Business Graduate Skill Sets – Summary Report

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Executive Summary

This report presents outcomes of an evaluation of the skill sets required by industry in business graduates and the relative importance and current graduate proficiency levels in each skill area. The study was conducted between March and September 2009 and comprised three online surveys of Australian graduate employers (*n*=212), Australian business academics (*n*=155) and UK business academics (*n*=135). Employer respondents were those responsible for directly supervising graduates in the workplace and academics actively taught in Business Schools in their respective countries.

Results of the evaluation indicated that:

- Amongst Australian employers, the need to address the theory / practice issue by giving graduates more access to real life examples and practical experience in higher education was perceived as the most important role of the modern Business School.
- When asked to weight the relative importance of twenty competency clusters, Australian employers considered the skill sets of problem solving and numeracy and data analysis to be the most important in graduates. Those considered of least important were political skills, change management, leadership skills and understanding organizational structure and its operating environment; the first three more typically associated with management rather than entry level positions.
- Almost half of 168 Australian employers considered being fluent in another language of no importance in the Australian workplace.
- 42.3% of Australian employers were satisfied with the overall quality of business graduates entering their work area.
- A graduate's ability to instructively coach and help others learn in the workplace was rated, by 45.9% of Australian employers, as the behaviour they perform worst in.
- In contrast, 73.7% of the sample rated a graduate's ability to remain consistently committed to and guided by core values and beliefs such as honesty and integrity as the behaviour they perform best in. This was closely followed, at 72.9%, by a graduate's ability to behave in a manner which is morally and socially responsible (e.g., consistent with company policy and/or broader community values).
- Over 20% of both Australian and British academics believed the development of both generic skills and disciplinary knowledge to be the most important role of Business Schools.
- Among Australian academics, the skill sets of problem solving, decision management, ethical behaviour, information management and business management principles were considered the most important competencies in business graduates. In contrast, aspects of emotional intelligence, political skill, understanding of the organisation and its operating environment and initiative and drive were deemed the least important.
- Addressing and resolving contentious issues with key stakeholders were considered by Australian academics to be the behaviour graduates perform worst in. In contrast,

graduate ability to complete group tasks through collaborative communication, problem solving, discussion and planning was considered the behaviour they perform best in.

- The skill set of team working was considered to be the most important in business graduates by British academics.

- 35% of the UK academics believed being able to conduct business in more than one language was of little importance in the UK workplace and only 39% believed this to be of average importance.

- 39% of UK academics were satisfied with the overall quality of business graduates leaving university whilst a further 33% were neutral on this issue.

- Almost identical proportions of both UK and Australian academics, at approximately 17%, were dissatisfied with the overall quality of business graduates leaving their programme area.

- Behaviours identified as ones which graduates perform well in were very similar amongst both UK and Australian academics with 7 of the 10 best performing behaviours being shared by both samples.

- Australian employers placed great importance on the need to address the theory / practice issue by giving graduates more access to real life examples. They placed far less emphasis than academics on the development of ethical behaviour and critical thinking and reasoning skills.

- Australian academics considered it far more important than Australian employers that graduates are able to conduct business in more than one language.

- Perceived benchmark standards for Australian graduates appear to remain high as more academics were dissatisfied or extremely dissatisfied with graduating students than employers and a far higher proportion of employers expressed satisfaction or extreme satisfaction with graduates overall performance than academics.

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List of Acronyms

ACT   Australian Capital Territory
HE   Higher Education
HR   Human Resources
HESA   Higher Education Statistics Agency
NSW   New South Wales
NT   Northern Territory
OB   Organisational Behaviour
QLD   Queensland
SA   South Australia
VIC   Victoria
WA   Western Australia

A. Overview of Evaluation

A1. Background to Evaluation

The focus on required business graduate skill sets continues to grow as contracting economies increasingly rely on human capital to remain globally competitive. The importance of aligning business undergraduate programs with industry requirements has never been more important; not only for employers but also for higher education academics whose job security often depend on faculty graduate employment statistics and for graduates who are more likely to favour degrees with proven recent graduate success in an increasingly competitive job market. Record levels of youth unemployment in some developed economies, and the consequential spotlight on job achievement statistics from individual business schools, means that now, more than ever, degree programs should be examining the extent of their alignment with industry needs. The Higher Education Statistics Agency (HESA) summarises the variation of UK job prospects amongst different universities with figures ranging from 21.2% of its students not in work or further study six months after graduation to 98%. Interestingly this lies above both Oxford and Cambridge universities, at 92.2% and 91.8% respectively; further indication that universities cannot rely on their reputation alone during these tougher economic times ("Some Universities better than Oxbridge for job prospects", 2009).

In order to examine the extent of alignment of business undergraduate programs with industry needs, an accurate and empirically valid graduate competency profile is required. It is important to avoid the mistakes of previous studies in this area and focus on the actual behaviours associated with graduate competencies to avoid any ambiguity amongst survey respondents on the true meaning of the competencies in question (Jackson, 2010). The UK is running slightly ahead of Australia in terms of both public and private research and initiatives in this area, with high profile studies by the Confederation of Business Industry (CBI, 2007; CBI, 2008a; CBI, 2008b); Chartered Management Institute (CMI, 2008); the Council for Industry and Higher Education (CIHE, 2008) and Financial Skills Sector Council (FSSC, 2006; FSSC, 2007). Australia's recent launch of *Assessment and Teaching of 21st Century Skills* highlights national interest in this area and will benefit from empirical research on industry-aligned skill sets, how they compare with other developed countries and the composition of global skill sets.

Generated competency profiles should identify and examine the core skill sets required in the modern business graduate and assess their relative importance. This will serve to provide a benchmark for business schools with which to compare their undergraduate degree offerings, provide a clear picture to potential and current students of what is required in today's competitive job market upon graduating and will allow graduate recruiters to devise accurate and informed job profiles and person specifications.

A2. Aims of Evaluation

This evaluation of the required competencies and current performance levels of modern business graduates encompasses each of the aims outlined in Table 1.

Table 1 Aims of the evaluation

Aims	How addressed
1. Examine the relative importance of each identified and proposed competency	a) Respondents asked to give a relative weighting of each competency cluster (comprising 1 – 4 behaviours) b) Respondents asked to rank, in order of importance, the behaviours within each competency cluster
2. Assess the extent of possession of identified competencies in modern management graduates	a) Respondents asked to rate, on a scale of 1 to 5, current proficiency levels of graduates in each defined behaviour b) Overall satisfaction rating with graduate performance
3. To uncover additional competencies not previously identified by a review of literature in this area	Open ended question: respondents asked to identify and describe any competencies not considered in the survey
4. Identify trends across background and demographic variables for the requirements of graduates and their current performance levels.	Analysis of behaviour rankings, competency cluster relative weightings and performance ratings.
5. Capture and reflect on the range of motivations for employing graduates	Classification of the reason for employing business graduates amongst Australian employers
6. Analyse current perceptions of the role of business schools	Open ended question: respondents asked to consider what they believe to be the role of business schools
7. Compare the views of academics and employers for points 1, 2, 3, 5 and 6.	Collating, analysing and comparing data for both Australian academics and employers.
8. Compare the views of academics on an international level.	Collating, analysing and comparing data for both Australian and UK academics.

