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## **VOYAGE PROJECT**

### **“Monitoring enterprises skills needs”**

**WP.5.1.**

***Drafted by the University of Padova***

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# Voyage Project

## "Opportunities for the Young and Graduates Employability in Vietnam"

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### 1. Introduction

The major activity of WP 5 consists in organizing monitoring activities with the firms for collecting best practices for traineeships' promotion and for assessing firms needs in terms of skills.

In the framework of the Project, University of Padua made available its best practices regarding the monitoring of the enterprises skills needs to the Vietnamese Universities.

The most important best practice in this regard is represented by the Observatory of the Local Labour Market.

University of Padua established several years ago the Observatory of the Local Labour Market® and its headquarter is located in the Career Service of the University of Padua.

The Observatory of the Local Labour Market is the service through which the University systematically collects and analyses information about labour supply and demand, with a focus on the professional needs in the technical and managerial area of various productive sectors in the Veneto Region.

The Observatory of the Local Labour Market®, has the following objectives:

1. monitoring the emerging economic sectors, providing a brief national overview and an in-depth description at the local level;
2. understanding and describing the structure of companies and their organization;
3. describing the internal processes in companies especially in terms of present and past mobility of human resources;
4. listing all professional roles required in each economic sector in order to describe them in detail, in terms of activities to carry out and possession of specific technical skills, soft skills, attitude and personal availability;

5. identifying - with the support of entrepreneurs - any training gaps linked to each professional role previously tagged, collecting opinions and suggestions to improve the training path offered by university to provide better skills and competences to start a professional career in each specific economic sector studied and, therefore, activate a constructive dialogue between professors and companies representatives.

Thanks to the research activities of the Observatory of the Local Labour Market, periodical publications of notebooks (published by Cleup) of the PHAROS series are realized (Pursuing Home-Market Accessibility and Raise of Occupational Standing) and conferences are organized to present the results of research and give the opportunity to compare entrepreneurs and professors opinions through round table discussions.

The Observatory of the Local Labour Market is a tool that can be used to build a collaborative relationship with companies and to start a dialogue with them about topics of mutual interest such as the employability of graduates to bridge the gap between the needs of companies and the knowledge/skills of graduates.

Furthermore, developing the activities related to the Observatory as a research about the needs of the job market could make companies more available to collaborate with University.

As part of this project, it was therefore decided to start the monitoring activities of WP5 using a questionnaire addressed to companies, which could be useful for the following focus group, through an analysis of the answers given. Through this analysis we could have an overview about the opinions and degree of collaboration between companies and universities, and the needs of the labour market in Vietnam.

The questionnaire and the research methodology used also represent a best practice for the Vietnamese universities to develop in the future their own Observatory of the Local Labour Market.

## 2. The Survey

Data was collected using a CAWI survey (Computer Assisted Web Interviewing). Through CAWI data can be collected from an online questionnaire filled by users who can access it from a remote location through a link. Implementation and management of the online questionnaire is possible using an open-source software called LimeSurvey.

The access link to the questionnaire was sent by e-mail from HIZA-Ces to the contacts of its database, which numbers more than 500 companies, located within the industrial park of Hanoi.

The questionnaire (see attachment A) was created by the Career Service of the University of Padua, based on its expertise in this field, and has been revised and, therefore, validated by project partners in order to ensure compliance with the reality of industrial and professional development of Vietnam.

The questionnaire consists of six sections:

1. Information about the person who fills in the questionnaire;
2. The company;
3. Skills;
4. Recruitment;
5. Internship;
6. Collaboration universities – companies.

The first section is focused on the characteristics of respondent, such as position in the company and educational background.

The second section is focused on the characteristics of the company such as the sector in which it operates, exports orientation, the number of employees, the percentage of graduates and the areas in which they work.

The most important section is the third one which is focused on the skills. Soft skills and some technical skills (such as information technology and communication in a foreign language) were included in the questionnaire because they are the only ones to be transversal and relevant for all economic sectors since the questionnaire is addressed to companies from all sectors and not from identified sectors (otherwise it would have been possible to identify hard skills).

The skills included in the questionnaire are:

- Information technology;
- Communicate in a second language;
- Public speaking;

- Report writing;
- Communication skill;
- Self-management and work organization;
- Flexibility and adaptability;
- Team-working;
- Problem solving;
- Be innovative and creative;
- Enthusiasm and passion.

The skills reported above were grouped in the main 6 areas which could be found in a company:

- Administration/Management;
- Human resources;
- Production, quality control, technical design;
- Sales, marketing, brand and customer relationship management, communication;
- Information systems;
- Arts, graphic design, advertisement, writing, media, photography, fashion.

Therefore, for each area (in which the companies are organized and in which at least one graduate works) and for each skill, it is required to indicate, using an evaluation scale from 1 to 4 (1 = not at all and 4 = very much), their importance and how much they are actually owned by graduates who work in the company. This section is crucial to investigate how important skills are, depending on the different areas, and how they are mastered by graduated workers who work in different fields. This approach is useful to find out which are the most requested skills according to the area.

The fourth section is about recruitment. In particular, the aim was to investigate: the latest and the forecasts of graduates recruitment; which are the most requested fields of studies; which are the most used channels and tools for recruitment and the difficulties experienced.

The fifth section is about internships. In particular, the aim was to investigate the opinions about the experiences of traineeships, features they should have, benefits that should lead to a company, problems faced and actions that could be put in place to promote this kind of experience.

Finally, the sixth section is about university-enterprise cooperation. In particular, it investigates relationships with universities, the kind of collaboration already in place and how companies could collaborate with universities to increase the employability of graduates.



The questionnaire (translated both in English and in Vietnamese) was available from July to September 2017 and after the first invitation to participate, various reminders were sent. The questionnaire was filled by 18 companies (even if not all of them have filled the whole questionnaire). The limited number of responding companies is the reason why we should interpret data reported below with extreme caution.

## 2.1 Companies

The companies who answered the survey are mostly medium-big size companies (Table 1), many of them have different branches both in Vietnam and abroad (Table 2), working in the manufacturing field (Table 3) or in the service industry, accommodation and food services activities, and agriculture, forestry, and fishing.

The respondents are mainly exporting companies (Table 4), being able to export a consistent part of their goods/services and in which more than an half of the employees are graduates (Table 5).

**Table 1.** *Percentage distribution of the companies by size (classes of employees).*

<b>Class of employees</b>	<b>%</b>
1-49	33,3
50-249	33,3
250-999	33,3
<b>Total</b>	<b>100,0</b>
<i>Number of respondents</i>	<i>18</i>

**Table 2.** *Percentage distribution of the companies by location.*

<b>Location</b>	<b>%</b>
A central office/location and one or more branches in Vietnam	38,9
A central office/location and one or more branches in Vietnam and abroad	27,8
A single location in Vietnam.	33,3
<b>Totale</b>	<b>100,0</b>
<i>Number of respondents</i>	<i>18</i>

**Table 3.** *Percentage distribution of the companies by sector.*

<b>Sector</b>	<b>%</b>
Manufacturing Industry	44,4
Service Industry	27,8
Other	27,8
<b>Total</b>	<b>100,0</b>
<i>Number of respondents</i>	<i>18</i>

*Other: Accommodation and food services activities / Agriculture, forestry, and fishing*

**Table 4.** *Percentage distribution of the companies by percentage of exported goods or services.*

<b>Percentage of exported goods or services</b>	<b>%</b>
0%	35,3
1-20%	17,6
21-40%	5,9
41-60%	11,8
81-100%	29,4
<b>Total</b>	<b>100,0</b>
<i>Number of respondents</i>	<i>17</i>

**Table 5.** *Percentage distribution of the companies by percentage of graduated employees.*

<b>Percentage of graduates</b>	<b>%</b>
0%	0,0
1-50%	27,8
51-100%	72,2
<b>Total</b>	<b>100,0</b>
<i>Number of respondents</i>	<i>18</i>

## 2.2 Skills

In the following paragraphs we will describe for each work activity the most required skills and to which extent the graduates possess them.

We considered a skill “sufficiently possessed” when the ratio between the possession and the importance is more than 90%, while if the ratio is less than 90% the skill is critical.

### 2.2.1 Administration/Management

All the submitted skills (except for “Be innovative and creative”) are fairly/very much important in the “Administration/Management” activities (Table 6). In particular, the most important skills in order of importance are: “Communication skill” (3,56), “Self-management and work organisation” (3,44), “Problem solving” (3,44) and “Enthusiasm and passion” (3,44).

