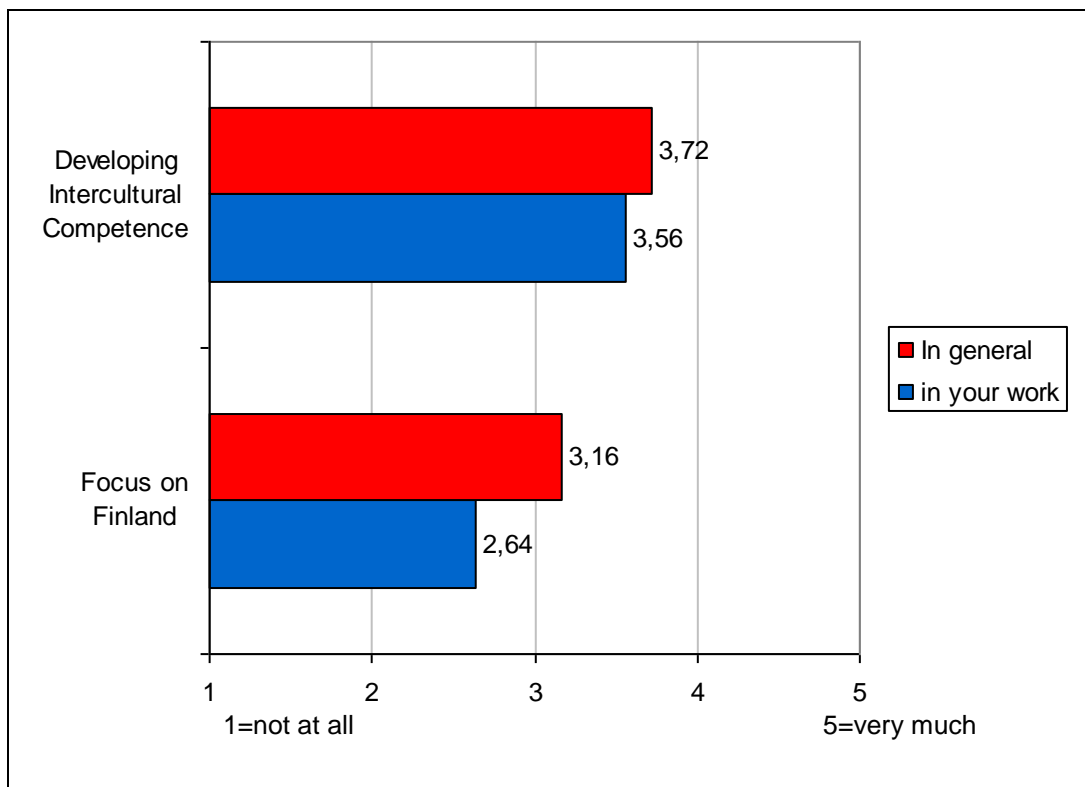


Figure 18. Studies related to different cultures (n=25)

4.2.9 International operation studies

The last graph of this part is in relation to international operation group. Following seven subjects are under this studies; Global Entrepreneurship and Innovation, International Finance and Capital Market, International Marketing Logistics, International Marketing, International trade Practice, Global sourcing Strategies, and International Business Strategies. Among all the subjects are belonging this studies, the most needed subjects for both in general (average = 3.80) and in your work (average=3.36) is International Trade Practice. The least needed subjects in general are Global Entrepreneurship and Innovation and International Finance and Capital Market. Both subjects received the average of 3.28. Additionally, Global Entrepreneurship and Innovation is also received the lowest point of average in your work (average=2.16).

Average of in this group for both in general and in your work is lower than the averages of all 36 subjects. (in general; average=3.49 < all the average=3.66, in your work; average=2.85 < all the average=3.08)



Figure 19. International operation studies (n=25 unless if it is not mentioned)

Table 12. Top and Bottom in your work and in general

		In your work		In general
1	Data Processing	4.80	Data Processing	4.76
2	Office Tools	4.76	Office Tools	4.76
3	CRM	4.08	Business Administration	4.16
4	Business Administration	3.80	CRM	4.16
5	Fundamentals of Marketing	3.68	Logistics Activities	4.04
6	Developing Intercultural Competence	3.56	Logistics Profitability	4.00
7	Brand Building and Communication	3.52	Leadership	3.88
8	Logistics Activities	3.44	Fundamentals of Marketing	3.88
9	International Trade Practice	3.36	International Trade Practice	3.80
10	Business Operation in Global Environment	3.32	ERP	3.79
11	Marketing Intelligence	3.28	Strategic Marketing Planning	3.79
12	Logistics Profitability	3.25	Marketing Intelligence	3.76
13	Business Law	3.24	Business Mathematics	3.76
14	Economics	3.20	Marketing Profitability	3.75
15	Labour Law	3.16	Labour Law	3.72
16	International Marketing	3.12	Developing Intercultural Competence	3.72
17	International Business Strategies	3.08	International HRM	3.68
18	E-Commerce	3.04	Brand Building and Communication	3.68
19	ERP	3.04	Financing	3.68
20	International HRM	3.04	International Marketing	3.68
21	Strategic Marketing Planning	3.04	Financial Management	3.64
22	Business Mathematics	3.04	International Business Strategies	3.64
23	Financial Management	3.00	Economics	3.60
24	International Trade Law	3.00	E-Commerce	3.56
25	Financial Mathematics	2.96	Business Law	3.56
26	Leadership	2.88	Financial Mathematics	3.52
27	Marketing Profitability	2.88	Consumer Law	3.52
28	New Product Development	2.84	EU as a Trading Area	3.52
29	Financing	2.84	New Product Development	3.48
30	EU as a Trading Area	2.84	Global sourcing Strategies	3.48
31	Consumer Law	2.80	Research Work	3.44
32	Research Work	2.76	Business Operation in Global Environment	3.44
33	International Marketing Logistics	2.75	Asia Pacific as Trading Area	3.44
34	International Financing	2.68	International Trade Law	3.40
35	MC Software Application	2.68	Russia as a Trading Area	3.36
36	Focus on Finland	2.64	International Marketing Logistics	3.36
37	Global sourcing Strategies	2.64	International Financing	3.28
38	Russia as a Trading Area	2.52	International Finance and Capital Market	3.28
39	Asia Pacific as Trading Area	2.36	Global Entrepreneurship and Innovation	3.28
40	International Finance and Capital Market	2.32	Focus on Finland	3.16
41	SPSS	2.16	MC Software Application	3.12
42	Global Entrepreneurship and innovation	2.16	SPSS	3.04

4.3 General skills and competencies

Respondents were also asked to rate what extent did they developed general skills and competencies during their study periods based on their curriculums. As well as how much do they think those are needed in working life by scale 1-5. 1 equal to "not at all" and 5 equal to "very much". The aims of these questions were to find out whether or not KyUAS provided enough opportunities to develop demanded skills and competences from working life. However, since the new IB2010 curriculum is not as same curriculum as the time graduates studied at KyUAS, the focus on the level of listed skills were also different. Yet, the results can be provided enough resources to examine what is the gap between degrees of developed skills at KyUAS and needed from working life.

The higher average score of the degree programme means that IB program offered the subject better than the lower average score. Same as the working life, the higher average score means highly needed in working life. The averages of all the subjects ($X=IB=3.58$, and $Y=Working\ Life=4.10$) were used for the across line of this matrix graph. There are four areas in the following matrix graph, depends on the location of the skills and competences, it can be clearly shows skills and competences matches or qualified enough to the needs from working life or not.

OK area (X =higher than IB average, Y =higher than Working Life average) indicate IB programme offer sufficiently and also requires a lot from working life, therefore no need to change.

Fix Now area (X =higher than IB average, Y =lower than Working Life average) stands for the demands from Working life is higher than what IB programme actually offer. IB programme need to emphasis to teach more.

Fix in Time area (X =lower than IB average, Y =higher than Working Life average) means level of needs from Working Life is quite high although IB programme is less emphasis of teaching. Case of this study, Innovativeness

can be put more effort of teaching.

Questionable area (X=lower than IB average, Y=lower than Working Life average) indicates less demands from Working Life and also respondents stated that IB programme did not offer high possibilities to develop the skills. Depending on the located area within the questionable area, subjects might need the consideration of changes. For example, the average of Readiness for entrepreneurship of IB is 3.32 and Working life is 2.64. Respondents feel that Readiness for entrepreneurship is not as needed as the other subjects but IB programme offers more than enough.

As shown in Figure 20, more than half, nine subjects out of 16 located within the OK area.