This report summarises the main findings from a preliminary analysis of gathered data across three different samples. It also serves to highlight areas requiring further investigation; ultimately generating business graduate recruitment and job task profiles for employer, graduate and academic use.

A3. Data Collection Methods

Two online surveys were designed; one was administered to graduate employers and the other to business academics in both the UK and Australia. The surveys are extremely similar with differences only in some of the demographic and background questions; more specifically those regarding the nature of the respondent's work area or specialism.

Prior to emailing out invitations to potential survey respondents, the employer survey was piloted across a small sample of workplace supervisors of business graduates in both the UK and Australia. The purpose of this exercise was to reword any questions or response categories deemed ambiguous and to ensure clarity in the structure and overall presentation of the survey. Both surveys comprised mainly closed questions with a small number of open questions at the end. In response to employer respondent comments on the length of time required to complete the survey, some of the open ended questions were made optional in the academic survey.

Owing to extremely low response rates for the UK graduate employer survey, the remainder of this report focuses on the methods, and associated findings, for the UK and Australian academics surveys and the survey of Australian graduate employers only. Despite adopting the same recruitment methods as for the Australian employer survey, many of the UK Human Resource departments were in the throes of initiating and implementing redundancies and were very reluctant to burden already stressed managers and distract them from their core activities. Consideration of future recruitment needs and the desired make up of prospective graduates were not considered a priority as graduate recruitment in the UK was cut by 17% this year ("Q&A: All Gloom For Graduates?" 2009).

A4. Samples

Australian Employer Survey

Initial contact with graduate employers was made through HR departments via telephone or email. For smaller companies with no Human Resource contact information available, the most appropriate person from the company website was contacted. Employers nationwide and across a range of different industries were invited to participate in the survey from March 2009 through to September 2009. Suitable organisations were identified through searches of websites providing information on graduate employers, such as Graduate Opportunities, Graduate Careers and the Australian Association of Graduate Employers. A further avenue of recruiting respondents was via the inclusion of the survey web link in the e-bulletins of relevant professional associations. Participating organisations were asked to direct the survey information to those directly supervising graduates in the workplace; consequently a total sample size of n=212 supervisors was achieved with n=169 completing the survey in full. Given the rigorous nature of the survey and less favourable economic times, this is deemed satisfactory and will allow inferences to be drawn for the population of graduate employers in Australia.

Table 2 Demographic and background data for Australian Employers

Factor	Subgroup	Respondents	
		n	%
Age Group	18 – 34 years	81	38.2
	35 – 44 years	68	32.1
	45 – 54 years	43	20.3
	55+ years	20	9.4
Sex	Female	100	47.2
	Male	112	52.8

Category	Subcategory	Count	%
Graduate Supervisory Experience	< 1 year	33	15.6
	1 – 3 years	54	25.5
	4 – 6 years	47	22.2
	7 – 10 years	29	13.7
	11+ years	49	23.1
Geographical Location	ACT	26	12.3
	NSW	56	26.4
	NT	0	0.0
	QLD	19	9.0
	SA	14	6.6
	VIC	47	22.2
	WA	40	18.9
	Nationwide / Not Stated	6	2.8
	International	4	1.9
Degree Holder	Yes	189	89.2
	No	23	10.8
Industry	Education	13	6.1
	Financial Services	62	29.2
	Government Regulatory Body	30	14.2
	Government – Transport and Infrastructure	13	6.1
	Government – Financial Body	10	4.7
	Aid, Health and Community	10	4.7
	Manufacturing	6	2.8
	Telecommunications, IT, Multimedia & Publishing	7	3.3
	Property, Land & Infrastructure	10	4.7
	HR & Recruitment	5	2.4
	Business & Management Consulting	10	4.7
	Advertising, Marketing, Sales & Market Research	20	9.4
	Power & Energy	5	2.4
	Retail	4	1.9
	Other	5	2.4
Work Area	Accounting	13	6.1
	Compliance, Regulation, Quality & Standards	21	9.9
	Finance – Other	18	8.5
	Policy Development	9	4.2
	Audit & Assurance	13	6.1
	Valuation Services	5	2.4
	Marketing & Sales	13	6.1
	Account & Project Management	6	2.8
	IT & Information	6	2.8
	General Management	17	8.0
	HR	26	12.3
	Tax Consulting	11	5.2
	Administration & Customer Service	11	5.2
	Business Consulting	13	6.1
	Research	6	2.8
	Insolvency	6	2.8
	Logistics, Procurement & Supply Chain	4	1.9
	Not stated / Other	14	6.6

Australian Academics Survey

Individual contact was made, via email, with academics currently teaching in business schools / faculties. Potential respondents were identified from university websites and individual staff profile information. Of the 38 universities contacted, staff from 34 universities completed the survey. A total sample size of *n*=155 was achieved with *n*=111 completing the survey in full. Inferences for the entire population of Australian business academics may be drawn based on this sample.

Table 3 Demographic and background data for Australian Business Academics

Factor	Subgroup	Respondents	
		n	*%*
Age Group	18 – 34 years	23	14.8
	35 – 44 years	40	25.8
	45 – 54 years	58	37.4
	55+ years	34	21.9
Sex	Female	74	47.7
	Male	81	52.3
Geographical Location	NSW	31	20.0
	QLD	19	12.3
	SA	14	9.0
	VIC	51	32.9
	WA	31	20.0
	Other	9	5.8
Experience at coordinating / managing within a business school	0 years	32	20.6
	1 – 3 years	47	30.3
	4 – 6 years	27	17.4
	7 – 10 years	17	11.0
	11+ years	32	20.6
Lecturing / tutoring experience within a business school	0 years	5	3.2
	1 – 3 years	19	12.3
	4 – 6 years	28	18.1
	7 – 10 years	32	20.6
	11+ years	71	45.8
Graduate supervisory experience in the workplace	0 years	97	62.6
	1 – 3 years	28	18.1
	4 – 6 years	11	7.1
	7 – 10 years	6	3.9
	11+ years	13	8.4
Experience as a business graduate in the workplace	0 years	103	66.5
	1 – 3 years	32	20.6
	4 – 6 years	8	5.2
	7 – 10 years	3	1.9
	11+ years	9	5.8
Specialist Area	Marketing	23	11.7
	Finance & Accounting	53	26.9
	HR & Organisational Behaviour	19	9.6
	Information Management	10	5.1
	Economics	11	5.6
	Statistics	6	3.0