**Table 6.** Means of the scores assigned to the importance and to the extent of graduates’ possession of the skills and possession indicator (ratio between possession and importance) for “Administration/Management” activities.

Skills	Importance (Mean)	Possession (Mean)	Possession/ Importance
Communication skill	3,56	3,28	92,2%
Self-management and work organisation	3,44	3,17	91,9%
Problem solving	3,44	3,17	91,9%
Enthusiasm and passion	3,44	3,22	93,5%
Teport writing	3,28	3,11	94,9%
Flexibility and adaptability	3,22	3,00	93,1%
Team-working	3,22	3,28	101,7%
Communicate in a second language	3,11	2,89	92,9%
Information technology	3,06	2,89	94,5%
Public speaking	3,06	2,94	96,4%
Be innovative and creative	2,78	2,61	94,0%
<i>Number of respondents</i>	<i>18</i>		

The most important skills are also the most possessed by the graduates working in these activities (respectively 3,28 / 3,17 / 3,17 e 3,22) even if at a lower but still acceptable level (percentage ratio between possession and importance always below 100%, but between 91,9% and 93,5%).

Only “Team-working” skill, even if it’s not one of the most important skills, seems to be possessed by the graduates more than it is required for employees working in these activities (Percentage ratio between possession and importance: 101,7%).

### 2.2.2 Human resources

All the submitted skills, except “Information technology” and “Communicate in a second language”, are fairly/very much important for employees working in “Human resources” activities (Table 7). In particular, the more important skills in order of importance are “Communication skill” (3,69), “Problem solving” (3,69), “Self-management and work organisation” (3,62), and “Flexibility and adaptability” (3,54).

**Table 7.** Means of the scores assigned to the importance and to the extent of graduates’ possession of the skills and possession indicator (ratio between possession and importance) for “ Human resources ” activities.

Skills	Importance (Mean)	Possession (Mean)	Possession/ Importance
Communication skill	3,69	3,33	90,3%
Problem solving	3,69	3,08	83,3%
Self-management and work organisation	3,62	3,42	94,5%
Flexibility and adaptability	3,54	3,31	93,5%
Team-working	3,46	3,23	93,3%
Enthusiasm and passion	3,46	3,08	88,9%
Public speaking	3,31	3,15	95,3%
Report writing	3,08	2,83	92,1%
Be innovative and creative	3,00	2,69	89,7%
Information technology	2,92	2,85	97,4%
Communicate in a second language	2,85	2,62	91,9%
<i>Number of respondents</i>	<i>13</i>		

The most important skills are also the most possessed by the graduates working in these activities (respectively 3,33 / 3,08 / 3,42 e 3,31) even if at a lower level (percentage ratio between possession and importance always lower than 100%). In particular, the mostly possessed skills compared to their importance (those possesses at an acceptable level in comparison to their importance) are, in order, “Self-management and work organisation”

(94,5%), “Flexibility and adaptability” (93,5%) and “Communication skill” (90,3%), while “Problem solving” seems to be critical (83,3%).

### 2.2.3 Production, quality control, technical design

All the submitted skills, except for “Report writing”, “Communicate in a second language” and “Public speaking” are fairly/very much important for the employees working in “Production, quality control, technical design” activities (Table 8). In particular, the more important skills in order of importance are “Enthusiasm and passion” (3,80), “Team-working” (3,70), “Problem solving” (3,70) and “Information technology” (3,60).

**Table 8.** Means of the scores assigned to the importance and to the extent of graduates’ possession of the skills and possession indicator (ratio between possession and importance) for "Production, quality control, technical design" activities.

Skills	Importance (Mean)	Possession (Mean)	Possession/ Importance
Enthusiasm and passion	3,80	3,60	94,7%
Team-working	3,70	3,40	91,9%
Problem solving	3,70	3,50	94,6%
Information technology	3,60	3,50	97,2%
Self-management and work organisation	3,40	3,10	91,2%
Flexibility and adaptability	3,40	3,10	91,2%
Be innovative and creative	3,10	3,00	96,8%
Communication skill	3,00	3,00	100,0%
Report writing	2,90	2,90	100,0%
Communicate in a second language	2,80	2,80	100,0%
Public speaking	2,30	2,30	100,0%
<i>Number of respondents</i>	<i>10</i>		

The most important skills are also the most possessed by the graduates working in these activities (respectively 3,60 / 3,40 / 3,50 and 3,50) even if at a lower but still acceptable level (percentage ratio between possession and importance always below 100%, but between 91,9% and 97,2%). The least important skills instead are also the

less possessed by the graduates even if with an equivalent ratio depending on their importance (percentage ratio between possession and importance always equal to 100%).

#### 2.2.4 Sales, marketing, brand and customer relationship management, communication

All the submitted skills are fairly/very much important for employees working in “Sales, marketing, brand and customer relationship management, communication” activities (Table 9). In particular, the more important skills in order of importance are “Communication skill” (3,92), “Problem solving” (3,75) and with equal position we find also “Communicate in a second language”, “Public speaking”, “Flexibility and adaptability”, “Be innovative and creative” and “Enthusiasm and passion” (3,67) and in the last position “Self-management and work organisation” (3,58).

**Table 9.** Means of the scores assigned to the importance and to the extent of graduates’ possession of the skills and possession indicator (ratio between possession and importance) for "Sales, marketing, brand and customer relationship management, communication" activities.

Skills	Importance (Mean)	Possession (Mean)	Possession/ Importance
Communication skill	3,92	3,67	93,6%
Problem solving	3,75	3,42	91,1%
Communicate in a second language	3,67	3,25	88,6%
Public speaking	3,67	3,42	93,2%
Flexibility and adaptability	3,67	3,25	88,6%
Be innovative and creative	3,67	3,50	95,5%
Enthusiasm and passion	3,67	3,50	95,5%
Self-management and work organisation	3,58	3,17	88,4%
Team-working	3,33	3,17	95,0%
Report writing	3,17	3,00	94,7%
Information technology	3,08	3,08	100,0%
<i>Number of respondents</i>	<i>12</i>		

The most important skills are also the most possessed by the graduates working in these activities (respectively 3,67 / 3,42 / 3,25 / 3,42 / 3,25 / 3,50 / 3,50 and 3,17) even if at a lower level according their importance (percentage ratio between possession and importance always below 100%).

In particular, the most possessed skills compared to their importance (those possessed at an acceptable level in comparison to their importance) are, in order, “Be innovative and creative” (95,5%), “Enthusiasm and passion” (95,5%), “Communication skill” (93,6%), “Public speaking” (93,2%) and “Problem solving” (91,1%), while at the same time “Communicate in a second language” (88,6%), “Flexibility and adaptability” (88,6%) and “Self-management and work organisation” (88,4%) seem to be critical.

### 2.2.5 Information systems

All the submitted skills, except for “Communication skill”, “Report writing” and “Public speaking” are fairly/very much important for the employees working in “Information systems” activities (Table 10). In particular, the most important skills in order of importance are “Information technology” (4,00), “Problem solving” (3,78) and “Self-management and work organisation” (3,56).

**Table 10.** Means of the scores assigned to the importance and to the extent of graduates’ possession of the skills and possession indicator (ratio between possession and importance) for “ Information systems” activities.

Skills	Importance (Mean)	Possession (Mean)	Possession/ Importance
Information technology	4,00	3,44	86,1%
Problem solving	3,78	3,22	85,3%
Self-management and work organisation	3,56	3,00	84,4%
Team-working	3,33	3,00	90,0%
Be innovative and creative	3,33	2,78	83,3%
Enthusiasm and passion	3,33	2,78	83,3%
Flexibility and adaptability	3,22	2,78	86,2%
Communicate in a second language	3,11	2,78	89,3%
Communication skill	2,89	2,56	88,5%
Report writing	2,78	2,56	92,0%
Public speaking	2,56	2,33	91,3%
<i>Number of respondents</i>	9		

The most important skills are also the most possessed by the graduates working in these activities (respectively 3,44 / 3,22 and 3,00) even if at a lower level according to their importance (percentage ratio between possession and importance always below 100% but between 84,4% and 86,1%).

## 2.2.6 Arts, graphic design, advertisement, writing, media, photography, fashion

All the submitted skills are fairly/very much important for the employees working in “Arts, graphic design, advertisement, writing, media, photography, fashion” activities (Table 11). In particular, the most important skills in order of importance are “Be innovative and creative” (4,00), “Information technology” (3,88) and “Enthusiasm and passion” (3,88).

**Table 11.** Means of the scores assigned to the importance and to the extent of graduates’ possession of the skills and possession indicator (ratio between possession and importance) for “Arts, graphic design, advertisement, writing, media, photography, fashion” activities.