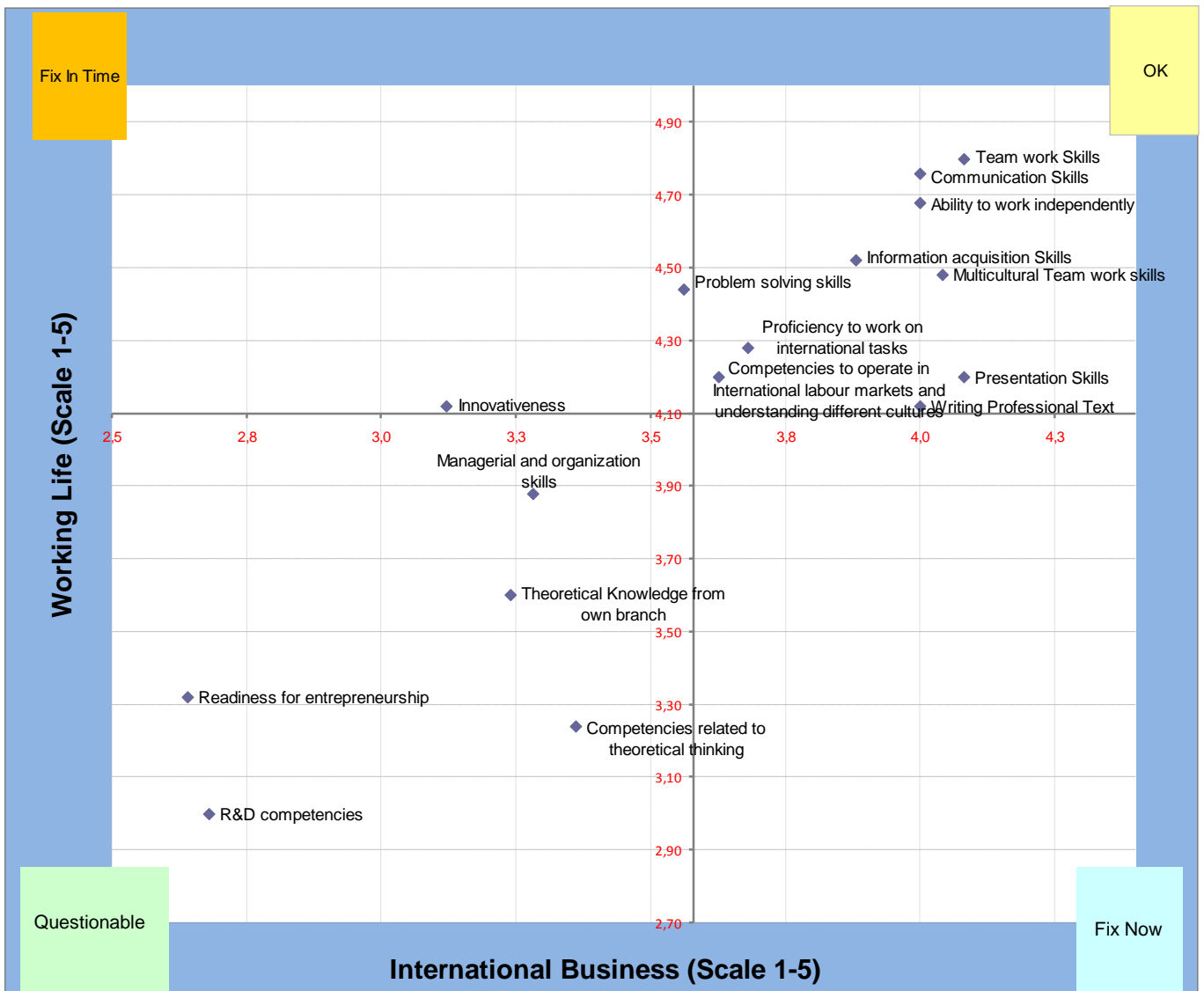


Figure 20. Matrix graph of International Business and Working Life

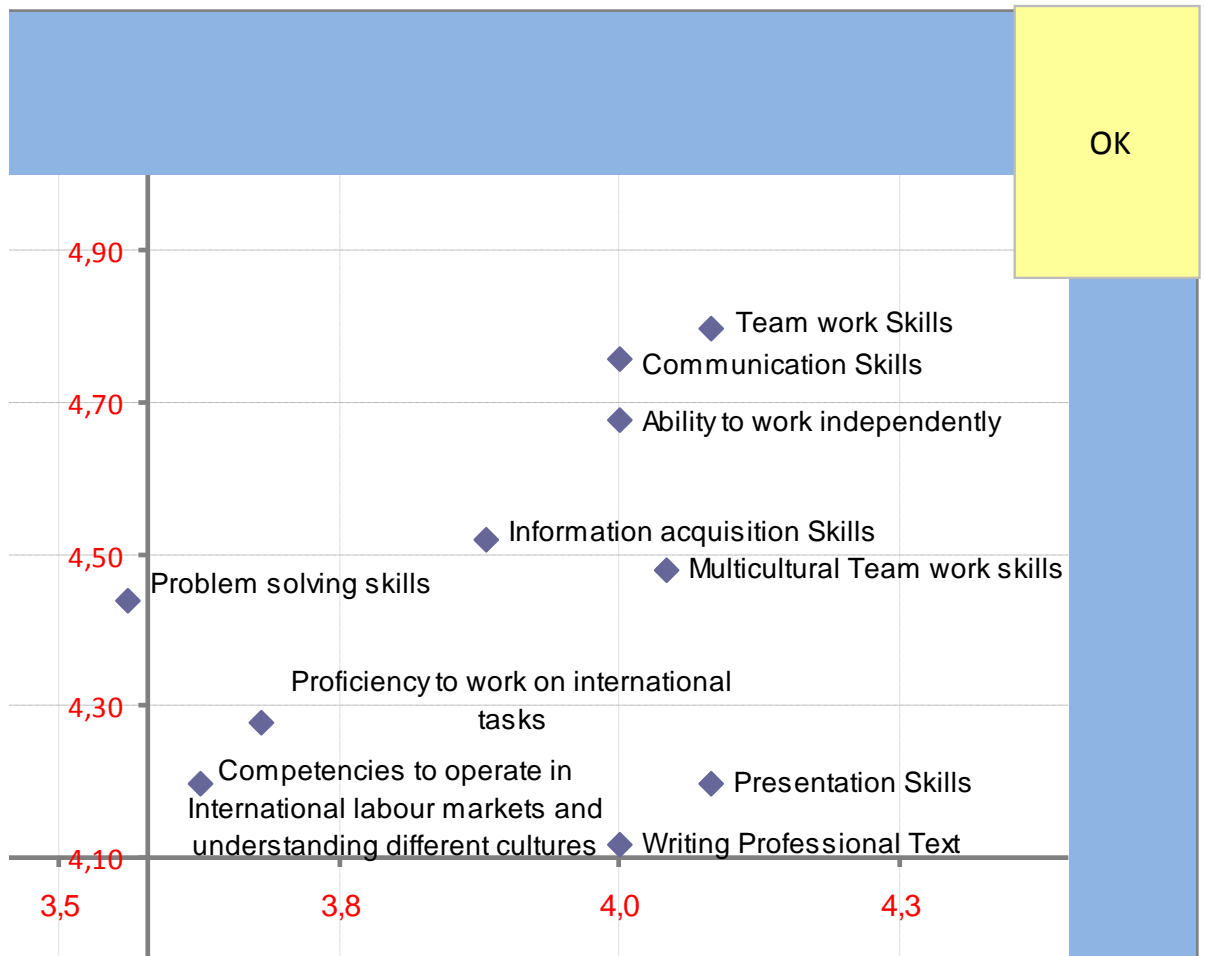


Figure 21. Matrix graph close up to OK area (n=25 except n=24 competencies to operate in International labour markets and understanding different cultures in IB programme)

4.4 Recommendation of additional subjects into IB programme

Respondents were also asked what kind of skills/studies they would include more into IB programme as open-ended question. The data was based on 21 answerers since four responses were blank. Respondents can express more than one skill/study in here and the similar answers were categorized to compare the result easier. Full description can be found in Appendix 3

Many of respondents pointed that the needed additional subjects as practical study (n=11), such as business case study, simulation of order process, concentration on more business activities, co-operation with working life and business activities, company visit and guest lectures. Cultural study/languages group received four answers (languages, international customer relations, understanding different business practices conducted in different parts of the world and ethics). More IT skills (ERP/SAP, Visual design), Presentation Skill, and Account and Finance received three answers.

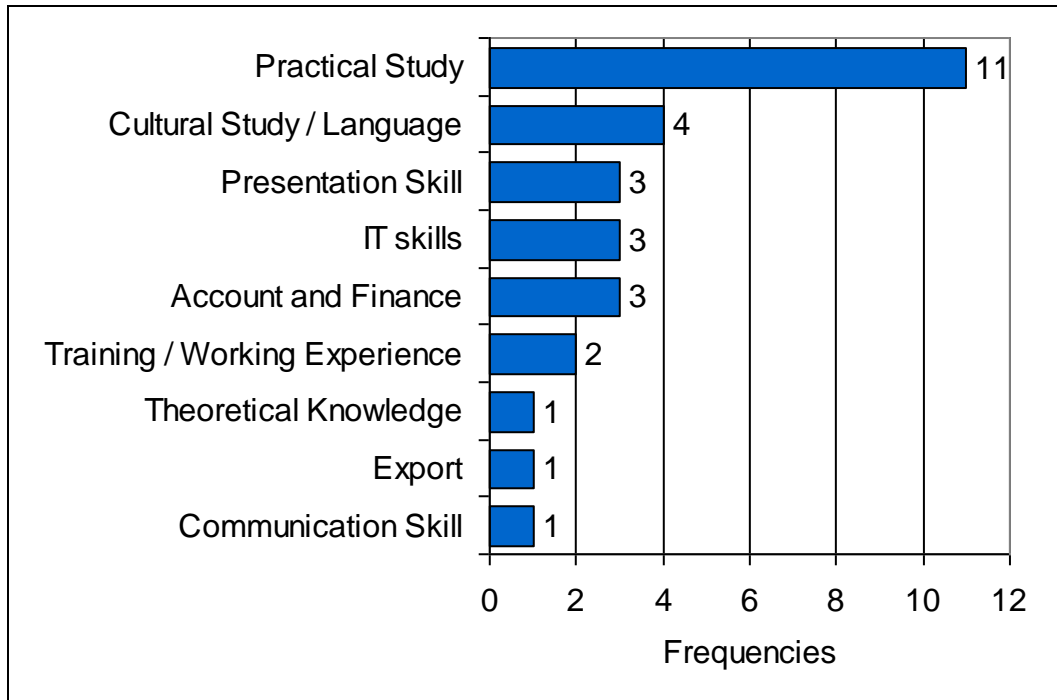


Figure 22. What kind of skills should be included more to IB studies

4.5 Qualifications to which employer seems to pay special attention when hiring a person

Respondents were requested to list the qualifications, which employer seems to pay special attention when hiring a person as open-ended question. Respondents are able to mention more than one qualification and the similar answers were grouped. As a result, 22 different qualification groups arise from in total of 23 respondents (two came back as blank in this question). Full description can be found in Appendix 4

Qualification related personality is the top rated criteria among the answerers (n=16). Enthusiastic, positive minded, self-confidence, can-do attitude, not shy, motivating, out-going, humble and how to present yourself were grouped as personality. Previous working and/or life experiences and practical training experiences came up 9 times from all 23 respondents. Practice during studies, practical skills and experiences are also count as this category. Language skills (English and other languages were mentioned) and flexibility rated both n=6. Versatility, adaptability and flexibility, and to able to adjust to new situation, were counted as flexibility. Teamwork skills, teamwork, being able to get along with others and team player were categorized as work in team (n=5).