	Employability Skills	7	3.6
	Legal Framework	5	2.5
	E-Business	5	2.5
	International Studies	3	1.5
	Entrepreneurship	7	3.6
	NA / Management Role	2	1.0
	Hospitality / Tourism	2	1.0
	Research Methods	1	0.5
	Business Ethics	1	0.5
	Public Relations	1	0.5
	Various	10	5.1
	Other	3	1.5
Combined Disciplines	Marketing	23	14.8
	Finance & Accounting	50	32.3
	Management, HR, OB & Entrepreneurship	34	21.9
	Information Management & E-Business	8	5.2
	Economics	8	5.2
	Employability Skills	6	3.9
	Other	10	6.5
	Combination / Various	16	10.3

Please note that academics were given the opportunity to select an unlimited amount of specialist areas to reflect their role within a business school. If staff selected more than 3 specialist areas, they were coded as 'various / combination'. Across the 155 respondents, a total of 197 specialist areas were identified and the % column in Table 3 reflects the number for each discipline against this total of 197. These disciplines were then coded into one discipline group with all disciplines with less than a frequency of 5 being assigned to 'other'. Those combinations of 3 or less disciplines which could not be broken down further, as they comprised major specialist areas, and which had a frequency count of less than 5 for that particular combination were also classed as 'various / combination'.

UK Academics Survey

A sample of 98 universities across the UK were contacted via email or telephone via the Deans of Business Schools with a request to circulate amongst staff involved in the delivery or coordination of undergraduate programmes. In the cases of no lodged response from the initial contact, or the follow up email sent out 2 weeks later, individual staff members within the faculty were contacted. In addition to this, some professional associations involved in higher education and regional associations of higher education institutions agreed to disseminate the survey information to their members. A total sample size of *n*=135 across 74 universities was achieved with *n*=105 completing the survey in full. Inferences for the entire population of UK business academics may be drawn based on this sample.

Across the 135 respondents, a total of 184 specialist areas were identified and the % column in Table 4 reflects the number for each discipline against this total of 184. Disciplines were combined into one variable group based on popular combinations being clustered together. Disciplines which could not be broken down further as they comprised two major, individual disciplines, and which had

frequency counts of less than four, were assigned to the 'combination' group.   Individual disciplines with a frequency count of less than 5 were assigned to the 'other' group.

It should be noted that the UK and Australian academic samples produced different 'natural' combinations of disciplines which makes comparisons more difficult but which better reflect the structure and composition of the data set.

Table 4 Demographic and background data for UK Business Academics

Factor	Subgroup	Respondents	
		n	%
Age Group	18 – 34 years	10	7.4
	35 – 44 years	36	26.7
	45 – 54 years	46	34.1
	55+ years	43	31.9
Sex	Female	78	57.8
	Male	57	42.2
Geographical Location	Eastern England	4	3.0
	East Midlands	11	8.1
	South East England	16	11.9
	Greater London	14	10.4
	North West England	9	6.7
	South West England	21	15.6
	West Midlands	10	7.5
	Yorkshire	13	9.6
	Wales	4	3.0
	Scotland	27	20.0
	Other	6	4.5
Experience at coordinating / managing within a business school	0 years	21	15.6
	1 – 3 years	36	26.7
	4 – 6 years	19	14.1
	7 – 10 years	23	17.0
	11+ years	36	26.7
Lecturing / tutoring experience within a business school	0 years	3	2.2
	1 – 3 years	8	5.9
	4 – 6 years	20	14.8
	7 – 10 years	27	20.0
	11+ years	77	57.0
Graduate supervisory experience in the workplace	0 years	70	52.2
	1 – 3 years	24	17.9
	4 – 6 years	12	9.0
	7 – 10 years	8	6.0
	11+ years	20	14.9
Experience as a business graduate in the workplace	0 years	94	70.1
	1 – 3 years	17	12.7
	4 – 6 years	6	4.5
	7 – 10 years	4	3.0
	11+ years	13	9.7
Specialism	Marketing	27	14.7
	Finance & Accounting	17	9.2

	HR & Organisational Behaviour	27	14.7
	Information Management	13	7.1
	Economics	7	3.8
	Statistics	5	2.7
	Employability Skills	13	7.1
	Legal Framework	3	1.6
	E-Business	7	3.8
	International Studies	4	2.2
	Entrepreneurship	10	5.4
	NA / Management Role	4	2.2
	Hospitality / Tourism	1	0.5
	Research Methods	3	1.6
	Operations Management	4	2.2
	Business Ethics	2	1.1
	Public Relations	1	0.5
	Retail	1	0.5
	Various	10	5.4
Combined Disciplines	Marketing, E-Business & Entrepreneurship	27	20.0
	Finance / Accounting	15	11.1
	Management, HR, OB & Employability Skills	46	34.1
	Information Management	5	3.7
	Economics	7	5.2
	Management Role	4	3.0
	Combination	21	15.6
	Other	10	7.4

A5. Analysis Approaches

Online Surveys: Closed-Ended Questions

Findings from the three surveys are presented in descriptive format, often expressed as frequencies and percentage responses for given questions, and there is some analysis conducted across key demographic subgroups and background characteristics. These are presented in the following table across all three surveys.

Inferential analyses were not conducted at this stage as a further investigation into the distribution and nature of the gathered data, in addition to the impact of outliers, is required. The descriptive analyses in this report, in addition to any inferential analyses performed, will most likely form the subject of future published papers.

Table 5 Demographic and background variables used for inferential analyses

Demographic / Background variable	Survey		
	Australian Employer	Australian Academic	UK Academic
Degree holder	✔		
Sex	✔	✔	✔
Age	✔	✔	✔
Workplace supervisory experience	✔	✔	✔
Reasons for employing graduates	✔		
Strategic priority of work area	✔		
Geographical location	✔	✔	✔
Length of graduate work placements	✔		
Number of employees in work area	✔		
Work area	✔		
Industry	✔		
Academic specialism		✔	✔
Lecturing experience in HE		✔	✔
Management experience in HE		✔	✔
Work experience as a graduate		✔	✔

A5.2. Online Surveys: Open-Ended Questions

In both the employer and academic surveys, there were a small number of open ended questions. The responses to these were coded and frequency counts taken in order to identify some common themes amongst respondents. These themes are discussed in individual survey findings sections.

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Survey One: Australian Graduate Employers

1.1. The Role of Business Schools

The table below illustrates the dispersion of 162 responses to the most important perceived role of business schools across eleven different themes. The number of responses for each theme is given, in addition to the percentage response, of the 162 respondents.