Skills	Importance (Mean)	Possession (Mean)	Possession/ Importance
Be innovative and creative	4,00	3,25	81,3%
Information technology	3,88	3,00	77,4%
Enthusiasm and passion	3,88	3,25	83,9%
Communication skill	3,38	2,75	81,5%
Self-management and work organisation	3,38	2,75	81,5%
Flexibility and adaptability	3,25	2,63	80,8%
Team-working	3,25	2,63	80,8%
Communicate in a second language	3,13	2,63	84,0%
Report writing	3,13	2,75	88,0%
Public speaking	3,00	2,63	87,5%
Problem solving	3,00	2,63	87,5%
<i>Number of respondents</i>	8		

The most important skills are also the most possessed by the graduates working in these activities (respectively 3,25 / 3,00 and 3,25) even if in a warning level according to their importance (percentage ratio between possession and importance always below 100% but between 77,4% and 83,9%). In particular a low level is observed for skills



about “Information technology” which are crucial for these activities but fairly possessed (3,00) and not very mastered by graduates (percentage ratio between possession and importance is 77,4%).

In conclusion a resume table is reported below (Table 12) to show the most important skills in each area of activities. The skills less possessed by graduates are coloured in red.

**Tabella 12.** *The most important skills but less possessed by graduates grouped by area of activities (coloured in red)*

Skills	A/M	HR	P	S	IS	A
Information technology			X		X	X
Communicate in a second language				X		
Public speaking				X		
Report writing						
Communication skill	X	X		X		
Self-management and work organisation	X	X			X	
Flexibility and adaptability		X		X		
Team-working			X			
Problem solving	X	X	X	X	X	
Be innovative and creative				X		X
Enthusiasm and passion	X		X	X		X

*A/M = Administration/Management.*

*HR = Human resources.*

*P = Production, quality control, technical design.*

*S = Sales, marketing, brand and customer relationship management, communication.*

*IS = Information systems.*

*A = Arts, graphic design, advertisement, writing, media, photography, fashion.*

As illustrated so far, graduates working in “Administration/Management” and “Production, quality control, technical design” areas have an acceptable level of skills, while a reasonable shortage of skills is observed for graduates working in "Human resource" and "Sales, marketing, brand and customer relationship management, communication" areas, and at the same time a high shortages is observed for graduates working in "Information systems" and "Arts, graphic design, advertisement, writing, media, photography, fashion".

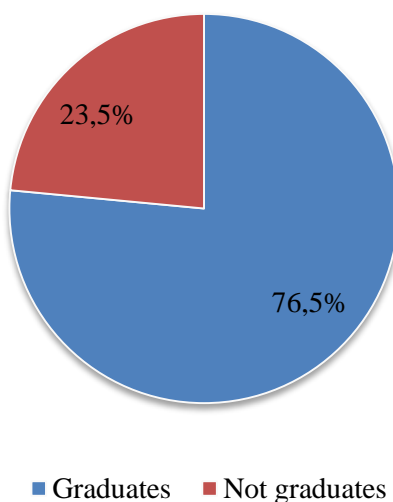
Overall, the most requested skills are in order "Problem solving" and "enthusiasm and passion", "information technology", "communication skill" and "self-management and work organization", "flexibility and adaptability", "be innovative and creative ", "communicate in a second language", "team-working" and "public speaking".

The skills less possessed, despite of their importance are the technical ones ("information technology" and "communicate in a second language"), while there are not shortages as far as regards skills related to communication and relationships ("Communication skill", "public speaking" and "team-working"). The remaining skills ("Self-management and work organization", "Flexibility and adaptability", "Problem solving", "Be innovative and creative" and "Enthusiasm and passion") show light shortages, as previously illustrated, mainly for graduates working in "Information systems" and "Arts, graphic design, advertisement, writing, media, photography, fashion".

## 2.3 Recruitment

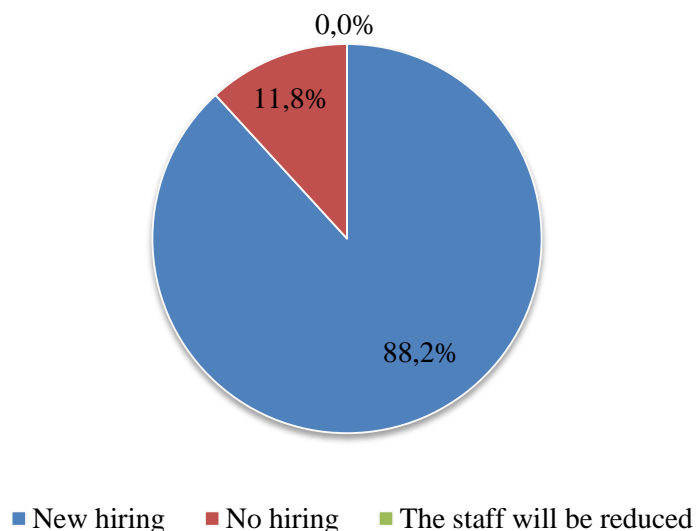
Companies involved in the survey, need staff holding a higher education qualification, since more than 3 companies out of 4 (76.5%) hired graduates in the last four years (Graphic 1).

**Graphic 1.** *Percentage of companies that hired graduates in the last four years (therefore from 2014 to today). (Number of respondents: 17)*

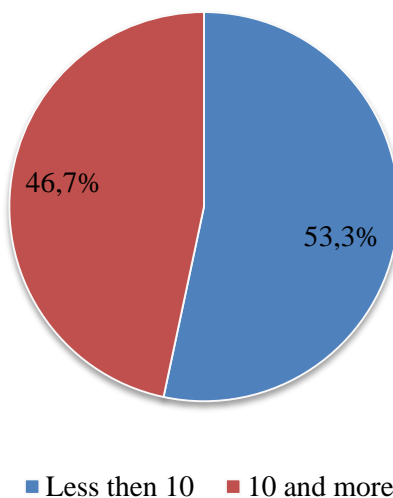


Future prospects are absolutely positive, since 9 companies out of 10 (88.2%) expect new hirings (graduates and non-graduates) in the next twelve months (Graphic 2), 53.3% of the companies expect to hire less than 10 people, while 46.7% of the companies expect to hire ten people or more (Graphic 3) with an average of about 27 new hires per company.

**Graphic 2.** *Percentage of companies that expect to hire in the next twelve months (even just for turnover). (Number of respondents: 17)*



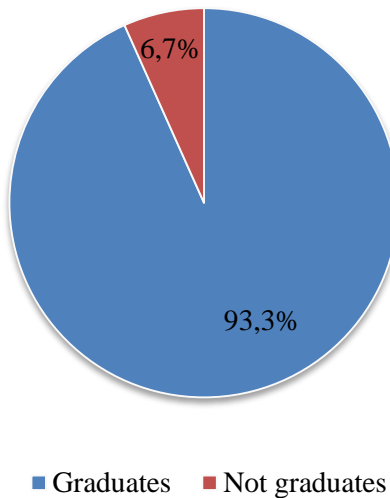
**Graphic 3.** *Percentage distribution of the companies expecting to hire in the next twelve months by number of expected hirings. (Number of respondents: 15)*



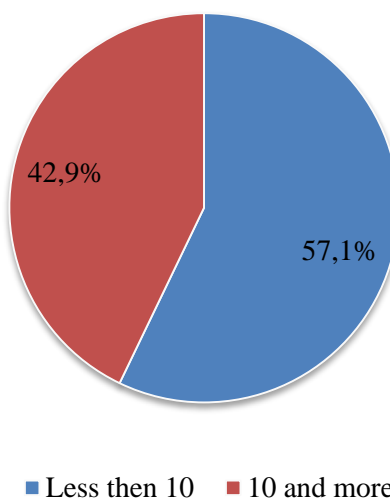
In addition, 93.3% of companies expecting to hire, intend to hire graduates (Graphic 4), 57.1% of the before mentioned companies expect to hire less than ten graduates while 42.9% expect to hire ten or more graduates

(Graphic 5) with an average of about 22 recruitments of graduates per company. Overall, three out of four hirings will cover graduates.

**Graphic 4.** *Percentage of companies expecting to hire graduates in the next twelve months (even just for turnover). (Number of respondents: 15)*



**Graphic 5.** *Percentage distribution of the companies expecting to hire graduates in the next twelve months by number of expected hirings. (Number of respondents: 14)*



In particular, companies expecting the highest number of hirings, both of graduates and not, are medium/large companies operating in the service sector, such as the Accomodation and food and the Agriculture, forestry, and fishing sector. Before mentioned companies have offices outside Vietnam and, surprisingly, do not export.