Table 13. Qualifications to which employers seems to pay special attention when hiring a person

Qualifications	Frequencies
Personality	16
Previous Working Life Experiences	9
Flexibility	6
Language Skills (English, other languages)	6
Work in Team	5
Communication Skills	4
Innovativeness	4
Computer Skills	3
Study Background	3
Work Independently	3
Attitude of Working in General (Behaviour)	2
International Experiences	2
Professional Attitude	2
Willingness	2
Ability to Do Routine Work	1
Commitment to the Company	1

Multitask	1
Outcome	1
Presentation Skills	1
Problem Solving	1
Set Priorities	1
Stress Handling	1

4.6 Summary and conclusion of the survey

There were two main purposes of studying the gathered information and feedback that provided by graduates who studied International Business degree programme in Kotka and Kouvola. First is to find out how well the new International Business degree curriculum 2010 provides students with needed qualifications in nowadays working life. And the second, is to find out current working situation of graduates.

Overall, Working Graduates expressed that subjects in new IB2010 curriculum offered more needed in working life in general than in their particular working life, except IT skills. Two subjects out of three in IT skills group were either more needed in their working life or the mean was the exact numbers. Quite similar results appeared from comparing the top five most needed subjects in your work and in general. Both in your work and in general, the most needed subject (Data Processing) and the second most needed subjects (Office Tools) were the same outcome. Following subjects were ranked the third, fourth, and fifth in the top five most needed subjects: In your work, CRM, Business Administration and Fundamentals of Marketing. In the similar way, Business Administration, CRM and Logistic Activities are quite important subjects under working life in general. On the contrary, the least needed subject under in your work is Global Entrepreneurship and Innovation along with SPSS is under in general. Working Graduates expressed following subjects are less needed courses: in your work, Global sourcing Strategies, Russia as a Trading Area, Asia Pacific as Trading Area, International Finance and Capital Market and SPSS. Working life in general, International Finance and Capital Market, Global Entrepreneurship and Innovation, Focus on Finland and MC software Application.

Generally speaking, the working graduates agreed that new IB2010 curriculum offered enough opportunities to develop general skills and competencies required from working life. As a result of matrix graph, nine skills and competencies out of total of 16 located within OK area which indicate IB programme offer sufficiently and also it requires highly from working life. None of item was under Fix Now area where demands from working life was higher than what IB programme actually offered thus immediate modify requires. Some of the skills and competences rated lower in developed in IB programme, such as R&D competencies and Readiness for entrepreneurship. The reasons behind could be since projects and LCCE introduced into the curriculum since IB07 and gradually expanded into IB08 and IB09, therefore the most of the graduates did not have opportunities to develop enough through their curriculums. However, new IB2010 programme emphasise more those competencies. I myself as one of the student who took part in the one of project through LCCE, especially, R&D competencies, teamwork skills, managerial and organizational skills, innovativeness and problem solving skills developed via projects.

Concerning additional subjects into IB programme, related to practical study was outstanding outcome from Working Graduate. Responds might influenced the fact that the most of the respondents' curriculums did not have projects related studies, response mentioned practical study or Training and working experiences more. Practical study includes business case study, simulation of order process, concentration on more business activities, co-operation with working life and business activities, company visit and guest lectures.

Based on the findings from the question asked about the important qualifications which the organization seems to pay attention when they hire a employee (it can be referred as employable person's skills), it can be concluded that from working graduates point of view, personality was the one organization seems to put emphasis on the most. In this case study, the following characteristics were considered as personality; Enthusiastic, positive minded, self confidence, can-do attitude, not shy, motivating, out-going, humble and how to present yourself. Previous working experiences, Languages skills, flexibility, and working in team were also reasonably

essential qualifications.

In relation to respondents' background information, 80% of them were either working for somebody else or sole entrepreneur. Out of all working graduates, more than 80% of them were working permanent jobs. Moreover, nobody was working as part-time workers. Typically, the size of the company was over 250 workers and located in Helsinki regions. The most common income level of our graduates was between 2,000 to 2,499 euro per month. Close to 37% of working graduates were working assistant or secretary work, yet about 28% were working managerial jobs. Popular main duties among Working Graduates are administrative tasks, invoicing, translation/interpretation, sales, orders, marketing and financing. Surprisingly, relatively high usage of Finnish language result appeared. 4.82 (1=not at all, 5=very much). Almost 64% of the graduates' company, Finnish language is their corporate language. Companies that use English language as their corporate languages were almost half percentages (32%) of Finnish language.

56% of graduates studied in Kouvola campus, 40% of them studied in Kotka. There were 4% of them studied both in Kouvola and Kotka. The range of graduation year was between 1999 until 2008. However, the most common year was 2003 (25%). Surprisingly much more female graduates were willing to give their time to collaborate in this project. Percentages of respondents' gender were male: 16% and female: 84%. 67% of graduates were age between 26-35 years old. Lastly, the most common nationality of respondents were Finnish (80%), along with 4% of Russian, 4% of Finnish citizen Chinese, 4% of German and 4 % of British.

Results of the survey show that profile of the typical respondents were as follows; Female Finnish age between 26-35 years old who was working for the company in Helsinki region area. They were working permanent, full time job as an assistant in Finnish and/or English. The monthly salary was between 2,000-2,499 euro. The company size was more than 250 employees, and the corporate language was Finnish.

5 CONCLUSIONS

Today's employment relationships are more flexible and diverse. Both organizations and employees have more opportunities to choose from. It may not sound so awful, however in such a circumstance with competitive labour market and economic changes, employees are not able to obtain long-term contracts easily like before. Trends in the past decades of guaranteed job security, commitment to organizations or loyalty are no longer organizations' emphasis. Part-time, fixed term contracts and project-based workers are increasing in many countries. To be successful in the competitive labour market, individuals need to keep maintaining and increasing one's attractiveness in the labour market.

To enhance one's attractiveness in the labour market, employability is one of the key criteria for being a successful employer. Employability is not just only the ability to obtain a job and job mobility skills, but also to have a set of skills, competences, knowledge which make an individual to be more employable. From many different countries sources obtained through the study, it seems like organizations are emphasis more on emotional skills and soft skills.

From the studying findings on this thesis, surprisingly not so many organizations are expecting technological skills or working experiences from graduates. Organization chooses a candidate who has less technical skills but has good soft skills over less soft skills but good technical skills. Remarkableness skills, competences and behaviour required from organizations are problem solving skills, teamwork skills, communication skills, learning skills, flexibility and adaptability, as well as positive attitude towards work and willingness to learn. These were also quite similar from the replies of graduates on qualifications to which employer seems to pay special attention when hiring a person. Some of the skills and competences have been emphasised in IB curriculum such as teamwork, communication, and problem solving skills as shown in the matrix graph (Figure. 20 & 21). However, highly offered general skills are also related more to the academic oriented skills such as information acquisition skills, writing professional text and presentation skills.

There was a gap between graduates' perspective and organizations' perspective on needed qualifications. Generally, Working Graduates expressed that new IB2010 curriculum offered enough opportunities to develop general skills and competencies required by working life but from organizational point of view, needed qualification contained more soft skills and generic skills. Moreover, organizations are also paying more attention to employability skills nowadays. IB curricula should follow these changes in some way. As mentioned earlier in this thesis, the higher education institute can help enhance students' employability skills by providing career preparation skills, project and work based learning. Thus, the KyUAS can emphasise more on teaching or even as a separate course of career preparation skills and emotional skills (especially communication skills and presentation skills). Students have many opportunities to give and listen presentations in the current curriculum. However it would be also helping students to have a course to learn about effective presentation and communication/communication with different nationalities. It is also possible that students can also learn more about developing generic skills by not having separate course but also changing the style of the lectures for instance.

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28 April 2009

Dear Kymenlaakso graduate,

University of Applied Sciences has been designed to meet the demands of working life. You, as a graduate from KyAMK, are the best person to help us in assessing the effectiveness of our new curriculum 2010 of the degree Programme in International Business.

The aim of this survey is to gather feedback concerning the contents of the new curriculum and find out if it provides students with enough qualifications needed in the today's working life. This questionnaire is sent to all International Business degree programme graduates from Kotka and Kouvola.

We kindly ask you to answer all of the following questions carefully and return the filled questionnaire to us in the enclosed envelope (postage paid) by 8th of May 2009. The answers will be treated confidentially.

For any inquiries, please contact Yuri Sato, email: yuri.sato@kyamk.fi

We thank you in advance and look forward to receiving your reply.

Ulla Puustelli
Head of Programme

Yuri Sato
International Business Assistant

P.S. Among the respondents, one person will be presented with **a 100 euro gift** voucher to Akateeminen kirjakauppa by lottery. If you want to take part in the lottery, please fill in the separate slip.

DOES THE NEW CURRICULUM 2010 RELATE TO WORKING LIFE?

Please **circle** the alternative which best describes your own situation.

Q1. How would you rate the following studies concerning the need for them in your work and in working life in general?