Table 6 Employers views on the role of business schools

Q49: Briefly outline what you perceive as the most important role of university business schools?		Respondents	
		n	Valid %
1	Prepare for workplace through the development of generic skills AND disciplinary knowledge	29	17.9
2	Prepare for the workplace through development of generic skills only	25	15.4
3	Prepare for the workplace - overcome unrealistic graduate expectations of roles / progression	6	3.7
4	Prepare for workplace – avenue not specified	18	11.1
5	Develop critical thinking and reasoning skills	12	7.4
6	Develop awareness and understanding of business and its operating environment	8	4.9
7	Educate on business management principles	6	3.7
8	Develop technical / discipline specific skills	10	6.2
9	Address the theory / practice issue by giving access to real life examples and practical experience	35	21.6
10	Development of staff and curricula design to ensure learning is current and relevant	6	3.7
11	Produce competent graduates	4	2.5
12	Other	3	1.9

The following chart highlights the dominating themes of preparing graduates for the workplace through the development of generic skills and disciplinary knowledge (theme 1) and addressing the theory / practice issue by giving graduates more access to real life examples and practical experience in higher education (theme 9). The third most cited theme is the preparation of graduates for the workplace through the development of generic skills only. Notably the more traditional role of business schools, the development of critical thinking and reasoning skills in undergraduates, falls in fifth place; highlighting the shift in employer perception of the purpose of higher education away from developing higher order skills and instead towards generic, transferable skills.
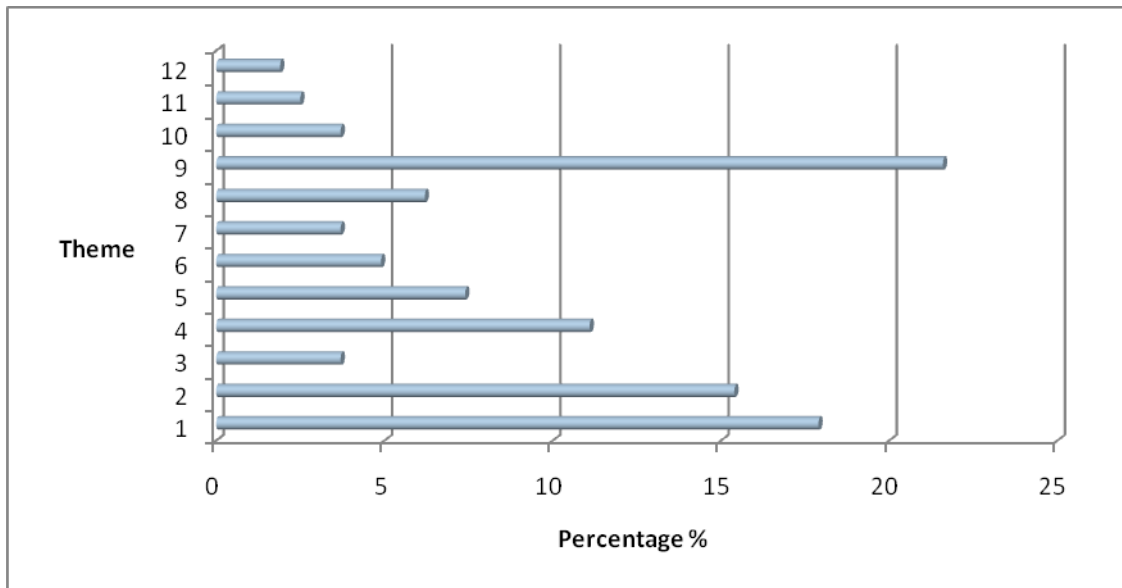
Figure 1 Most important perceived role of business schools

1.2. Competency Profiling

The following analysis aims to provide a better understanding of the profile of competencies which employers most want in the modern business graduate. It is broken down into three areas: the relative importance of the 20 competency clusters addressed in each survey, the importance of graduates being able to conduct business in a foreign language and the rankings of associated behaviours within each competency cluster.

Relative Importance of Competency Clusters

In Q46, employers were asked to consider the relative importance of each competency cluster by giving each a relative weighting out of 100%. For the 20 clusters, the forecasted average weighting would be 5% for each. Table 7 shows the minimum, maximum and mean weighting actually given to each of the competency clusters across the 169 responding employers. Immediately below, Figure 2 graphs the mean relative weighting across the 20 clusters.

Table 7 Relative Importance of competency clusters

Q46: Please weight the relative importance of the 20 clusters (C1, C2…) against each other.				
	Cluster	Min	Max	Mean
1	Understand, evaluate and apply the methods, policy, theory, research and legislation of business management	0	50	5.38
2	Analyse and use numbers and data accurately AND select / use appropriate technology	0	30	6.77
3	Recognise patterns in documents to see the bigger picture AND evaluate and retain key points in documents / scenarios	0	20	5.58

4	Use logical reasoning to deduce appropriate conclusions AND analyse facts and ask questions to diagnose problems	1	20	6.51
5	Develop solutions using lateral and creative thinking AND retrieve, interpret, evaluate and interactively use information AND make appropriate and timely decisions	0	20	5.47
6	Defend / assert rights, interests and needs and convince others of one's point of view AND address and resolve contentious issues	0	12	3.50
7	Complete group tasks through collaboration AND operate within, and contribute to, a cooperative group climate AND understand and respond to the complex emotions and viewpoints of others AND work productively with people from diverse backgrounds	0	16	5.79
8	Communicate orally in a clear and sensitive manner and vary to different audiences AND give and receive feedback constructively	1	20	5.60
9	Remain committed to and guided by core values and beliefs	0	15	4.66
10	Be self-confident in dealing with challenges	0	10	4.64
11	Reflect on and evaluate personal practices / strengths and weaknesses AND actively seek, monitor and manage knowledge and opportunities for learning	0	13	4.36
12	Understand and regulate emotions and demonstrate self-control AND persevere and retain effectiveness under pressure AND understand the importance of well being and work / life balance	0	12	4.67
13	Initiate change and add value through ingenuity and creativity AND manage change / demonstrate flexibility in approach to work	0	13	3.79
14	Manage projects AND motivate / performance manage others AND facilitate meetings AND coach and help others learn	0	10	3.58
15	Speak publicly AND participate constructively in meetings AND present written knowledge professionally	0	20	4.50
16	Achieve prescribed goals AND multi-task AND complete tasks in a self-directed manner	0	25	5.66
17	Set and pursue prioritised / realistic goals AND manage time	0	20	5.83
18	Understand and adapt to organisational structure and operations AND understand and account for local, national and global economic conditions	0	10	3.72
19	Behave in a morally and socially responsible manner AND accept responsibility for own decisions, actions and work outcomes	0	15	5.06
20	Go beyond the call of duty, including undertaking menial tasks AND take action unprompted	0	24	4.93