However results should be carefully interpreted because (in addition to the limited number of respondents) in the current survey participated three companies not belonging to manufacturing sector and two out of three are non-exporting companies. These companies reported they expect a very higher number of hirings (both graduates and not graduates) than the remaining companies, thus determining a remarkable increase in the number of hirings foreseen by the companies included in the same categories (companies not belonging to the manufacturing sector and not exporting).

Most of the companies that intend to hire graduates, will employ the newly hired in "Sales, Marketing, Brand and Customer Relationship Management", "Production, Quality Control, Technical Design", "Human Resources" and "Administration / Management" sectors (Table 13), while the most requested study fields are in order, Engineering, Languages and Economics - Statistics, followed by Architecture, Psychologists, Chemestrians and gradually remaining fields (Table 14).

**Table 13.** *Percentage of the companies expecting to hire graduates in the next twelve months by sectors of employment (multiple choice).*

Activity	%
Administration /Management	42,9
Human resources	50,0
Production, quality control, technical design	50,0
Sales, marketing, brand and customer relationship management, communication	64,3
Information systems	14,3
Arts, graphic design, advertisement, writing, media, photography, fashion	21,4

*Number of respondents*

*14*

**Table 14.** *Percentage of the companies expecting to hire graduates in the next twelve months by requested study field (multiple choice).*

<b>Area of study</b>	<b>%</b>
Engineering	50,0
Languages	50,0
Economics- statistics	42,9
Architecture	21,4
Other	21,4
Psychology	14,3
Chemistry	14,3
Geology, biology	7,1
Literature	7,1
Science	7,1
Agriculture	7,1
Law	7,1
Political-Social Science	7,1
Education	7,1
Physical education	7,1

*Number of respondents*

*14*

The most used recruitment tools are, in order, Job offers on media/social network (61.5%), Job offers on the company website (46.2%) and By word of mouth from friends and acquaintances (30.8%) (Table 15). Only a small percentage of companies are supported by selection agencies (15.4%) or Universities (7.7%).

**Table 15.** *Percentage of the companies by use of recruitment tools (multiple choice).*

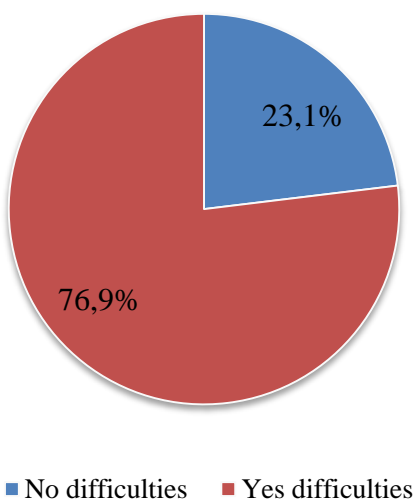
<b>Research channel</b>	<b>%</b>
Job offers on media/social network	61,5
Job offers on the company website	46,2
By word of mouth from friends and acquaintances	30,8
Through recruitment agencies	15,4
Direct contact with Universities	7,7
Other	7,7

*Number of respondents*

*13*

Collected information shows an overall positive balance even if 3 out of 4 companies (76,9%) declared to have experienced some difficulties in recruiting graduates (Graphic 6) mainly because Graduates are not well trained (Table 16).

**Graphic 6.** Percentage of the companies that experienced difficulties in recruiting graduates and finding the right candidate. (Number of respondents: 13)



**Table 16.** Percentage of the companies by experienced difficulties in recruiting graduates and finding the right candidate (multiple choice).

Difficulty	%
Graduates are not well trained (poor soft skills)	70,0
It is difficult to find applications/CVs of graduates	30,0
We have inadequate knowledge about the professional figures/profiles trained by the Universities	20,0
Other	20,0
Lack of cooperation with the Universities	10,0

Number of respondents

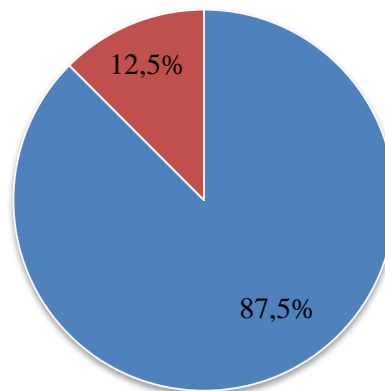
10

The reason of the lack of competences of graduates can be certainly found in the previous chapter which analysed the most required skills and the respective possession by graduates. For further analysis please refer to results of the Focus Group with companies conducted in Vietnam.

## 2.4 Internship

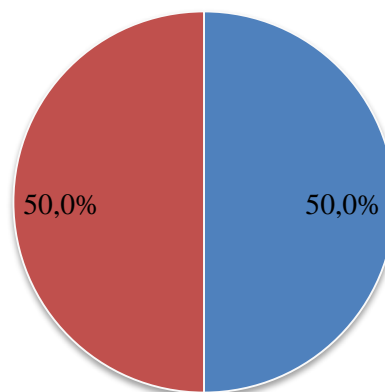
Almost 9 out of 10 companies (87.5%) accepted university students or graduates as interns (Graphic 7), half of them hosted less than 10 interns in the last two years and the remaining half ten or more (Graphic 8) with an average of about 28 interns per company.

**Graphic 7.** *Percentage of the companies that hosted university students or graduate as interns. (Number of respondents: 16)*



■ Yes interns/trainees ■ No interns/trainees

**Graphic 8.** *Percentage distribution of the companies that hosted university students or graduates as interns by number of interns in the last two years. (Number of respondents: 14)*



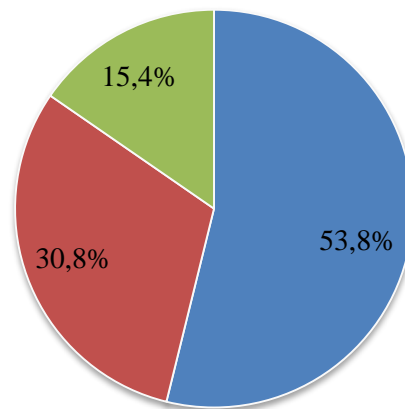
■ Less than 10 ■ 10 and more



In particular, the companies who in the last two years hosted more interns are the bigger ones, mainly working in the fields of Accommodation and food services activities and Agriculture, forestry, and fishing and in the end having more branches abroad. Also in this case the results are to be interpreted cautiously because (besides the limited number of respondents) three companies, not working in the manufacturing or services fields, answered the survey and declared to have hosted in the last two years a number of interns much higher than the number declared by all the other companies, thus causing an important increase of the number of interns hosted by the companies in that field (not in manufacturing and services).

More than half of the companies who hosted university students or graduates for an internship (53,8%) learned about of this opportunity by words of mouth (Through friends, internal sources or other companies that hosted interns and through the intern), almost one out of three (30,8%) Through Universities (Placement offices/career services, professors...) and one out of seven (15,4%) Through public recruitment centres or other public organizations (Graphic 9).

**Graphic 9.** *Percentage distribution of the companies who hosted university students or graduates by the source of information they learned about this possibility. (Number of respondents: 13)*

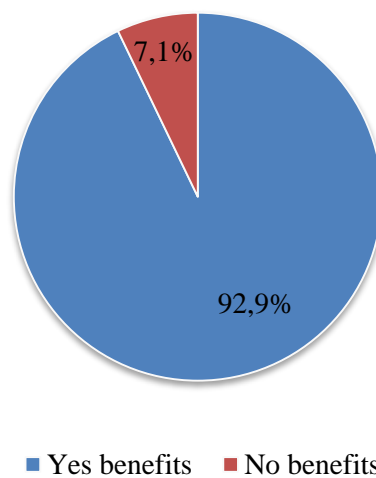


- Through friends or other companies that hosted interns/Through the intern/Internal source
- Through Universities (Placement offices/career services, professors...)
- Through public recruitment centres or other public organizations

More than 9 companies out of 10 (92,9%) who hosted interns think this experience brings benefits (Graphic 10). In particular, the 2 benefits considered most important, pointed out by more than a half of the companies who

hosted interns are Support for graduates in order to find their professional path (61,5%) and Opportunity to assess a person for a future hiring / Direct knowledge of degree qualifications (53,8%). Almost one company out of four (23,1%) has pointed out the benefit Possibility to have some work done with no resources dedicated, thus solving problems related to the lack of human resources in the company and To develop projects/research in cooperation with the Universities / Realisation of projects that could not be done without the intern (Table 17).