(1=not at all, 2=little, 3=to some extent, 4=quite much, 5=very much)

	Needed in your work	Needed in working life in general
<u>General Business</u>		
Business Administration	1 2 3 4 5	1 2 3 4 5
E-Commerce	1 2 3 4 5	1 2 3 4 5
Enterprise Resource Planning (ERP)	1 2 3 4 5	1 2 3 4 5
Leadership	1 2 3 4 5	1 2 3 4 5
International Human Resources Management	1 2 3 4 5	1 2 3 4 5
Economics	1 2 3 4 5	1 2 3 4 5
<u>Business Process</u>		
Marketing		
▪ Fundamentals of Marketing	1 2 3 4 5	1 2 3 4 5
▪ Marketing Intelligence	1 2 3 4 5	1 2 3 4 5
▪ Strategic Marketing Planning	1 2 3 4 5	1 2 3 4 5
▪ Marketing Profitability	1 2 3 4 5	1 2 3 4 5
▪ Customer Relationship Management (CRM)	1 2 3 4 5	1 2 3 4 5
▪ New Product Development	1 2 3 4 5	1 2 3 4 5
▪ Brand Building and Communication	1 2 3 4 5	1 2 3 4 5
Logistic		
▪ Logistics Activities	1 2 3 4 5	1 2 3 4 5
▪ Logistics Profitability	1 2 3 4 5	1 2 3 4 5
Finance		
▪ Financing	1 2 3 4 5	1 2 3 4 5
▪ Financial Management	1 2 3 4 5	1 2 3 4 5
▪ International Financing	1 2 3 4 5	1 2 3 4 5
▪ Business Mathematics	1 2 3 4 5	1 2 3 4 5
▪ Financial Mathematics	1 2 3 4 5	1 2 3 4 5

APPENDIX 2/2

	Needed in your work	Needed in working life in general
<u>Methodological studies</u>		
Research Work	1 2 3 4 5	1 2 3 4 5
Quantitative Research Methods (SPSS)	1 2 3 4 5	1 2 3 4 5
<u>IT skills</u>		
▪ Data Processing (MS Words)	1 2 3 4 5	1 2 3 4 5
▪ Office Tools (MS Excel, PowerPoint)	1 2 3 4 5	1 2 3 4 5
▪ MC Software Application (MS Freehand, In-design)	1 2 3 4 5	1 2 3 4 5
<u>Law</u>		
Business Law	1 2 3 4 5	1 2 3 4 5
Labour Law	1 2 3 4 5	1 2 3 4 5
International Trade Law	1 2 3 4 5	1 2 3 4 5
Consumer Law	1 2 3 4 5	1 2 3 4 5
<u>International Business Environment</u>		
Business Operations in Global environment	1 2 3 4 5	1 2 3 4 5
EU as a Trading Area	1 2 3 4 5	1 2 3 4 5
Asia Pacific as a Trading Area	1 2 3 4 5	1 2 3 4 5
Russia as a Trading Area	1 2 3 4 5	1 2 3 4 5
<u>Studies related to different cultures</u>		
Developing Intercultural Competence	1 2 3 4 5	1 2 3 4 5
Focus on Finland	1 2 3 4 5	1 2 3 4 5
<u>International Operation</u>		
International Business Strategies	1 2 3 4 5	1 2 3 4 5
Global Sourcing Strategies	1 2 3 4 5	1 2 3 4 5
International Trade Practice	1 2 3 4 5	1 2 3 4 5
International Marketing	1 2 3 4 5	1 2 3 4 5
International Marketing Logistics	1 2 3 4 5	1 2 3 4 5
International Finance and Capital Market	1 2 3 4 5	1 2 3 4 5
Global Entrepreneurship and Innovation	1 2 3 4 5	1 2 3 4 5

Q2. In the following there are listed some general skills and competencies. From your own point of view, to what extent did the International Business degree offer you possibilities to develop these skills and how much is needed in working life?

(1= not at all; 2=little; 3=to some extent; 4=quite much; 5=very much)

	Developed in IB Programme	Needed in Working Life
1. Information acquisition skills	1 2 3 4 5	1 2 3 4 5
2. Communication skills	1 2 3 4 5	1 2 3 4 5
3. Presentation skills	1 2 3 4 5	1 2 3 4 5
4. Writing professional text	1 2 3 4 5	1 2 3 4 5
5. Team work skills	1 2 3 4 5	1 2 3 4 5
6. Multicultural team work skills	1 2 3 4 5	1 2 3 4 5
7. Managerial and organisational skills	1 2 3 4 5	1 2 3 4 5
8. Ability to work independently	1 2 3 4 5	1 2 3 4 5
9. Proficiency to work on international tasks	1 2 3 4 5	1 2 3 4 5
10. Readiness for entrepreneurship	1 2 3 4 5	1 2 3 4 5
11. Theoretical knowledge from own branch	1 2 3 4 5	1 2 3 4 5
12. R&D competencies	1 2 3 4 5	1 2 3 4 5
13. Competencies related to theoretical thinking	1 2 3 4 5	1 2 3 4 5
14. Problem solving skills	1 2 3 4 5	1 2 3 4 5
15. Innovativeness	1 2 3 4 5	1 2 3 4 5
16. Competencies to operate in international labour markets and understanding different cultures	1 2 3 4 5	1 2 3 4 5

Q3. What kind of skills/studies would you include more to International Business studies?

.....

.....

.....

.....

.....

Q4. Mention qualifications to which employers seem to pay special attention when hiring a person?

.....

.....

.....

.....

.....

Background information

Q5. At the moment

1. I work for somebody else / in somebody's employ
2. I am a sole entrepreneur
3. I am an unemployed jobseeker
4. I am in labour market training or equivalent
5. I am on parental leave
6. I am in military service or non-military service
7. I am outside of the working life in some other way, what?
8. Other, what _____

Question 6-14 are to be answered only by those who are currently working.
Others should continue to the question number 15

Q6. Which type of employment do you have?

1. permanent (vakinainen)
2. temporary (määräaikainen)

Q7. Do you work?

1. full time (kokopäivätyö)
2. part time (osa-aikatyö)

Q8. The size of the company where your work

1. 1-9 employees
2. 10-49 employees
3. 50-99 employees
4. 100-249 employees
5. Over 250 employees

Q9. Location of your workplace (town and country)

Q10. What is your occupational title?

Q11. Describe your main duties?

.....

.....

.....

.....

Q12. How much language skills do you need in your work?

	Not at all			Very much	
	1	2	3	4	5
1. Finnish	1	2	3	4	5
2. English	1	2	3	4	5
3. Swedish	1	2	3	4	5
4. Russian	1	2	3	4	5
5. German	1	2	3	4	5
6. French	1	2	3	4	5
7. Chinese	1	2	3	4	5
8. Other, what?	1	2	3	4	5

Q13. What is your company language?

1. Finnish
2. English
3. Other, what?

Q14. What is your current income level (Euros/month)?

1. less than 1,500
2. 1,500-1,999
3. 2,000-2,499
4. 2,500-2,999
5. Over 3,000

Q15. Which year did you start your studies at KyAMK**Q16. Where did you study?**

1. Kouvola
2. Kotka

Q17. What is the year of your graduation?**Q18. Sex**

1. Female
2. Male

Q19. Age**Q20. Nationality**

1. Finnish
2. Russian
3. Chinese
4. Other _____

Thank you for your answers!

APPENDIX 3/1

All answers to Question 3. What kind of skills/studies would you include more to International Business studies? as they were written by the respondents.

- Simulation of order process. ie. Receipt of forecast, Followed by sales order, then placement of purchase order, followed by order confirmation to customer. Simulation could also include price discrepancy discussions, Change of lead time etc
- ERP SAP (seems to be used in most of the international company)
- More practical business case studying
- Cultural studies, which would provide important skills in handling e.g. International customer relations. Based on the same reasoning, it would be important to understand different business practices conducted in different parts of the world.
- Presentation skills, more theoretical knowledge
- Courses on accounting and finance (can be among optional studies for those who would like to get more profound knowledge in this field)
- More concentration on business activities. At the time I was studying, it seemed that we were studying "international" rather than "business". Also when thinking now afterwards it would had been great if we had some kind of company visit and / or guest lectures from companies.
- You can never have too much of practice... can it be possible that someday you could somehow study the Bachelors Degree as an apprenticeship contract or some part of it. Thus would be a good opportunity for some people who already have a permanent job, but still want to educate themselves more. The qualification of the company should be carefully checked & that the field of business is closely related to the business studies etc.
- IT skills are important including basic office but also some knowledge of ERP-programs.
- More co-operation with working life (different companies)
- More case studies and a close contact to real international organizations
- Language, Presentation-skills/training
- More practical cases e.g. lecturers from different kinds of companies.

APPENDIX 3/2

- For example finance studies, more practical cases in every studies.
- Basic skills & studies in logical and financial issues such as exact paperwork related to Inco terms or international payments and transport.
- I studied International Marketing and at the time we really did not have possibility to include visual designing (Indesign, Dreamweaver, Photoshop etc) and I had to find that knowledge from elsewhere. I need those skills on daily basis as communications/ marketing consultant within Nokia. In all, more in depth information. Higher "profile" not just assistants!
- Import, networking, ethics
- More cooperation with companies
- More feedback, Presentation skills, Communication skills, Cultural awareness
- More working experiences
- Write up professional text, Finance & Accounting, Language

APPENDIX 4/1

All answers to Question 4. Mention qualifications to which employers seems to pay special attention when hiring a person? as they were written by the respondents.

- Personality of applicants. Applicant needs to come across as a professional and enthusiastic person. Proven ability to multitask and set priorities can also be value
- Ability to work independently and communication skills
- Professional attitude towards work, Positive minded, Team player, Good English skills have been great plus in my case.
- Confident to one's own skills is the bottom line! This should also been stressed more already in school. You are as good as you think you are.
- Previous employers and working tasks, Innovativeness, The ability to work independently, Being able to get along with others, To be able to adjust to new situations
- Self-confidence & Can-Do attitude. Ability to learn new things + willingness. Success in studies. Practice during studies.
- Team work skills, personal strengths, IT skills, attitude towards working in general.
- It seems that the Bachelors Degree has become more valued and famous. So it has been a benefit to have this level of degree. Sometimes it is not a benefit to have university level degree and no work experience. Employers value more the practical skills, because at the end, the work in practice educates / teaches you the best.
- Requirements vary a lot depending on the position and tasks. Sometimes one might be the most "qualified" but not suitable for the team or the job. It is important just to be what you are, express yourself clearly, ask a few questions. International experience (exchange semester or work practice) is a plus when applying to international companies / tasks
- Work experience from different fields, language skills
- Experiences, especially work experience that is versatile, whether it is received from cases at school or other means is less important. And good IT-skills, including web page editing and an understanding of business software.