The mean weightings are depicted in the following graph and show problem solving (cluster 4) and numeracy and data management skills (cluster 2) to be the most important in graduates. Those considered of least important are political skills (cluster 6), change management (cluster 13),

leadership skills (cluster 14) and understanding organizational structure and its operating environment (cluster 18); the first three more typically associated with management rather than entry level positions.
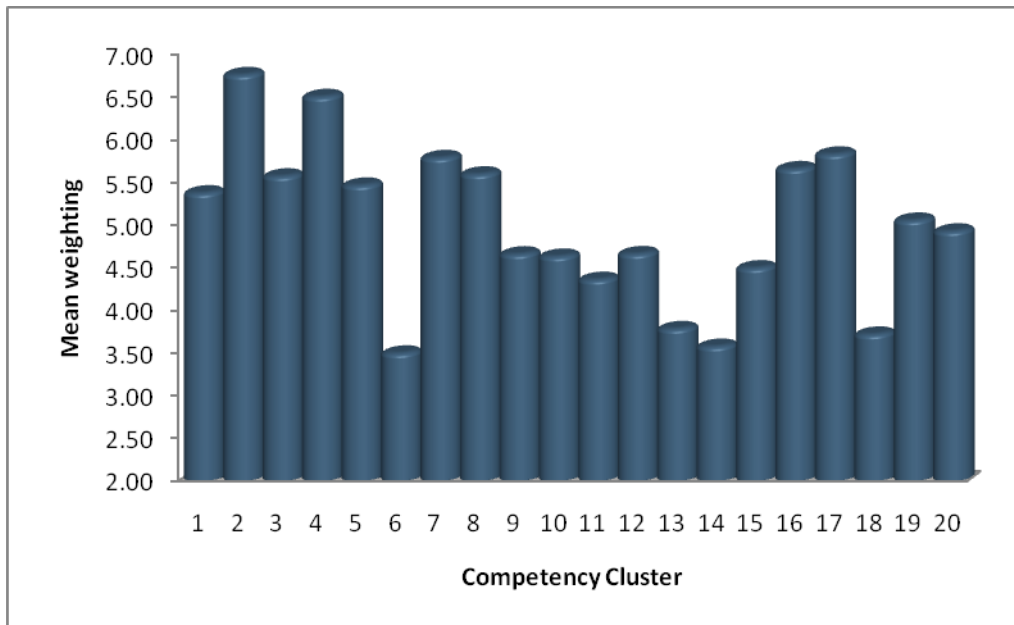
Figure 2 Mean assigned weightings of the relative importance of competency clusters

In order to undertake a meaningful analysis of variation in assigned weightings, the clusters were grouped according to whether they involved task requirements of the job, threshold or distinguishing competencies. Threshold competencies are the minimum required for graduates to perform their job adequately whereas distinguishing serves to differentiate average from high performers. Similar to a job description, task requirements focus on specific activities required in the workplace. This is one of many different ways of grouping competencies (Jackson, 2010) and further investigation of the impact of using different methodologies here would be worthwhile.

Table 8 Grouping of Competency Clusters

Grouped Clusters		
Group	**Cluster**	**No.**
Task	Analyse and use numbers and data accurately AND select / use appropriate technology	2
	Use logical reasoning to deduce appropriate conclusions AND analyse facts and ask questions to diagnose problems	4
	Remain committed to and guided by core values and beliefs	9
	Manage projects AND motivate / performance manage others AND facilitate meetings AND coach and help others learn	14
Threshold	Understand, evaluate and apply the methods, policy, theory, research and legislation of business management	1
	Develop solutions using lateral and creative thinking AND retrieve, interpret, evaluate and interactively use information AND make	5

	appropriate and timely decisions	
	Reflect on and evaluate personal practices / strengths and weaknesses AND actively seek, monitor and manage knowledge and opportunities for learning	11
	Speak publicly AND participate constructively in meetings AND present written knowledge professionally	15
	Understand and adapt to organisational structure and operations AND understand and account for local, national and global economic conditions	18
	Behave in a morally and socially responsible manner AND accept responsibility for own decisions, actions and work outcomes	19
Distinguishing	Recognise patterns in documents to see the bigger picture AND evaluate and retain key points in documents / scenarios	3
	Defend / assert rights, interests and needs and convince others of one's point of view AND address and resolve contentious issues	6
	Complete group tasks through collaboration AND operate within, and contribute to, a cooperative group climate AND understand and respond to the complex emotions and viewpoints of others AND work productively with people from diverse backgrounds	7
	Communicate orally in a clear and sensitive manner and vary to different audiences AND give and receive feedback constructively	8
	Be self-confident in dealing with challenges	10
	Understand and regulate emotions and demonstrate self-control AND persevere and retain effectiveness under pressure AND understand the importance of well being and work / life balance	12
	Initiate change and add value through ingenuity and creativity AND manage change / demonstrate flexibility in approach to work	13
	Achieve prescribed goals AND multi-task AND complete tasks in a self-directed manner	16
	Set and pursue prioritised / realistic goals AND manage time	17
	Go beyond the call of duty, including undertaking menial tasks AND take action unprompted	20

Within the task requirements grouping, initial analysis indicated the assigned mean weighting for cluster 2 is relatively high for those working in valuation services, marketing and sales, tax consulting and research. Mean assigned weightings for clusters 2, 4 and 14 also appear higher for those working in Government Transport and Infrastructure for cluster 2; Government regulatory bodies for cluster 4 and in both Education and Aid and Health & Community for cluster 14.

Within the distinguishing group, the mean assigned weighting for cluster 8 is high for Education and Aid and Health & Community whilst, in contrast, Government regulatory bodies assigned this cluster a lower score than the average. Also for cluster 8, there appear to be some differences by work area with General Management recording a high mean weighting here. Finance (other) and Account & Project Management both recorded high mean weightings for cluster 16 with Research being particularly low for this skill area. Finally, Accounting reported a very low mean weighting for cluster 17 and Research very high; not entirely what one would expect given the cluster concerns task, goal and time management.

Importance of Language

Figure 3 relates to Q47 where respondents were asked to rate the importance of having graduates in their work area who are able to conduct business in more than one language. Results show that almost half the total sample of respondents for this question (*n*=168) believed being fluent in another language was of no importance in the Australian workplace.
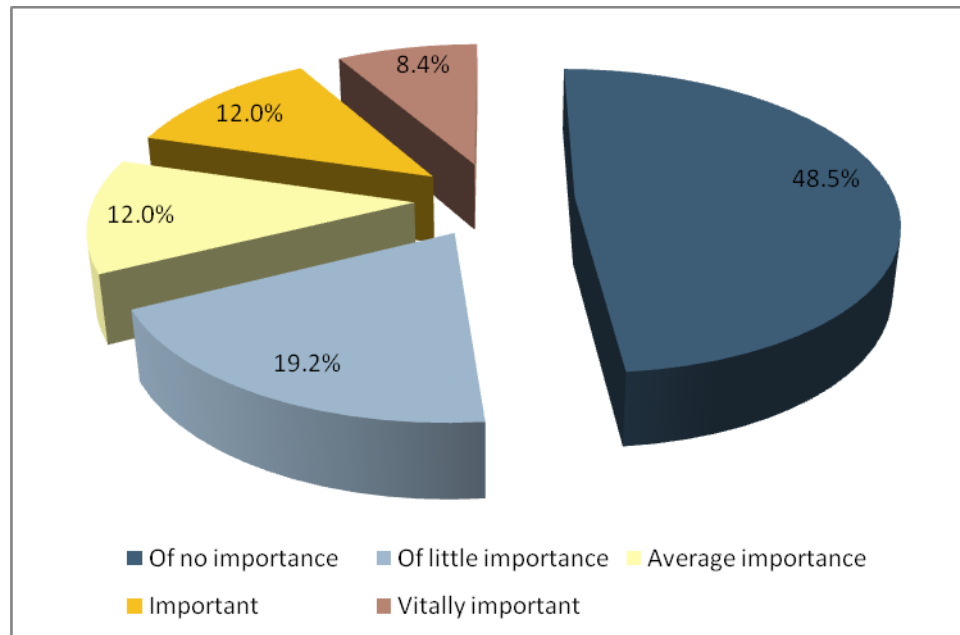
Figure 3 Importance of conducting business in more than one language