**Graphic 10.** *Percentage of companies who think the internships bring benefits. (Number of respondents: 14)*



**Table 17.** *Percentage of companies by the internship benefits (multiple response).*

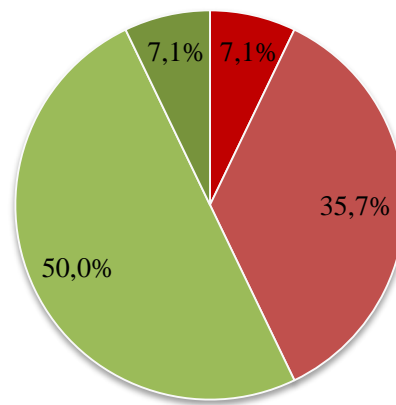
Benefit	%
Support for graduates in order to find their professional path.	61,5
Opportunity to assess a person for a future hiring / Direct knowledge of degree qualifications.	53,8
Possibility to have some work done with no resources dedicated, thus solving problems related to the lack of human resources in the company.	23,1
To develop projects/research in cooperation with the Universities / Realisation of projects that could not be done without the intern.	23,1
The opportunity to keep updated on methodological innovations, theoretical know-how or new points of view / Solution of specific operational problems.	15,4
Collaboration with qualified people (professors and interns).	0,0
Other	0,0

*Number of respondents*

*13*

As a whole, most of the companies are satisfied about hosting interns (50,0% quite satisfied and 7,1% very much satisfied), anyway on the contrary many companies are not satisfied (35,7% not enough satisfied and 7,1% not at all) (Graphic 11). The main reasons of the dissatisfaction are that Interns were not well trained and Personal problems of the intern (Table 18).

**Graphic 11.** *Percentage distribution of the companies by the internship experience satisfaction. (Number of respondents: 14)*



■ Not satisfied at all ■ Not enough ■ Quite satisfied ■ Very much

**Table 18.** *Percentage of companies by internship experience dissatisfaction reasons (multiple response).*

Reason	%
Interns were not well trained	50,0
Personal problems of the intern	33,3
Administrative, bureaucratic problems	16,7
Lacking in facilities and resources in the company	16,7
Other company issues not related with the internship	16,7
Absence of an office dealing with the internships at the University	16,7
Other	16,7
Organizational problems in the company	0,0
Relational problems	0,0

*Number of respondents*

6

In this context the companies who hosted university students or graduates for an internship think that the most important thing to do to support and to encourage the internships is to define cooperation agreements between companies and universities (78,6%) (Table 19). Other two important actions are to define a standard duration for the internships (42,9%) and to define learning agreements for the internships (35,7%). Less important are to have academic supervisors for the interns (28,6%), to have some university staff dedicated to support companies (21,4%) and to have some university staff dedicated to support interns (21,4%).

**Table 19.** *Percentage of companies by actions to be put in place to support and encourage internships (multiple response).*

Action	%
To define cooperation agreements between companies and universities	78,6
To define a standard duration for the internships	42,9
To define learning agreements for the internships	35,7
To have academic supervisors for the interns	28,6
To have some university staff dedicated to support companies	21,4
To have some university staff dedicated to support interns	21,4
To provide the interns with an insurance	0,0
To provide the intern with a grant/scholarship	0,0
Other	0,0

*Number of respondents*

*14*

In the end, the results show that the Vietnamese companies are fully aware of the possibility of hosting university students or graduates for an internship, as proof of that, almost all the companies hosted interns in the last two years. However most of the companies learned about this opportunity not through institutional channels, among which anyway universities have an important role (Placement offices/career services, professors...), but by word of mouth.

Vietnamese companies strongly believe that this experience brings benefits, mainly for students and graduates who can find their professional path, but also for the companies themselves, that can assess a person for a future hiring. Still few companies think of internships as an opportunity to develop projects/research in cooperation with the Universities or to keep updated on methodological innovations, theoretical know-how or new points of view, to realise projects that could not be done without the intern or to find out solution of specific operational problems.

To be noticed also that some companies see the internship as a possibility to have some work done with no resources dedicated, thus solving problems related to the lack of human resources in the company.

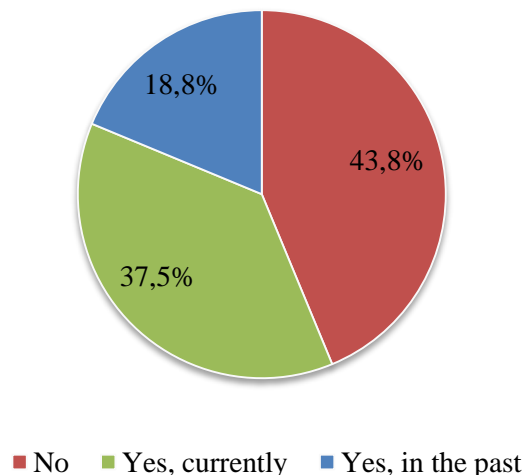
Some companies on the contrary were not satisfied with the internship experience because of the lack of the interns' training (as already mentioned in the previous chapter regarding the difficulties in recruiting graduates). Anyway this dissatisfaction often depends not only on the problems related to the interns' training but also on personal problems of the interns and on companies' problems (lacking in facilities and resources), on bureaucratic issues and on the absence of an office dealing with the internships at the University.

In this background, most of the companies who hosted university students or graduates for an internship think that the most important action to be put in place to support/encourage internships is to define cooperation agreements between companies and universities, but also to define a standard duration for the internship (that they consider to be 6 months) and to define a learning agreement for the internships.

## 2.5 Collaboration universities – companies

More than a half of the companies (56,3%) had contacts in some ways with the Universities (37,5% currently, 18,8% in the past) (Graphic 12). In particular all the companies had contacts with the Universities to recruit employees, while less than a half (44,4%) to look for interns. Few companies had contacts for the Technology transfer (11,1%).

**Graphic 12.** *Percentage distribution of the companies by contact with the universities. (Number of respondents: 16)*



**Table 20.** *Percentage of companies by reason for being in contact with one or more universities (multiple response).*

<b>Reason</b>	<b>%</b>
Staff recruitment	100,0
Organization of internships	44,4
Technology transfer	11,1
Other	0,0

*Number of respondents*

9

One company out of two thinks that the most important actions to be put in place in collaboration with the universities to increase graduates employability are to organize specific events (career day, job fairs, recruiting events, etc.) and to set up a career guidance info point (Table 21). More than two companies out of five (43,8%) think it would be necessary to set up a web platform for the internships and job offers and more than one out of three (37,5%) believe in the importance of internships promotion and setting up a database of CVs. Less companies (25,0%), think that it is necessary to develop dual learning programs and to make research/survey on the companies' professional needs.

**Table 21.** *Percentage of companies by activities to be put in place to collaborate with Universities (multiple choice)*

<b>Activity</b>	<b>%</b>
Event organization (career day, job fairs, recruiting events...)	50,0
Career guidance	50,0
Setting up a web platform for the internships and job offers	43,8
Internships promotion	37,5
Setting up a database of CVs	37,5
Dual learning programs	25,0
Research/survey on the companies' professional needs	25,0
Other	0,0

*Number of respondents*

16

### 3. The Focus Group

The project foresaw that “Focus group with companies representatives will be organized to allow local observatories to monitor enterprises’ skills needs and gaps/shortages of (generic/sectorial) skills demanded by firms. The monitoring activity, benefitting from local best practices, will impact graduates employability, also ensuring a guidance tool for university and education providers. Future skills requirement will also be identified. 20 Vietnamese firms at least will take part to the workshop.”

The focus group is a method of gathering information particularly used in qualitative research, which consists essentially of group discussion during which the participants, usually represented by HR experts, can freely express their opinions and at the same time listen to those expressed by the other participants.

Regarding the organization of the focus group with companies in Vietnam, the proposal was based on the results of a questionnaire administered to a sample of Vietnamese companies to understand what were the most interesting issues about graduates employability according to them.

Our focus group used a predominantly qualitative approach, involving 20 Vietnamese companies identified by the Vietnamese partners of the Voyage project.

The companies interviewed during the focus group were located in Vietnam and belonged to various business sectors (legal and consulting, financial services, property management, telephonic system, software and hardware, graphic design, telecommunication, motorcycle manufacture, packaging, ceramic manufacture, electronics, manufacturing industry, high advanced equipment and technology, mechatronics, steel industry). The involved industries were mostly large companies.