- Ability to operate in international business. Etc. Language skills
- Long term plans (commitment to the company). What do you want to achieve in the position they are applying (innovativeness, initiativeness). Flexibility, and the ability to do routine work
- Skills like: languages(other than English), teamwork, flexibility, stress handling, multicultural activities.
- Language skills and versatility. Experience!
- Motivation, independent working, problem solving, enthusiasm and good attitude towards challenges.
- You need to be well presented and out going. Not too shy or quiet.
- Good character = Open, Innovative, [Good presentation/selling skills]. Working experiences. Must be humble and keen to learn and be flexible
- I never worked for anyone. Communication skills, teamwork skills and innovative ideas
- Educational background, Previous working history
- Communication skills, Behaviour, How to present yourself, Outcome
- Communication skills, adequate IT skills, Previous experience in working life, Adaptability and flexibility, Workers personality
- Language skills, Personality, Motivation

All answers to Question 10. What is your occupational title? as they were written by the respondents.

- Blank: 3 considered as not working
- Key account manager
- Global process development manager
- Secretary
- Account manager
- Assistant
- Financial assistant
- Assistant
- Financial manager controller (Talouspäällikkö)
- Export assistant
- Buyer
- Car rental agent (among other things)
- Mobility coordinator
- Marketing assistant
- Accountant
- Entrepreneur
- Communications and marketing consultant specialist
- Managing director
- Forwarding agent
- Customer service person for international customers
- Assistant
- Project assistant
- Office manager executive assistant

APPENDIX 6/1

All answers to Question 11. Describe your main duties? as they were written by the respondents.

- Management of customer and supplier relationships, Price negotiations, Development of supply chain solutions for customer, Reporting on sales trend and dynamics
- Develop internal process related to ERP customer order management in demand fulfillment area restructure that global processes are aligned, analyse and implement new business requirements.
- To take care about house construction's administrative tasks (Ltd's founding, administration during phase of construction, co-operation with future resident etc.)
- Account management of IT company's products.
- Updating databases, creating/designing special forms for constructor offers, compiling and creating application forms for different jobs.
- Assistance in different financial projects (liquidity project), consolidation of financial data from all company's subsidiaries
- Finance, HR, marketing, everyday tasks in the office, travel arrangements, meeting & event arrangements.
- Calculation of sales, invoicing, taking care of account payable, etc. all the daily tasks that there are for a limited company's economy
- Customer correspondence, orders, booking transportation, customs procedures, export documentation, invoicing, short term sales planning.
- Purchasing raw materials like copper and aluminium
- Customer service, billing, handling invoices, various office work.
- Marketing (internal/external), developing.
- I take care of the company's marketing activities and also work as an export secretary.
- Taking care of many types of companies as their accountant and payrolls. I'm working in an accounting office.
- I am an entrepreneur without help in a small shop for interior decoration and gifts. Therefore I do everything else but the accounting.
- Forwarding documentation

APPENDIX 6/2

- I create marketing & communication plans & execute those, creation of presentation materials & websites, international project management, stakeholder analysis, negotiations, graphics designing & visualization. Marketing materials
- Order handling, Customer service in all forms, Invoicing
- Invoicing, Ordering, Co-operation with logistic and production department, Assisting/interpretation in supplier meeting/personnel meetings etc.
- Cooperate with project managers & engineers on project related practical arrangements. Handling company international visitors. Acting as an interpreter for Chinese speaking customers during factory training in aviation field
- Accounting, Translation, Assistant to CEO & Chairman

APPENDIX 7/1

IB2010 curriculum 1/4			1st year (2010 - 2011)	2nd year (2011 - 2012)	3rd year (2012 - 2013)	4th year (2013 - 2014)
	Study code	Credit value				
BASIC STUDIES	PER	60	48	12	0	0
Orientation to Business	K30050110	12				
Professional Growth 1A+2A	YYYY00410	2	2			
Innovative Working	300500210	2	2			
Business Administration	300500310	3	3			
Developing Intercultural Competence	300500410	2	2			
Finnish 1	888800110	3	3			
Customer Oriented Business	K30050210	12				
Customer Oriented Business	300500510	2	2			
Customer Oriented Marketing	300500610	4	4			
Data Processing	300500710	3	3			
Business English 1	888834210	3	3			
Business Processes	K30050310	12				
Tools of Marketing and Selling	300500810	3	3			
Logistics Activities	300500910	3	3			
Office Tools	300501010	3	3			
Finnish 2	888800210	3	3			
Finance and Business Plan	K30050410	12				
Financial Management	300501110	3	3			
Business Mathematics	300501210	2	2			
Academic Writing	888834410	2	2			
Finnish 3	888800310	3	3			
Business Plan 1 Project	300501310	2	2			
Managing Profitable Business	K30050510	12				
Professional Growth 2B	YYYY00510	1		1		
Financing Profitability	300501510	2		2		
Logistics and Marketing Profitability	300501610	3		3		
Enterprise Resource Planning ERP	300501710	4		4		
Business Plan 2 Project	300501810	2		2		

APPENDIX 7/2

IB2010 curriculum 2/4			1st year (2010 - 2011)	2nd year (2011 - 2012)	3rd year (2012 - 2013)	4th year (2013 - 2014)
	Study code	Credit value				
PROFESSIONAL STUDIES	AMM	42		30	12	
Competitiveness in Global Economy	K30050610	18				
Business Operations in Global Environment	300501910	5		5		
Global Entrepreneurship and Innovation	300502010	2		2		
Financial Mathematics	300502110	2		2		
Macroeconomics	300502210	3		3		
Business Law	300502310	3		3		
Business English 2	888834310	3		3		
Methodological Studies	K30050710	12				
Research Work	300502410	3		3		
Quantitative Research Methods	300502510	3		3		
Project Management	300502610	2		2		
Research Project	300502710	4		4		
Human Resources Management and Labour Relations	K30050910	12				
International Human Resources Management	300503110	3			3	
Leadership	300503210	3			3	
Labour Law	300503310	2			2	
Human Resource Project	300503410	2			2	
Finnish 4	888800410	2			2	
SPECIALIZATION STUDIES	SUUAMM	48		12	36	
Specialisation in International Marketing	V30050110	48				
Marketing Research and Planning	K30050810	12				
Marketing Intelligence	300502810	4		4		
Strategic Marketing Planning	300502910	4		4		
Marketing Plan Project	300503010	4		4		
Innovation and CRM	K30051010	12				
New Product Development	300503510	4			4	
Customer Relationship Management	300503610	4			4	
Product/Service Development Project	300503710	4			4	

APPENDIX 7/3

IB2010 curriculum 3/4			1st year (2010 - 2011)	2nd year (2011 - 2012)	3rd year (2012 - 2013)	4th year (2013 - 2014)
	Study code	Credit value				
International Marketing	K30051110	12				
International Marketing	300503810	4			4	
Business Simulation Game	300503910	2			2	
Finnish 5	888800510	3			3	
Export Marketing Plan Project	300504010	3			3	
Brand Management and Communication	K30051210	12				
Brand Building and Communication	300504110	4			4	
Focus on Finland	888834510	3			3	
Promotion Project	300504210	5			5	
Specialisation in International Trade	V30050210	48				
International Business Operations	K30051310	12				
International Business Strategies	300504310	3		3		
International Marketing Logistics	300504410	3		3		
International Marketing	300503810	4		4		
Internationalization Plan Project	300504510	2		2		
Global Ethical Sourcing	K30051410	12				
Global Sourcing Strategies	300504610	3			3	
EU Studies	300504710	3			3	
Asia Pacific as a Trading Area	300504810	3			3	
Russia as a Trading Area	300504910	3			3	
International Business Negotiations	300505010	3			3	
International Trade Law	300505110	3			3	
Managing International Operations	K30051510	12				
International Trade Practices	300505210	3			3	
Business Contacts	888833810	3			3	
International Financing	300505310	3			3	
Finnish 5	888800510	3			3	

APPENDIX 7/4

IB2010 curriculum 4/4			1st year (2010 - 2011)	2nd year (2011 - 2012)	3rd year (2012 - 2013)	4th year (2013 - 2014)
	Study code	Credit value				
E-Business Strategies	K30051610	12				
E-Commerce	300505410	3			3	
Consumer Law	300505510	2			2	
Focus on Finland	888834510	3			3	
Business Simulation Game	300503910	2			2	
E-Business Project	300505610	2			2	
Language Studies for Finnish Speaking Students	V30050310	20				
Compulsory Language Studies	K30051710	8				
Communication Skills	888810110	3	3			
Working Swedish 1	888820310	2			2	
Working Swedish 2, Business Management	888820810	3			3	
Optional Language Studies for Finnish students	K30051810	12				
FREE-CHOICE ELECTIVES	VAP	15				15
PRACTICAL TRAINING	HAR	30	12	6	12	0
Basic Training	H30050110	12	12			
Specialisation Training	H30050210	6		6		
Specialisation Training 2	H30050310	12			12	
BACHELOR'S THESIS	OPI	15	0	0	0	15
Bachelor's Thesis	O39910110	15				15
Extents per year in total		60	60	60	30	
Total extent of degree programme		210				

APPENDIX 8 (contains 27 pages)

Q1. How would you rate the following studies concerning the need for them in your work and in working life in general?