Importance of Behaviours within Clusters

Figure 4 depicts the spread of assigned rankings, by percentage of sample, to the behaviour statements within each cluster. Some clusters only consist of two behaviours thus only a highest and lowest ranking is displayed, whereas other clusters comprise four different behaviours.
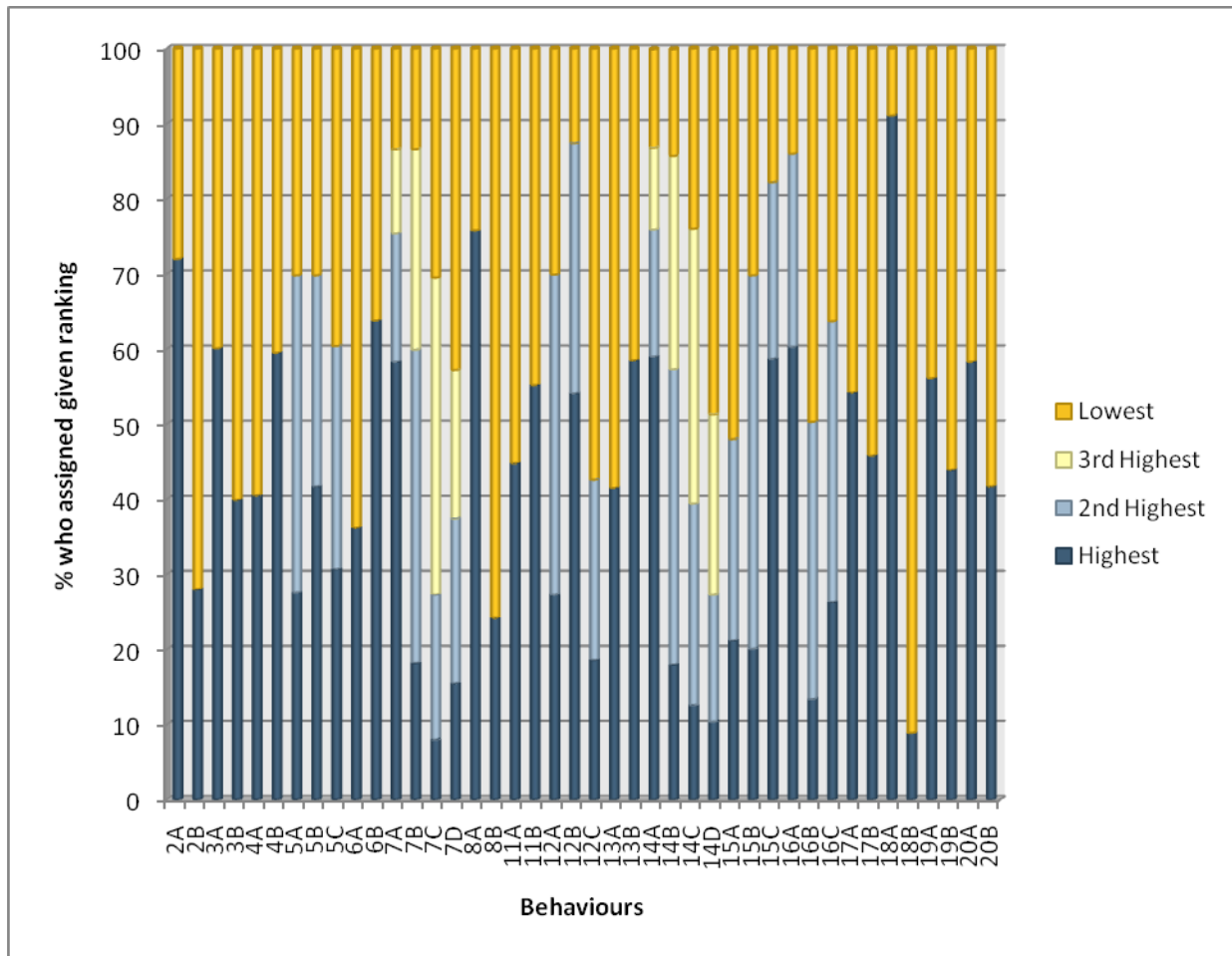
Figure 4 Relative importance of behaviours within clusters

Identification of Other Behaviours

Only 20 respondents suggested additional behaviours deemed important in business graduates; supporting the rigorous nature of the 20 competency clusters examined in the survey. These suggestions are tabulated below and give both frequency of response and the percentage of the survey sample who answered this question (*n*=192). Humility and respect for seniority, which are inexorably linked, and the transfer of learned skills and knowledge all reflect cited themes in the perceived role of business schools and should thus be incorporated in future competency studies.

Table 9 Other behaviours deemed important in business graduates

Q50: "Please record below any other behaviours you feel are important in business graduates which are not covered by the statements in the 20 competency clusters"		
Behaviour	N	%
Having a long term focus	1	0.5
Showing respect for and a willingness to learn from seniority	3	1.4
Humility	8	3.8
Willingness, confidence and ability to transfer knowledge and skills	5	2.4
Appropriately interpret and respond to stakeholder's needs	2	0.9
Demonstrate appropriate grooming and hygiene habits	1	0.5