The focus group was held as follows:

- 1) Questions were grouped in two sets of questions for a total of 9 questions (see attachment B).
- 2) The discussion with Vietnamese companies was conducted by a moderator who puts the questions to the companies and recorded the responses and any linguistic interaction among the participants.
- 3) At the end of each group of questions the moderator provided a reading of what had emerged in terms of opinions and perceptions experienced by companies.
- 4) The moderator tried to stimulate in-depth clarifications and details regarding the answers given by the participants.

Through the focus group, the following content areas were investigated:

- Awareness of the importance of being involved in the education and training of their employees.
- Policies the universities should undertake in order to meet companies’ expectations.

- Internships from the viewpoint of companies.
- Skills needed for vacancies.

### **3.1 Involving companies in the curriculum design**

Section A.1 questions focused on the relationship between Universities and Enterprises in order to improve some paths of university education and fill the possible skills gaps. The companies were asked to pinpoint the preferred and the most effective methods among those suggested.

All the interviewed companies stated they were in good relations with the partner universities of the project.

Most of the companies were aware of the importance of being involved in the education of their future employees, both before and after graduation. This difficult task cannot be accomplished without a close partnership with universities, especially as regards training higher competencies.

Companies defined that the most effective ways for developing university-enterprise partnership could be:

- Bringing company's experts into universities, organising seminars or short courses or applied laboratory works, case studies and also collaboration to thesis supervision;
- Another way of collaborating with universities could be to train and use experienced companies' employees as mentors for interns;
- In order to increase graduates' employability, universities curricula should be adapted to fulfil enterprises' needs with strategic alliances addressed at building courses more keen to the companies' needs. In order to follow the needs of the labour market, universities should not only react to the market demands but also anticipate its future developments and train the students accordingly. Moreover, universities should involve companies in curriculum design involving them in their scientific boards.
- Universities should carry out joint surveys with companies in order to better understand their needs in term of skills. Companies could provide universities with challenging job descriptions for them to be able to design sound study programmes and organise counselling activities for students to be able to understand which skills are required by the job market. In fact, students have no idea about real business life. Moreover, universities should consider to teach them business organization, market structure, work style and provide courses and seminars based on case studies and team working.



- A way to increase graduate's employability is to teach them soft skills. Companies consider that some technical skills should be taught differently in Vietnamese universities. They understand that this kind of courses could be a problem for universities because they require technologies that are expensive, in fast evolution and with frequent updates.
- Enterprises suggest organizing fairs, job meetings and other events together with universities for helping students and graduates to quickly find a job.
- Technical companies suggest that universities organize together with them laboratory activities in some disciplines as well as project-based learning using real life problems.
- Good knowledge of foreign languages is necessary to graduates. The languages companies consider as more interesting are : Chinese, Korean, or Japanese and of course, English.
- Enterprises wish to have the chance to recruit more suitable candidates and to reduce time and cost for recruitment.
- Also State-managed organizations value cooperation with universities. Based on their data/business reports and business experience, they could give good recommendations. State-managed organizations could also lead the cooperation between companies and universities because they understand both the labour market and the demand of companies according to their reports and management experiences.

### **3.2 Internships**

Section A.2 questions focused on the possible improvement of internships. The responses obtained from the companies are summarised in the following.

The importance of practical training involved in the university-enterprise cooperation was emphasized. A professional internship is considered by companies the first step to improve skills and prepare graduates for employment. Companies would like to organise internships in agreements with universities.

In general, employers expect to receive something valuable from hosting practical internships. Some of the companies seem a bit disappointed because interns are not able to represent in their minds real business life and therefore do not effectively contribute to the company's activities. Companies suggest that universities train students on soft skills, laboratory works, and case studies.

Companies also highlighted the following points:

- The duration of the practical placement may vary according to the business sector. Companies suggest that, in order to improve the quality of internships, each student work at least six months in a company to achieve the feeling of what the real working life is;
- Some companies complain about the lack of training of graduates for work and about the fact that they have to add training in order to fit the job requirements. An internship seems to be a good way of preventing this situation. Indeed, a training period as practical work is very important to enable students to get familiar with new technologies, and to consolidate the knowledge achieved at university;
- Some companies stated that they have structured 6-month programs for interns to get technical competencies based on new technologies;
- Other enterprises are particularly concerned with foreign language skills, and consider relevant the mastering of at least an Asian language among Korean, Chinese and Japanese. According to other ones, the bigger problem is the lack of service attitude among graduates;
- Enterprises can support students with a mentor for the period they spend in training;
- Companies suggest that universities send interns since the first or second year of university so they could get information that can guide them toward their future career;
- Other enterprises would like to get a feedback after the end of internships hosted at their offices.

### **3.3 Establishment of a university Career centre**

Companies currently work with universities providing internship offers, but, according to the companies themselves, the conveyance of this information to students seems lacking, because there is no dedicated staff at universities to perform this activity. As a result, students cannot be in touch with the working world during their studies and have insufficient awareness of the possible career paths. Indeed, students and fresh graduates show lack of awareness about career opportunities, outgoing orientation, role and work activities planned for their training.

Enterprises state they are willing to cooperate with universities for increasing both the number and the quality of internships and mobility issues.

They ask universities to realise career counselling activities to allow graduates to have clear ideas about the labour paths and employability on various professional sectors. Moreover, companies ask universities to support young

people in the development of soft skills to deliver more numerous curricula of a technical type, which are more competitive and usable in the labour market.

Enterprises complain that, in order to find students who meet their requirements they had to go to specialized recruitment agencies, or use social channels.

Finally, companies expect universities to better train students and improve career guidance of students. Once placed into the company, interns and fresh graduates show not to know the role and the activities related to their career. This causes a high turnover at the hiring stage.

According to the listened companies, a university Career centre can contribute to the preparation of the students for labour. This Centre should operate in order to:

- Develop the network of enterprises available to host practical placement and provide students with a variety of information about companies where they can go for practical placement;
- Organise events for students, use and build network with companies, career days;
- Give more practical and useful information regarding likely jobs;
- Bring company's experts into universities and involve them in realising seminars, short courses, applied laboratory works, case studies, etc. to support counselling activities.



## 4. Conclusion

One of the objectives of this report was to support the Vietnamese universities suggesting a first model of local observatory on enterprises. A primary purpose of the so organized WP is therefore to show what form of collaboration can be built with companies trying to better understand their needs and trying to structure a dialogue between the academia and the business world.

On the other hand, as regards the monitoring of skills needed, the survey and the focus group carried out allow us to have a first overview of the needs of companies in terms of recruitment, of the required skills and of the willingness of companies to cooperate with universities.

The activities were aimed at monitoring in particular soft skills, because the number of involved companies was limited and they belonged to a variety of sectors and this did not allow to evaluate also a variety of technical skills. The monitoring of skills was mainly carried out through an online questionnaire, while the focus group was addressed to understand how universities and companies could cooperate to fill possible training gaps and to assess the skills held by interns and fresh graduates entering the job market.

Three basic questions were posed:

- a) Is it more relevant for fresh graduates to possess sound bases of the subject matter upon which the company can construct specific-to-firm competencies, or do you prefer to recruit just people ready to give product returns?
- b) What do companies do if they do not find ready-to-production fresh graduates?
- c) How long does it take for a newly recruited person to align his or her interests to those of the company?

The companies clearly stated that the most requested skills are related to "problem solving" and "manifesting enthusiasm and passion", followed by "information technology", "communication skill" and "self-management and work organization", and finally by "possessing flexibility and adaptability", "being innovative and creative", "communicating in a second language", "team-working" and "public speaking".

The skills that most often, are lacking are those of a technical nature ("information technology" and "ability to communicate in a second language"), while those related to communication and human relations ("communication skill", "public speaking" e "team-working") are fair enough.

Companies are in general aware of the importance of being directly involved in the education of their future employees and suggest the following ways for developing better university-enterprise partnerships:

- Bringing company's experts into universities (seminars, short courses, applied laboratory works, case studies, collaboration to thesis supervision, etc.);
- Training and using experienced companies' employees as mentors for interns;
- Providing universities with challenging job descriptions for them to be able to design sound study programmes;
- Cooperating with universities to increase both the number and the quality of internships and mobility issues.

Nevertheless, companies highlight that even other pathways indirectly related to students' education should be scouted:

- Working together with universities in joint research projects;
- Networking with universities for strategic alliances;
- Involving students in both internships and joint enterprise-university projects.

From all this we can appreciate the willingness of companies to allow own experts to collaborate in seminars on job guidance and skills development, in mentoring projects for students, in wishing to increase the number of traineeships and to better acquaint students with the professional skills they may need.