GENERAL BUSINESS

Table 14. Business Administration in your work

	Frequency	Percent
little	3	12.0
to some extent	8	32.0
quite much	5	20.0
very much	9	36.0
Total	25	100.0

Average 3.80

Table 15. Business Administration in general

	Frequency	Percent
to some extent	3	12.0
quite much	15	60.0
very much	7	28.0
Total	25	100.0

Average 4.16

Table 16. E-Commerce in your work

	Frequency	Percent
not at all	5	20.0
little	3	12.0
to some extent	7	28.0
quite much	6	24.0
very much	4	16.0
Total	25	100.0

Average 3.04

Table 17. E-commerce in general

	Frequency	Percent
little	3	12.0
to some extent	9	36.0
quite much	9	36.0
very much	4	16.0
Total	25	100.0

Average 3.56

Table 18. Enterprise Resource Planning in your work

	Frequency	Percent
not at all	1	4.2
little	7	29.2
to some extent	10	41.7

quite much	2	8.3
very much	4	16.7
Total	24	100.0

Average 3.04

Table 19. Enterprise Resource Planning in general

	Frequency	Percent
to some extent	9	37.5
quite much	11	45.8
very much	4	16.7
Total	24	100.0

Average 3.79

Table 20. Leadership in your work

	Frequency	Percent
not at all	5	20.0
little	4	16.0
to some extent	8	32.0
quite much	5	20.0
very much	3	12.0
Total	25	100.0

Average 2.88

Table 21. Leadership in general

	Frequency	Percent
little	1	4.0
to some extent	7	28.0
quite much	11	44.0
very much	6	24.0
Total	25	100.0

Average 3.88

Table 22. International Human Resources Management in your work

	Frequency	Percent
not at all	2	8.0
little	7	28.0
to some extent	8	32.0
quite much	4	16.0
very much	4	16.0
Total	25	100.0

Average 3.04

Table 23. International Human Resources Management in general

	Frequency	Percent
little	1	4.0
to some extent	7	28.0
quite much	11	44.0
very much	6	24.0
Total	25	100.0

Average 3.68

Table 24. Economics in your work

	Frequency	Percent
not at all	3	12.0
little	5	20.0
to some extent	7	28.0
quite much	4	16.0
very much	6	24.0
Total	25	100.0

Average 3.20

Table 25. Economics in general

	Frequency	Percent
little	4	16.0
to some extent	7	28.0
quite much	9	36.0
very much	5	20.0
Total	25	100.0

Average 3.60

BUSINESS PROCESS/Marketing

Table 26. Fundamentals of Marketing in your work

	Frequency	Percent
not at all	2	8.0
little	1	4.0
to some extent	8	32.0
quite much	6	24.0
very much	8	32.0
Total	25	100.0

Average 3.68

Table 27. Fundamentals of Marketing in general

	Frequency	Percent
little	1	4.0
to some extent	8	32.0
quite much	9	36.0
very much	7	28.0
Total	25	100.0

Average 3.88

Table 28. Marketing Intelligence in your work

	Frequency	Percent
not at all	1	4.0
little	7	28.0
to some extent	7	28.0
quite much	4	16.0
very much	6	24.0
Total	25	100.0

Average 3.28

Table 29. Marketing Intelligence in general

	Frequency	Percent
to some extent	12	48.0
quite much	7	28.0
very much	6	24.0
Total	25	100.0

Average 3.76

Table 30. Strategic Marketing Planning in your work

	Frequency	Percent
not at all	4	16.0
little	6	24.0
to some extent	4	16.0
quite much	7	28.0
very much	4	16.0
Total	25	100.0

Average 3.04

Table 31. Strategic Marketing Planning in general

	Frequency	Percent
to some extent	10	41.7
quite much	9	37.5
very much	5	20.8
Total	24	100.0

Average 3.79

Table 32. Marketing Profitability in your work

	Frequency	Percent
not at all	7	28.0
little	4	16.0
to some extent	4	16.0
quite much	5	20.0
very much	5	20.0
Total	25	100.0

Average 2.88

Table 33. Marketing Profitability in general

	Frequency	Percent
to some extent	11	45.8
quite much	8	33.3
very much	5	20.8
Total	24	100.0

Average 3.75

Table 34. Customer Relationship Management (CRM) in your work

	Frequency	Percent
not at all	1	4.0
little	2	8.0
to some extent	3	12.0

quite much	7	28.0
very much	12	48.0
Total	25	100.0

Average 4.08

Table 35. Customer Relationship Management (CRM) in general

	Frequency	Percent
to some extent	4	16.0
quite much	13	52.0
very much	8	32.0
Total	25	100.0

Average 4.16

Table 36. New Product Development in your work

	Frequency	Percent
not at all	7	28.0
little	5	20.0
to some extent	3	12.0
quite much	5	20.0
very much	5	20.0
Total	25	100.0

Average 2.84

Table 37. New Product Development in general

	Frequency	Percent
little	2	8.0
to some extent	13	52.0
quite much	6	24.0
very much	4	16.0
Total	25	100.0

Average 3.48

Table 38. Brand Building and Communication in your work

	Frequency	Percent
not at all	3	12.0
little	3	12.0
to some extent	5	20.0
quite much	6	24.0
very much	8	32.0
Total	25	100.0

Average 3.52

Table 39. Brand Building and Communication in general

	Frequency	Percent
little	1	4.0
to some extent	11	44.0
quite much	8	32.0
very much	5	20.0
Total	25	100.0

Average 3.68

BUSINESS PROCESS/Logistic

Table 40. Logistics Activities in your work

	Frequency	Percent
not at all	3	12.0
little	2	8.0
to some extent	9	36.0
quite much	3	12.0
very much	8	32.0
Total	25	100.0

Average 3.44

Table 41. Logistics Activities in general

	Frequency	Percent
to some extent	6	25.0
quite much	11	45.8
very much	7	29.2
Total	24	100.0

Average 4.04

Table 42. Logistics Profitability in your work

	Frequency	Percent
not at all	4	16.7
little	3	12.5
to some extent	8	33.3
quite much	1	4.2
very much	8	33.3
Total	24	100.0

Average 3.25

Table 43. Logistics Profitability in general

	Frequency	Percent
to some extent	7	28.0
quite much	11	44.0
very much	7	28.0
Total	25	100.0

Average 4.00

BUSINESS PROCESS/Finance

Table 44. Financing in your work

	Frequency	Percent
not at all	4	16.0
little	9	36.0
to some extent	4	16.0
quite much	3	12.0
very much	5	20.0
Total	25	100.0

Average 2.84

Table 45. Financing in general

	Frequency	Percent
little	1	4.0
to some extent	13	52.0
quite much	4	16.0
very much	7	28.0
Total	25	100.0

Average 3.68

Table 46. Financial Management in your work

	Frequency	Percent
not at all	5	20.0
little	5	20.0
to some extent	5	20.0
quite much	5	20.0
very much	5	20.0
Total	25	100.0

Average 3.00

Table 47. Financial Management in general

	Frequency	Percent
little	3	12.0
to some extent	11	44.0
quite much	3	12.0
very much	8	32.0
Total	25	100.0

Average 3.64

Table 48. International Financing in your work

	Frequency	Percent
not at all	7	28.0
little	5	20.0
to some extent	5	20.0
quite much	5	20.0
very much	3	12.0
Total	25	100.0

Average 2.68

Table 49. International Financing in general

	Frequency	Percent
little	6	24.0
to some extent	10	40.0
quite much	5	20.0
very much	4	16.0
Total	25	100.0

Average 3.28

Table 50. Business Mathematics in your work

	Frequency	Percent
not at all	2	8.0
little	8	32.0
to some extent	6	24.0
quite much	5	20.0
very much	4	16.0
Total	25	100.0

Average 3.04

Table 51. Business Mathematics in general

	Frequency	Percent
little	2	8.0
to some extent	8	32.0
quite much	9	36.0
very much	6	24.0
Total	25	100.0

Average 3.76

Table 52. Financial Mathematics in your work

	Frequency	Percent
not at all	1	4.0
little	9	36.0
to some extent	9	36.0
quite much	2	8.0
very much	4	16.0
Total	25	100.0

Average 2.96

Table 53. Financial Mathematics in general

	Frequency	Percent
little	4	16.0
to some extent	11	44.0
quite much	3	12.0
very much	7	28.0
Total	25	100.0

Average 3.52

METHODOLOGICAL STUDIES

Table 54. Research Work in your work

	Frequency	Percent
not at all	3	12.0
little	7	28.0
to some extent	9	36.0
quite much	5	20.0
very much	1	4.0
Total	25	100.0

Average 2.76

Table 55. Research Work in general

	Frequency	Percent
little	4	16.0
to some extent	9	36.0
quite much	9	36.0
very much	3	12.0
Total	25	100.0

Average 3.44

Table 56. Quantitative Research Methods (SPSS) in your work

	Frequency	Percent
not at all	8	32.0
little	7	28.0
to some extent	9	36.0
very much	1	4.0
Total	25	100.0

Average 2.16

Table 57. Quantitative Research Methods (SPSS) in general

	Frequency	Percent
not at all	1	4.2
little	8	33.3
to some extent	7	29.2
quite much	5	20.8
very much	3	12.5
Total	24	100.0

Average 3.04

IT SKILLS

Table 58. Data Processing (MS Words) in your work

	Frequency	Percent
little	1	4.0
to some extent	1	4.0
very much	23	92.0
Total	25	100.0

Average 4.80

Table 59. Data Processing (MS Words) in general

	Frequency	Percent
quite much	6	24.0
very much	19	76.0
Total	25	100.0

Average 4.76

Table 60. Office Tools (MS Excel, PowerPoint) in your work

	Frequency	Percent
little	1	4.0
quite much	3	12.0

very much	21	84.0
Total	25	100.0

Average 4.76

Table 61. Office Tools (MS Excel, PowerPoint) in general

	Frequency	Percent
quite much	6	24.0
very much	19	76.0
Total	25	100.0

Average 4.76

Table 62. MC Software Application (MS Freehand, In-design) in your work

	Frequency	Percent
not at all	9	36.0
little	3	12.0
to some extent	5	20.0
quite much	3	12.0
very much	5	20.0
Total	25	100.0