1.3. Performance of Current Graduates

Satisfaction with Graduate Performance

As indicated in Figure 5, the 168 responses to question 48 indicated that 42.3% of those supervising graduates in the workplace are satisfied with the overall quality of business graduates entering their work area with a further 31% neutral on this issue. Notably, no respondents stated they were extremely dissatisfied and only 11.9% were dissatisfied which is a pleasing result.
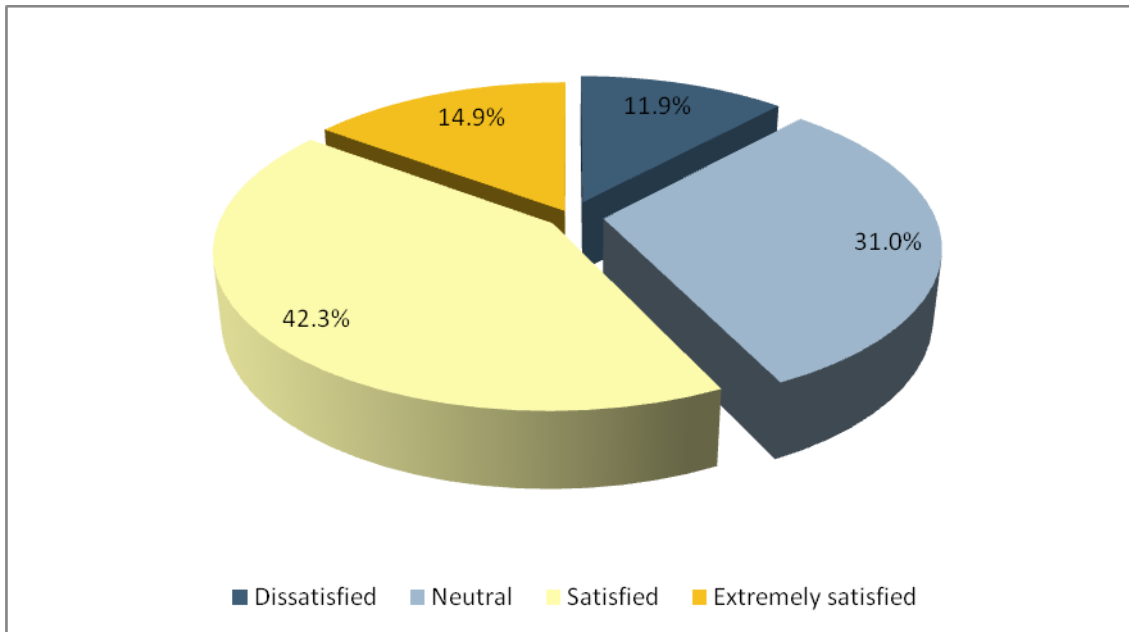
Figure 5 Satisfaction levels with the overall quality of business graduates entering the workplace

Behaviour Performance Ratings

Participants were asked to consider the extent of competence in graduates for a given behaviour. Average graduate performance was rated across a number of different behaviours associated with each of the twenty clusters.

Table 10 Graduate performance across behaviours

| Cluster	Behaviour	Response Category				
		Very Poor (%)	Poor (%)	Average (%)	Good (%)	Excellent (%)
1	Understand, evaluate and apply the methods, policy, theory, research and legislation of business management.	2.4	16.1	45.0	30.3	6.2
2	A. Analyse and use numbers and data accurately and manipulate into relevant information.	1.4	12.8	36.0	41.2	8.5
	B. Select and use appropriate technology to address diverse tasks and problems.	1.9	13.3	28.4	46.4	10.0
3	A. Recognise patterns in detailed documents and scenarios to understand the 'bigger' picture.	4.9	30.5	31.0	24.1	9.4
	B. Recognise, evaluate and retain key points in a range of documents and scenarios.	1.5	15.3	40.4	36.0	6.9
4	A. Use rational and logical reasoning to deduce appropriate and well-reasoned conclusions.	3.6	14.4	36.4	36.0	8.7
	B. Analyse facts and circumstances and ask the right questions to diagnose problems.	4.1	16.9	34.9	34.9	9.2
5	A. Develop a range of solutions using lateral and creative thinking.	4.2	29.2	35.4	23.4	7.8
	B. Retrieve, interpret, evaluate and interactively use information in a range of different formats.	3.6	13.5	35.4	38.5	8.9
	C. Make appropriate and timely decisions, in light of available information, in sensitive and complex situations.	9.4	27.1	38.0	19.8	5.7
6	A. Defend and assert their rights, interests and needs and convince others of the validity of one's point of view.	6.9	18.6	39.4	27.7	7.4
	B. Address and resolve contentious issues with key stakeholders.	12.2	27.1	36.2	18.6	5.9
7	A. Complete group tasks through collaborative communication, problem solving, discussion and planning.	2.1	8.0	27.8	43.9	18.2
	B. Operate within, and contribute to, a respectful, supportive and cooperative group climate.	1.6	7.0	21.9	50.3	19.3
	C. Understand the complex emotions and viewpoints of others and respond sensitively and appropriately.	4.3	18.3	37.6	31.2	8.6
	D. Work productively with people from diverse cultures, races, ages, gender, religions and lifestyles.	1.6	3.7	25.7	39.6	29.4
8	A. Communicate orally in a clear and sensitive manner which is appropriately varied according to different audiences and seniority levels.	4.3	16.7	31.2	36.6	11.3
	B. Give and receive feedback appropriately and constructively.	4.3	17.2	39.2	28.0	11.3
9	Remain consistently committed to and guided by core values and beliefs such as honesty and integrity.	0.5	4.8	21.0	50.0	23.7
10	Be self-confident in dealing with the challenges that employment and life throw up.	1.1	8.1	32.3	44.1	14.5
11	A. Reflect on and evaluate personal practices, strengths and weaknesses in the workplace.	3.8	21.9	40.4	25.7	8.2
	B. Actively seek, monitor and manage knowledge and opportunities for learning in the context of employment and life.	4.4	13.1	36.6	35.5	10.4
12	A. Understand and regulate their emotions and	1.1	10.4	37.7	39.3	11.5

	demonstrate self-control.					
	B. Persevere and retain effectiveness under pressure or when things go wrong.	1.6	14.8	38.3	38.3	7.1
	C. Understand the importance of well being and strive to maintain a productive balance of work and life.	2.7	9.3	37.7	37.2	13.1
13	A. Initiate change and add value by embracing new ideas and showing ingenuity and creativity in addressing challenges and problems.	3.3	18.1	32.8	39.9	6.0
	B. Manage change and demonstrate flexibility in their approach to all aspects of work.	2.2	14.8	44.3	32.2	6.6
14	A. Manage projects (e.g., allocate resources, obtain cooperation, monitor progress, ensure quality, anticipate complex issues and delegate as required).	9.8	26.8	36.1	17.5	9.8
	B. Motivate, support and develop others and manage their performance.	8.7	33.9	34.4	16.9	6.0
	C. Facilitate meetings according to an agenda and meet agreed objectives.	8.7	25.1	39.9	20.2	6.0
	D. Instructively coach and help others learn in the workplace.	13.7	32.2	36.1	13.1	4.9
15	A. Speak publicly and adjust their style according to the nature of the audience.	2.8	24.6	35.8	30.2	6.7
	B. Participate constructively in meetings.	4.5	15.6	37.4	35.8	6.7
	C. Present knowledge, in a range of written formats, in a professional, structured and clear manner.	3.9	19.0	34.6	29.6	12.8
16	A. Achieve prescribed goals and outcomes in a timely and resourceful manner.	1.7	7.3	36.3	40.8	14.0
	B. Multi-task.	3.4	15.1	34.1	35.2	12.3
	C. Complete tasks in a self-directed manner in the absence of supervision.	2.2	17.9	36.3	32.4	11.2
17	A. Set, maintain and consistently act upon achievable goals, prioritised tasks, plans and realistic schedules.	3.9	15.6	39.1	31.8	9.5
	B. Manage their time to achieve agreed goals.	4.5	10.1	41.9	31.8	11.7
18	A. Understand organisational structure, operations, culture and systems and adapt their behaviour and attitudes accordingly.	2.2	14.4	40.0	33.3	10.0
	B. Understand and account for local, national and global economic conditions and their influence on business success.	5.6	25.6	43.9	21.7	3.3
19	A. Behave in a manner which is morally and socially responsible (e.g., consistent with company policy and/or broader community values).	1.1	4.4	21.7	50.0	22.8
	B. Accept responsibility for own decisions, actions and work outcomes.	2.2	11.7	33.0	37.8	15.0
20	A. Go beyond the call of duty by pitching in, including undertaking menial tasks, as required by the business.	5.0	12.2	29.4	32.2	21.1
	B. Take action unprompted to achieve agreed goals.	6.1	13.9	40.0	30.0	10.0