In order to improve the quality of traineeships, companies generally believe that the duration of the traineeship for students should be a little longer than the current one (2-3 months) and suggest about six months. Indeed, the current duration does not allow students to effectively contribute to the production process of companies, nor it allows students to achieve educational targets from the experienced job. Some companies believe that even six months of training may not be enough. A longer period of traineeship applies mainly to technical job activities, while other jobs (for example those that require the application of linguistic skills), a shorter period may suffice.

In general, companies notice a certain lack of awareness in students and newly graduates regarding career opportunities, outbound orientation and the role and work activities foreseen for their training. They suggest that universities organise activities to prepare students for this, and propose themselves for cooperating in the organization and delivery of these activities.

## **Attached**

A) Questionnaire for companies

B) Questionnaire for focus group





A) Questionnaire for companies

**QUESTIONNAIRE FOR COMPANIES**  
**"561656 Voyage Project"**

*The scope of the present survey is to provide a feedback on the demand for skills by companies and on the best practices for internship promotion in Vietnam. By replying to the questionnaire you will give your contribution to the improvement of labour market in Vietnam*

**Information about the person who fills in the questionnaire**

---

**A.1 Occupation/role in the company**

1. Owner/Entrepreneur
2. Top Manager/Executive
3. Middle Manager
4. Other. Please, specify: \_\_\_\_\_.

**A.2 Qualification**

1. High school diploma
2. Vocational degree
3. Associate degree
4. Undergraduate
5. Master and above
6. Other. Please, specify: \_\_\_\_\_.

**The company**

---

**B.1 Company name:** \_\_\_\_\_

**B.2 Your Company has:**

1. A single location in Vietnam.
2. A central office/location and one or more branches in Vietnam
3. A central office/location and one or more branches in Vietnam and abroad

**B.3 Province where the central office is located:** \_\_\_\_\_.

**B.4 In which sector does the company operate?**

1. Agriculture, forestry, and fishing
2. Mining and quarrying
3. Manufacturing
4. Electricity, gas, steam, and air conditioning supply
5. Construction
6. Water supply, sewerage, waste management and remediation activities

7. Wholesale and retail trade; repair of motor vehicles and motorcycles
8. Administrative and support activities
9. Financial, banking and insurance activities
10. Professional, scientific, and technical activities
11. Information and communication
12. Education and training
13. Human health and social work activities
14. Accommodation and food services activities
15. Other economic sector. Please, specify: \_\_\_\_\_.

**B.5 Which is the percentage of exported goods or services of the company?**

1. 0%
2. 1-20%
3. 21-40%
4. 41-60%
5. 61-80%
6. 81-100%

**B.6 How many employees do you have? (Owners and associates included, and people with any kind of contract. Trainees, interns, and freelance professionals excluded)**

1. 1-9
2. 10-49
3. 50-249
4. 250-999
5. 1.000 and more

**B.7 Is there any employee working mainly/exclusively on (multiple choice yes/no):**

1. Administration /Management
2. Human resources
3. Production, quality control, technical design
4. Sales, marketing, brand and customer relationship management, communication
5. Information systems
6. Arts, graphic design, advertisement, writing, media, photography, fashion

**B.8 Which is the percentage of graduates among the employees?**

**B.9 (If B.8>0) Is there any graduate working mainly/exclusively on (multiple choice yes/no):**

1. Administration /Management
2. Human resources
3. Production, quality control, technical design
4. Sales, marketing, brand and customer relationship management, communication
5. Information systems
6. Arts, graphic design, advertisement, writing, media, photography, fashion

## Skills

(If B.9=Administration/Management)

**C.1** Thinking about a graduate working on “Administration/Management”, would you please indicate, for each of the following skills, their importance to your Company and to which extent they are possessed by graduates when you hired them (1=not at all, 2=little, 3=fairly, 4=very much).

Skill	Importance	Possession
Information technology	1 2 3 4	1 2 3 4
Communicate in a second language	1 2 3 4	1 2 3 4
Public speaking	1 2 3 4	1 2 3 4
Report writing	1 2 3 4	1 2 3 4
Communication skill	1 2 3 4	1 2 3 4
Self-management and work organisation	1 2 3 4	1 2 3 4
Flexibility and adaptability	1 2 3 4	1 2 3 4
Team-working	1 2 3 4	1 2 3 4
Problem solving	1 2 3 4	1 2 3 4
Be innovative and creative	1 2 3 4	1 2 3 4
Enthusiasm and passion	1 2 3 4	1 2 3 4

(If B.9=Human resources)

**C.2** Thinking about a graduate working on “Human resources”, would you please indicate for each of the following skills their importance to your Company and to which extent they are possessed by graduates when you hired them (1=not at all, 2=little, 3=fairly, 4=very much).

Skill	Importance	Possession
Information technology	1 2 3 4	1 2 3 4
Communicate in a second language	1 2 3 4	1 2 3 4
Public speaking	1 2 3 4	1 2 3 4
Report writing	1 2 3 4	1 2 3 4
Communication skill	1 2 3 4	1 2 3 4
Self-management and work organisation	1 2 3 4	1 2 3 4
Flexibility and adaptability	1 2 3 4	1 2 3 4
Team-working	1 2 3 4	1 2 3 4
Problem solving	1 2 3 4	1 2 3 4
Be innovative and creative	1 2 3 4	1 2 3 4
Enthusiasm and passion	1 2 3 4	1 2 3 4

**(If B.9=Production, quality control, technical design)**

**C.3 Thinking about a graduate working on “Production, quality control, technical design”, would you please indicate for each of the following skills their importance to your Company and to which extent they are possessed by graduates when you hired them (1=not at all, 2=little, 3=fairly, 4=very much).**

Skill	Importance	Possession
Information technology	1 2 3 4	1 2 3 4
Communicate in a second language	1 2 3 4	1 2 3 4
Public speaking	1 2 3 4	1 2 3 4
Report writing	1 2 3 4	1 2 3 4
Communication skill	1 2 3 4	1 2 3 4
Self-management and work organisation	1 2 3 4	1 2 3 4
Flexibility and adaptability	1 2 3 4	1 2 3 4
Team-working	1 2 3 4	1 2 3 4
Problem solving	1 2 3 4	1 2 3 4
Be innovative and creative	1 2 3 4	1 2 3 4
Enthusiasm and passion	1 2 3 4	1 2 3 4

**(If B.9=Sales, marketing, brand and customer relationship management, communication)**

**C.4 Thinking about a graduate working on “Sales, marketing, brand and customer relationship management, communication”, would you please indicate for each of the following skills their importance to your Company and to which extent they are possessed by graduates when you hired them (1=not at all, 2=little, 3=fairly, 4=very much).**

Skill	Importance	Possession
Information technology	1 2 3 4	1 2 3 4
Communicate in a second language	1 2 3 4	1 2 3 4
Public speaking	1 2 3 4	1 2 3 4
Report writing	1 2 3 4	1 2 3 4
Communication skill	1 2 3 4	1 2 3 4
Self-management and work organisation	1 2 3 4	1 2 3 4
Flexibility and adaptability	1 2 3 4	1 2 3 4
Team-working	1 2 3 4	1 2 3 4
Problem solving	1 2 3 4	1 2 3 4
Be innovative and creative	1 2 3 4	1 2 3 4
Enthusiasm and passion	1 2 3 4	1 2 3 4

**(If B.9=Information systems)**

**C.5 Thinking about a graduate working on “Information systems”, would you please indicate for each of the following skills their importance to your Company and to which extent they are possessed by graduates when you hired them (1=not at all, 2=little, 3=fairly, 4=very much).**

Skill	Importance	Possession
Information technology	1 2 3 4	1 2 3 4
Communicate in a second language	1 2 3 4	1 2 3 4
Public speaking	1 2 3 4	1 2 3 4
Report writing	1 2 3 4	1 2 3 4
Communication skill	1 2 3 4	1 2 3 4
Self-management and work organisation	1 2 3 4	1 2 3 4
Flexibility and adaptability	1 2 3 4	1 2 3 4
Team-working	1 2 3 4	1 2 3 4
Problem solving	1 2 3 4	1 2 3 4
Be innovative and creative	1 2 3 4	1 2 3 4
Enthusiasm and passion	1 2 3 4	1 2 3 4

(If B.9=Arts, graphic design, advertisement, writing, media, photography, fashion)

**C.6 Thinking about a graduate working on “Arts, graphic design, advertisement, writing, media, photography, fashion”, would you please indicate for each of the following skills their importance to your Company and to which extent they are possessed by graduates when you hired them (1=not at all, 2=little, 3=fairly, 4=very much).**