Average 2.68

Table 63. MC Software Application (MS Freehand, In-design) in general

	Frequency	Percent
little	8	32.0
to some extent	9	36.0
quite much	5	20.0
very much	3	12.0
Total	25	100.0

Average 3.12

LAW

Table 64. Business Law in your work

	Frequency	Percent
not at all	3	12.0
little	4	16.0
to some extent	7	28.0
quite much	6	24.0
very much	5	20.0
Total	25	100.0

Average 3.24

Table 65. Business Law in general

	Frequency	Percent
little	3	12.0
to some extent	11	44.0
quite much	5	20.0
very much	6	24.0
Total	25	100.0

Average 3.56

Table 66. Labour Law in your work

	Frequency	Percent
not at all	3	12.0
little	6	24.0
to some extent	5	20.0
quite much	6	24.0
very much	5	20.0
Total	25	100.0

Average 3.16

Table 67. Labour Law in general

	Frequency	Percent
little	3	12.0
to some extent	9	36.0
quite much	5	20.0
very much	8	32.0
Total	25	100.0

Average 3.72

Table 68. International Trade Law in your work

	Frequency	Percent
not at all	7	28.0
little	2	8.0
to some extent	5	20.0
quite much	6	24.0
very much	5	20.0
Total	25	100.0

Average 3.00

Table 69. International Trade Law in general

	Frequency	Percent
not at all	1	4.0
little	4	16.0
to some extent	10	40.0
quite much	4	16.0
very much	6	24.0
Total	25	100.0

Average 3.40

Table 70. Consumer Law in your work

	Frequency	Percent
not at all	6	24.0
little	4	16.0
to some extent	7	28.0
quite much	5	20.0
very much	3	12.0
Total	25	100.0

Average 2.80

Table 71. Consumer Law in general

	Frequency	Percent
little	5	20.0
to some extent	7	28.0
quite much	8	32.0
very much	5	20.0
Total	25	100.0

Average 3.52

INTERNATIONAL BUSINESS ENVIRONMENT

Table 72. Business Operations in Global environment in your work

	Frequency	Percent
not at all	3	12.0
little	6	24.0
to some extent	3	12.0
quite much	6	24.0
very much	7	28.0
Total	25	100.0

Average 3.32

Table 73. Business Operations in Global environment in general

	Frequency	Percent
little	3	12.0
to some extent	14	56.0
quite much	2	8.0
very much	6	24.0
Total	25	100.0

Average 3.44

Table 74. EU as a Trading Area in your work

	Frequency	Percent
not at all	6	24.0
little	5	20.0
to some extent	6	24.0
quite much	3	12.0
very much	5	20.0
Total	25	100.0

Average 2.84

Table 75. EU as a Trading Area in general

	Frequency	Percent
little	2	8.0
to some extent	13	52.0
quite much	5	20.0
very much	5	20.0
Total	25	100.0

Average 3.52

Table 76. Asia Pacific as a Trading Area in your work

	Frequency	Percent
not at all	14	56.0
little	3	12.0
quite much	1	4.0
very much	7	28.0
Total	25	100.0

Average 2.36

Table 77. Asia Pacific as a Trading Area in general

	Frequency	Percent
little	4	16.0
to some extent	12	48.0
quite much	3	12.0
very much	6	24.0
Total	25	100.0

Average 3.44

Table 78. Russia as a Trading Area in your work

	Frequency	Percent
not at all	9	36.0
little	6	24.0
to some extent	2	8.0
quite much	4	16.0
very much	4	16.0
Total	25	100.0

Average 2.52

Table 79. Russia as a Trading Area in general

	Frequency	Percent
not at all	1	4.0
little	1	4.0
to some extent	15	60.0
quite much	4	16.0
very much	4	16.0
Total	25	100.0

Average 3.36

STUDIES RELATED TO DIFFERENT CULTURES

Table 80. Developing Intercultural Competence in your work

	Frequency	Percent
not at all	3	12.0
to some extent	8	32.0
quite much	8	32.0
very much	6	24.0
Total	25	100.0

Average 3.56

Table 81. Developing Intercultural Competence in general

	Frequency	Percent
little	2	8.0
to some extent	8	32.0
quite much	10	40.0
very much	5	20.0
Total	25	100.0

Average 3.72

Table 82. Focus on Finland in your work

	Frequency	Percent
not at all	4	16.0
little	9	36.0
to some extent	7	28.0
quite much	2	8.0
very much	3	12.0
Total	25	100.0

Average 2.64

Table 83. Focus on Finland in general

	Frequency	Percent
not at all	2	8.0
little	5	20.0
to some extent	9	36.0
quite much	5	20.0
very much	4	16.0
Total	25	100.0

Average 3.16

INTERNATIONAL OPERATION

Table 84. International Business Strategies in your work

	Frequency	Percent
not at all	2	8.0
little	7	28.0
to some extent	7	28.0
quite much	5	20.0
very much	4	16.0
Total	25	100.0

Average 3.08

Table 85. International Business Strategies in general

	Frequency	Percent
little	2	8.0
to some extent	10	40.0
quite much	8	32.0
very much	5	20.0
Total	25	100.0

Average 3.64

Table 86. Global Sourcing Strategies in your work

	Frequency	Percent
not at all	7	28.0
little	5	20.0
to some extent	7	28.0
quite much	2	8.0
very much	4	16.0
Total	25	100.0

Average 2.64

Table 87. Global Sourcing Strategies in general

	Frequency	Percent
little	3	12.0
to some extent	13	52.0
quite much	3	12.0
very much	6	24.0
Total	25	100.0

Average 3.48

Table 88. International Trade Practice in your work

	Frequency	Percent
not at all	3	12.0
little	4	16.0
to some extent	6	24.0
quite much	5	20.0
very much	7	28.0
Total	25	100.0

Average 3.36

Table 89. International Trade Practice in general

	Frequency	Percent
little	3	12.0
to some extent	6	24.0
quite much	9	36.0
very much	7	28.0
Total	25	100.0

Average 3.80

Table 90. International Marketing in your work

	Frequency	Percent
not at all	2	8.0
little	9	36.0
to some extent	2	8.0
quite much	8	32.0
very much	4	16.0
Total	25	100.0

Average 3.12

Table 91. International Marketing in general

	Frequency	Percent
little	2	8.0
to some extent	10	40.0
quite much	7	28.0
very much	6	24.0
Total	25	100.0

Average 3.68

Table 92. International Marketing Logistics in your work

	Frequency	Percent
not at all	4	16.7
little	7	29.2
to some extent	5	20.8
quite much	7	29.2
very much	1	4.2
Total	24	100.0

Average 2.75

Table 93. International Marketing Logistics in general

	Frequency	Percent
little	4	16.0
to some extent	13	52.0
quite much	3	12.0
very much	5	20.0
Total	25	100.0

Average 3.36

Table 94. International Finance and Capital Market in your work

	Frequency	Percent
not at all	8	32.0
little	6	24.0
to some extent	7	28.0
quite much	3	12.0
very much	1	4.0
Total	25	100.0

Average 2.32

Table 95. International Finance and Capital Market in general

	Frequency	Percent
little	8	32,0
to some extent	7	28,0
quite much	5	20,0
very much	5	20,0
Total	25	100,0

Average 3.28

Table 96. Global Entrepreneurship and Innovation in your work

	Frequency	Percent
not at all	8	32.0
little	8	32.0
to some extent	7	28.0
quite much	1	4.0
very much	1	4.0
Total	25	100.0

Average 2.16

Table 97. Global Entrepreneurship and Innovation in general

	Frequency	Percent
little	6	24.0
to some extent	9	36.0
quite much	7	28.0
very much	3	12.0
Total	25	100.0

Average 3.28

Q2. In the following there are listed some general skills and competencies. From your own point of view, to what extent did the International Business degree offer you possibilities to develop these skills and how much is needed in working life?

(1= not at all; 2=little; 3=to some extent; 4=quite much; 5=very much)

Table 98. Information acquisition Skills Working life IB Programme

	Frequency	Percent
little	4	16.0
to some extent	2	8.0
quite much	12	48.0
very much	7	28.0
Total	25	100.0

Average 3.88

Table 99. Information acquisition Skills Working life working life

	Frequency	Percent
to some extent	3	12.0
quite much	6	24.0
very much	16	64.0
Total	25	100.0

Average 4.52

Table 100. Communication Skills IB Programme

	Frequency	Percent
little	3	12.0
to some extent	4	16.0
quite much	8	32.0
very much	10	40.0
Total	25	100.0

Average 4.00

Table 101. Communication Skills working life

	Frequency	Percent
quite much	6	24.0
very much	19	76.0
Total	25	100.0

Average 4.76

Table 102. Presentation Skills IB Programme

	Frequency	Percent
not at all	1	4.0
to some extent	5	20.0
quite much	9	36.0
very much	10	40.0
Total	25	100.0

Average 4.08

Table 103. Presentation Skills working life

	Frequency	Percent
little	1	4.0
to some extent	3	12.0
quite much	11	44.0
very much	10	40.0
Total	25	100.0

Average 4.20

Table 104. Writing Professional Text IB Programme

	Frequency	Percent
to some extent	7	28.0
quite much	11	44.0
very much	7	28.0
Total	25	100.0

Average 4.00

Table 105. Writing Professional Text working life

	Frequency	Percent
little	1	4.0
to some extent	5	20.0
quite much	9	36.0
very much	10	40.0
Total	25	100.0

Average 4.12

Table 106. Team work Skills IB Programme

	Frequency	Percent
to some extent	6	24.0
quite much	11	44.0
very much	8	32.0
Total	25	100.0

Average 4.08

Table 107. Team work Skills working life

	Frequency	Percent
quite much	5	20.0
very much	20	80.0
Total	25	100.0

Average 4.80

Table 108. Multicultural team work skills IB Programme

	Frequency	Percent
little	1	4.0
to some extent	6	24.0
quite much	9	36.0
very much	9	36.0
Total	25	100.0

Average 4.04

Table 109. Multicultural team work skills working life

	Frequency	Percent
little	1	4.0
to some extent	3	12.0
quite much	4	16.0
very much	17	68.0
Total	25	100.0

Average 4.48

Table 110. Managerial and organization skills IB Programme

	Frequency	Percent
little	4	16.0
to some extent	12	48.0
quite much	7	28.0
very much	2	8.0
Total	25	100.0

Average 3.28

Table 111. Managerial and organization skills working life

	Frequency	Percent
little	1	4.0
to some extent	9	36.0
quite much	7	28.0
very much	8	32.0
Total	25	100.0

Average 3.88

Table 112. Ability to work independently IB Programme

	Frequency	Percent
to some extent	8	32.0
quite much	9	36.0
very much	8	32.0
Total	25	100.0

Average 4.00

Table 113. Ability to work independently working life

	Frequency	Percent
to some extent	2	8.0
quite much	4	16.0
very much	19	76.0
Total	25	100.0

Average 4.68

Table 114. Proficiency to work on international tasks IB Programme

	Frequency	Percent
little	3	12.0
to some extent	6	24.0
quite much	12	48.0
very much	4	16.0
Total	25	100.0

Average 3.68

Table 115. Proficiency to work on international tasks working life

	Frequency	Percent
little	1	4.0
to some extent	4	16.0
quite much	7	28.0
very much	13	52.0
Total	25	100.0

Average 4.28

Table 116. Readiness for entrepreneurship IB Programme

	Frequency	Percent
not at all	1	4.0
little	10	40.0
to some extent	12	48.0
quite much	1	4.0
very much	1	4.0
Total	25	100.0

Average 2.64

Table 117. Readiness for entrepreneurship working life

	Frequency	Percent
little	8	32.0
to some extent	7	28.0
quite much	4	16.0
very much	6	24.0
Total	25	100.0

Average 3.32

Table 118. Theoretical Knowledge from own branch IB Programme

	Frequency	Percent
little	6	24.0
to some extent	10	40.0
quite much	6	24.0

very much	3	12.0
Total	25	100.0

Average 3.24

Table 119. Theoretical Knowledge from own branch working life

	Frequency	Percent
little	4	16.0
to some extent	6	24.0
quite much	11	44.0
very much	4	16.0
Total	25	100.0

Average 3.60

Table 120. R&D competencies IB Programme

	Frequency	Percent
not at all	3	12.0
little	8	32.0
to some extent	8	32.0
quite much	6	24.0
Total	25	100.0

Average 2.68

Table 121. R&D competencies working life

	Frequency	Percent
not at all	1	4.0
little	7	28.0
to some extent	9	36.0
quite much	7	28.0
very much	1	4.0
Total	25	100.0

Average 3.00

Table 122. Competencies related to theoretical thinking IB Programme

	Frequency	Percent
little	5	20.0
to some extent	8	32.0
quite much	10	40.0
very much	2	8.0
Total	25	100.0

Average 3.36

Table 123. Competencies related to theoretical thinking working life

	Frequency	Percent
little	5	20.0
to some extent	11	44.0
quite much	7	28.0
very much	2	8.0
Total	25	100.0

Average 3.24

Table 124. Problem solving skills IB Programme

	Frequency	Percent
little	2	8.0
to some extent	12	48.0
quite much	6	24.0
very much	5	20.0
Total	25	100.0

Average 3.56

Table 125. Problem solving skills working life

	Frequency	Percent
to some extent	2	8.0
quite much	10	40.0
very much	13	52.0
Total	25	100.0

Average 4.44

Table 126. Innovativeness IB Programme

	Frequency	Percent
little	5	20.0
to some extent	13	52.0
quite much	6	24.0
very much	1	4.0
Total	25	100.0

Average 3.12

Table 127. Innovativeness working life

	Frequency	Percent
to some extent	6	24.0
quite much	10	40.0
very much	9	36.0
Total	25	100.0

Average 4.12

Table 128. Competencies to operate in International labour markets and understanding different cultures IB Programme

	Frequency	Percent
little	3	12.5
to some extent	8	33.3
quite much	8	33.3
very much	5	20.8
Total	24	100.0

Average 3.63

Table 129. Competencies to operate in International labour markets and understanding different cultures working life

	Frequency	Percent
to some extent	7	28.0
quite much	6	24.0
very much	12	48.0
Total	25	100.0

Average 4.20

Background information of respondents

Table 130. Working status for graduates

	Frequency	Percent
I work for somebody else	18	72.0
I am a sole entrepreneur	2	8.0
I am an unemployed	2	8.0
I am on parent leave	2	8.0
Other. what?	1	4.0
Total	25	100.0

Table 131. Types of employment

	Frequency	Percent
permanent	18	81,8
temporary	4	18.2
Total	22	100.0

Table 132. Types of work

	Frequency	Percent
full time	21	95.5
part time	1	4.5
Total	22	100.0

Table 133. Size of the company

	Frequency	Percent
1-9	2	9.1
10-49	3	13.6
50-99	2	9.1
100-249	2	9.1
over 250	13	59.1
Total	22	100.0

Table 134. Location of the company

	Frequency	Percent
Barcelona Spain	1	4.5
Espoo Finland	3	13.6
Hamina Finland	1	4.5
Helsinki Finland	6	27.3
Kotka Finland	3	13.6
Kouvola Finland	4	18.2
Kuopio Finland	1	4.5
Vaasa Finland	1	4.5
Vantaa Finland	2	9.1
Total	22	100.0

Table 135. Graduates' job occupation titles

	Frequency	Percent
Account Manager	1	4.5
Accountant	1	4.5
Assistant	3	13.6
Buyer	1	4.5
Car rental Agent	1	4.5
Communications & Marketing/Consultant	1	4.5
Customer Service Person for International	1	4.5
Entrepreneur	1	4.5
Export Assistant	1	4.5
Financial Assistant	1	4.5
Financial Manager	1	4.5
Forwarding Agent	1	4.5
Global Process Development Manager	1	4.5
Key Account Manager	1	4.5
Managing Director	1	4.5
Marketing Assistant	1	4.5
Mobility Coordinator	1	4.5
Office Manager/Executive Assistant	1	4.5
Project Assistant	1	4.5
Secretary	1	4.5
Total	22	100.0

Q12. How much language skills do you need in your work?

(1= not at all; 2; 3; 4; 5=very much)

Table 136. Usage of Finnish

	Frequency	Percent
3	1	4.5
4	2	9.1
very much	19	86.4
Total	22	100.0

Average 4.82

Table 137. Usage of English

	Frequency	Percent
not at all	1	4.5
2	2	9.1
3	1	4.5
4	3	13.6
very much	15	68.2
Total	22	100.0

Average 4.32

Table 138. Usage of Swedish

	Frequency	Percent
not at all	9	40.9
2	9	40.9

3	3	13.6
4	1	4.5
Total	22	100.0

Average 1.82

Table 139. Usage of Russian

	Frequency	Percent
not at all	13	59.1
2	5	22.7
4	4	18.2
Total	22	100.0

Average 1.77

Table 140. Usage of German

	Frequency	Percent
not at all	12	54.5
2	3	13.6
3	3	13.6
4	3	13.6
very much	1	4.5
Total	22	100.0

Average 2.00

Table 141. Usage of French

	Frequency	Percent
not at all	16	72.7
2	4	18.2
3	1	4.5
4	1	4.5
Total	22	100.0

Average 1.41

Table 142. Usage of Chinese

	Frequency	Percent
not at all	17	77.3
2	1	4.5
3	1	4.5
4	1	4.5
very much	2	9.1
Total	22	100.0

Average 1.64

Table 143. Usage of other languages (Italian 1 out of 22 and Spanish 2 out of 22)

	Frequency	Percent
not at all	19	86.4
3	2	9.1
very much	1	4.5
Total	22	100.0

Average 1.36

Table 144. Company languages

	Frequency	Percent
Finnish	14	63.6
English	7	31.8
both Finnish and English	1	4.5
Total	22	100.0

Table 145. Income level

	Frequency	Percent
less than 1,500	1	4,8
1,500-1,999	2	9.5
2,000-2,499	12	57.1
2,500-2,999	3	14.3
over 3,000	3	14.3
Total	21	100.0

Table 146. Starting year of studies at KyUAS

	Frequency	Percent
1996	1	4.0
1997	5	20.0
1998	6	24.0
1999	4	16.0
2000	4	16.0
2003	2	8.0
2004	3	12.0
Total	25	100.0

Table 147. Location of the campus

	Frequency	Percent
Kouvola	14	56.0
Kotka	10	40.0
both	1	4.0
Total	25	100.0

Table 148. Graduation year

	Frequency	Percent
1999	1	4.2
2000	2	8.3
2001	3	12.5
2002	2	8.3
2003	6	25.0
2004	3	12.5
2005	3	12.5
2006	1	4.2
2007	2	8.3
2008	1	4.2
Total	24	100.0

Table 149. Gender

	Frequency	Percent
Female	21	84.0
Male	4	16.0

Table 150. Age

	Frequency	Percent
23	1	4.2
24	1	4.2
26	2	8.3
27	1	4.2
28	2	8.3
29	1	4.2
30	3	12.5
31	2	8.3
32	2	8.3
33	1	4.2
34	2	8.3
37	1	4.2
38	1	4.2
39	1	4.2
41	1	4.2
42	1	4.2
49	1	4.2
Total	24	100.0

Average 32.25

Table 151. Nationality

	Frequency	Percent
Finnish	20	80.0
Russian	1	4.0
Other	4	16.0
Total	25	100.0

Table 152. Details of Other nationalities

	Frequency	Percent
Finnish citizen Chinese	1	25.0
German	1	25.0
UK	1	25.0
	1	25.0
Total	4	100.0