Skill	Importance	Possession
Information technology	1 2 3 4	1 2 3 4
Communicate in a second language	1 2 3 4	1 2 3 4
Public speaking	1 2 3 4	1 2 3 4
Report writing	1 2 3 4	1 2 3 4
Communication skill	1 2 3 4	1 2 3 4
Self-management and work organisation	1 2 3 4	1 2 3 4
Flexibility and adaptability	1 2 3 4	1 2 3 4
Team-working	1 2 3 4	1 2 3 4
Problem solving	1 2 3 4	1 2 3 4
Be innovative and creative	1 2 3 4	1 2 3 4
Enthusiasm and passion	1 2 3 4	1 2 3 4

## Recruitment

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**D.1 Has the company hired young graduates in the last 4 years (therefore from 2014 to today)?**

1. Yes
2. No

**D.2 Do you think the company, within the next 12 months, will hire new staff? (even just for turnover)**

1. Yes (even just for turnover).
2. No (go to D.7 if D.1=yes, otherwise go to E.1)
3. No, the staff will be reduced (go D.7 if D.1=yes, otherwise go to E.1)

**D.3 (if D.2=yes) How many new hirings do you expect?**

**D.4 (if D.2=yes) How many of these new hirings will concern graduates?**

**D.5 (if D.4>0) In which activity could the newly hired graduates be employed? (multiple)**

1. Administration /Management
2. Human resources
3. Production, quality control, technical design
4. Sales, marketing, brand and customer relationship management, communication
5. Information systems
6. Arts, graphic design, advertisement, writing, media, photography, fashion

**D.6 (if D.4>0) Which area of study should the new employed be graduated in? (multiple)**

1. Geology, biology
2. Engineering
3. Architecture
4. Psychology
5. Chemistry
6. Literature
7. Economics- statistics
8. Science
9. Languages
10. Agriculture
11. Law
12. Political-Social Science
13. Education
14. Physical education
15. Other. Please, specify: \_\_\_\_\_.

**D.7 (if D.1=yes) Which research channels does the company use in order to recruit graduates? (multiple max 2 answers)**

1. Direct contact with Universities
2. Job offers on the company website
3. Job offers on media/social network
4. By word of mouth from friends and acquaintances
5. Through recruitment agencies
6. Other. Please, specify: \_\_\_\_\_.

**D.8 (if D.1=yes) Do you have any difficulty in recruiting graduates and in finding the ideal candidate?**

1. Yes
2. No (go to E.1)

**D.9 (if D.8=yes) Which difficulties do you have? (multiple max 2 answers)**

1. We have inadequate knowledge about the professional figures/profiles trained by the Universities
2. Graduates are not well trained (poor soft skills)
3. It is difficult to find applications/CVs of graduates
4. Lack of cooperation with the Universities
5. Other. Please, specify: \_\_\_\_\_.

## **Internships**

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**E.1 Has the company ever hosted graduates or undergraduate students as interns/trainees?**

1. Yes (go to E.3)
2. No

**E.2 (if E.1=no) Why has the company never hosted graduates or undergraduate students as interns/trainees? (multiple choice max 2 answers) (go to F.1)**

1. We are not informed about this opportunity
2. It would be a loss of time
3. We cannot provide a tutor/supervisor for the interns (lack of human resources)
4. Lack of space/ facilities
5. Lack of support from the Universities
6. CVs/applications not matching our needs
7. Other. Please, specify: \_\_\_\_\_.

**E.3 (if E.1=yes) How many internships of undergraduate students and graduates have you hosted in the last two years? \_\_\_\_\_**

**E.4 (if E.1=yes) How did the company know about the opportunity of hosting interns?**

1. Through Universities (Placement offices/career services, professors...)
2. Through friends or other companies that hosted interns
3. Through public recruitment centres or other public organizations
4. Through the intern
5. Other. Please, specify: \_\_\_\_\_.

**E.5 (if E.1=yes) In your experience, are there any benefits in hosting an internship?**

1. Yes
2. No (go to E.7)

**E.6 (if E.5=yes) In your experience, which are the benefits of an internship? (multiple max 2 answers)**

1. To develop projects/research in cooperation with the Universities.
2. The opportunity to keep updated on methodological innovations, theoretical know-how or new points of view.
3. Direct knowledge of degree qualifications.

4. Collaboration with qualified people (professors and interns).
5. Solution of specific operational problems.
6. Realisation of projects that could not be done without the intern.
7. Support for graduates in order to find their professional path.
8. Opportunity to assess a person for a future hiring.
9. Possibility to have some work done with no resources dedicated, thus solving problems related to the lack of human resources in the company.
10. Other. Please, specify: \_\_\_\_\_.

**E.7 (if E.1=yes) In your opinion, how many months should an internship last? \_\_\_\_\_. (1...12)**

**E.8 (if E.1=yes) On a whole, how much are you satisfied with the internships of undergraduate students and graduates?**

1. Very much (go to E.10)
2. Quite satisfied (go to E.10)
3. Not enough
4. Not satisfied at all

**E.9 (if E.8= not enough or not satisfied at all) Why aren't you satisfied? (multiple max 2 answers)**

1. Organizational problems in the company
2. Administrative, bureaucratic problems
3. Relational problems
4. Interns were not well trained (poor competence/knowledge of graduates)
5. Personal problems of the intern
6. Lacking in facilities and resources in the company
7. Other company issues not related with the internship
8. Absence of an office dealing with the internships at the University
9. Other. Please, specify: \_\_\_\_\_.

**E.10 (if E.1=yes) In your experience, which are three most important actions to be put in place to encourage the internships? (multiple max 3 answers)**

1. to define cooperation agreements between companies and universities
2. to define learning agreements for the internships
3. to define a standard duration for the internships
4. to provide the interns with an insurance
5. to provide the intern with a grant/scholarship
6. to have some university staff dedicated to support companies
7. to have some university staff dedicated to support interns
8. to have academic supervisors for the interns
9. other. Please, specify: \_\_\_\_\_.

## **Collaboration universities - companies**

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**F.1 The Company is or has been somehow in contact with universities?**

1. Yes, currently
2. Yes, in the past
3. No (go to F.3)



**F.2 (if F.1=yes currently or in the past) For which reason have you been in contact with one or more universities? (multiple)**

1. Technology transfer
2. Staff recruitment
3. Organization of internships
4. Other specify \_\_\_\_\_

**F.3 How could the companies collaborate with Universities to increase the employability of graduates? Which are the 3 activities that could be done jointly (multiple max 3 answers)**

1. Dual learning programs
2. Internships promotion
3. Event organization (career day, job fairs, recruiting events...)
4. Setting up a database of CVs
5. Setting up a web platform for the internships and job offers
6. Research/survey on the companies' professional needs
7. Career guidance
8. Other. Please, specify: \_\_\_\_\_.



## B) Questionnaire for focus group

### Section A.

- 1) Competitive companies are aware of the importance of being involved in the education of their employees. This difficult task cannot be accomplished without a close partnership with universities, especially in training higher competencies. Which are the most effective ways for developing this partnership? (three priorities)
  - a) Involving companies in university curriculum design (as members of scientific boards, etc.)
  - b) Providing universities with challenging job description for them to be able to design sound study programmes
  - c) Bringing company's experts into universities (seminars, short courses, applied laboratory works, case studies, collaboration to thesis supervision, etc.)
  - d) Cooperation with universities to increasing both the number and the quality of internships and mobility issues
  - e) Working together with universities in joint research projects
  - f) Involving students in both internships and joint enterprise-university projects
  - g) Training and using experienced companies' employees as mentors for interns
  - h) Organizing together with companies fairs, job meetings, and other events for helping students and graduates to find a job
  - i) Networking with universities for strategic alliances
  - j) Other way (Please, specify: .....)
- 2) What are the policies universities should undertake and the curricula they should develop in order to meet companies' expectations?
- 3) How should the cooperation between companies and universities be realized? Who should lead the project? In which areas is that possible? What do companies expect from these activities?

### Section B.

- 4) Let us now consider internships. What are the characteristics of an ideal internship from the viewpoint of companies? Minimum, maximum and optimum duration (in months)
- 5) Is it more relevant for fresh graduates to possess sound bases of the subject matter upon which the company can construct specific-to-firm competencies, or do you prefer to recruit just people ready to give product returns?
- 6) What do you do if you do not find ready-to-production fresh graduates?
- 7) Should interns be evaluated and rewarded? if so, how?
- 8) How long does it take for a newly recruited person to align his or her interests to those of the company?
- 9) Do you think that dedicated structures in universities can facilitate and improve the effectiveness of the practical placement matching?