This information is also presented in the graph below.
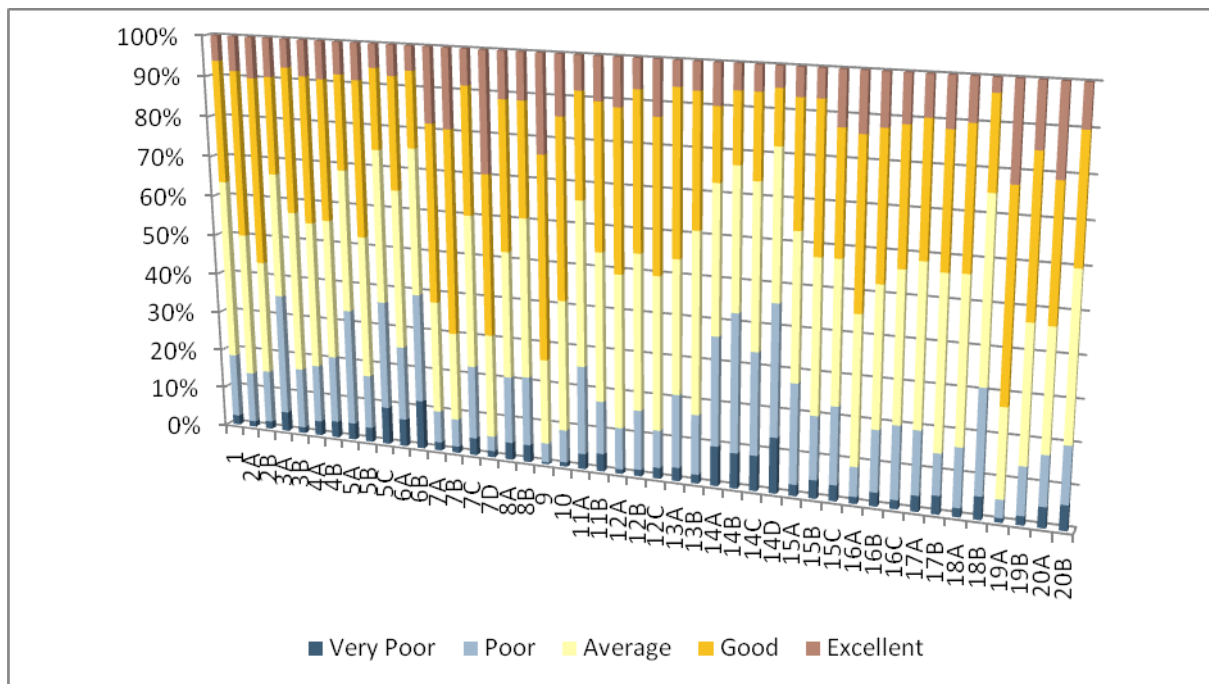
Figure 6 Graduate performance across behaviours

Table 11 shows the ten behaviours in which graduate performance was rated the worst by Australian employers; calculated by summing the percentage responses for the Very Poor and Poor categories.

Table 11 Behaviours where graduates are identified as poor performers

Code	Behaviour	%
14D	Instructively coach and help others learn in the workplace.	45.9
14B	Motivate, support and develop others and manage their performance.	42.6
6B	Address and resolve contentious issues with key stakeholders.	39.3
14A	Manage projects (e.g., allocate resources, obtain cooperation, monitor progress, ensure quality, anticipate complex issues and delegate as required)	39.3
5C	Make appropriate and timely decisions, in light of available information, in sensitive and complex situations	36.6
3A	Recognise patterns in detailed documents and scenarios to understand the 'bigger' picture	36.5
14C	Facilitate meetings according to an agenda and meet agreed objectives	35.4
5A	Develop a range of solutions using lateral and creative thinking	33.8
18B	Understand and account for local, national and global economic conditions and their influence on business success	33.4
15A	Speak publicly and adjust their style according to the nature of the audience	31.2

Table 12 shows the ten behaviours in which graduate performance was rated the best by Australian employers; calculated by summing the percentage responses for Excellent and Good categories.

Table 12 Behaviours where graduates are identified as strong performers

Code	Behaviour	%
9	Remain consistently committed to and guided by core values and beliefs such as honesty and integrity	73.7
19A	Behave in a manner which is morally and socially responsible (e.g., consistent with company policy and/or broader community values)	72.8
7B	Operate within, and contribute to, a respectful, supportive and cooperative group climate	69.6
7D	Work productively with people from diverse cultures, races, ages, gender, religions and lifestyles	69.0
7A	Complete group tasks through collaborative communication, problem solving, discussion and planning	62.1
10	Be self-confident in dealing with the challenges that employment and life throw up	58.6
2B	Select and use appropriate technology to address diverse tasks and problems	56.4
16A	Achieve prescribed goals and outcomes in a timely and resourceful manner	54.8
20A	Go beyond the call of duty by pitching in, including undertaking menial tasks, as required by the business	53.3
19B	Accept responsibility for own decisions, actions and work outcomes	52.8

1.4. Reasons for Employing Graduates

Table 13 below summarises the reasons for assigning graduates to a given work area.

Table 13 Most common reasons for assigning graduates to respondent's work area

Q7. Please state the most common reason for assigning graduates to your work area?	N	%
To enhance corporate profile	10	4.7
To increase organisational flexibility and corporate response	20	9.4
To improve productivity	18	8.5
To teach graduates about the business as part of your corporate graduate program (informational purposes only)	58	27.4
To harness the specific technical and occupational knowledge and skills brought by graduates, developed during their degree studies	32	15.1
To capture the all-round intellectual ability of degree holders which is required in your work area	38	17.9
For manpower / succession planning reasons	14	6.6
For graduates to gain vocational / industry experience	12	5.7
Other reasons	10	4.7
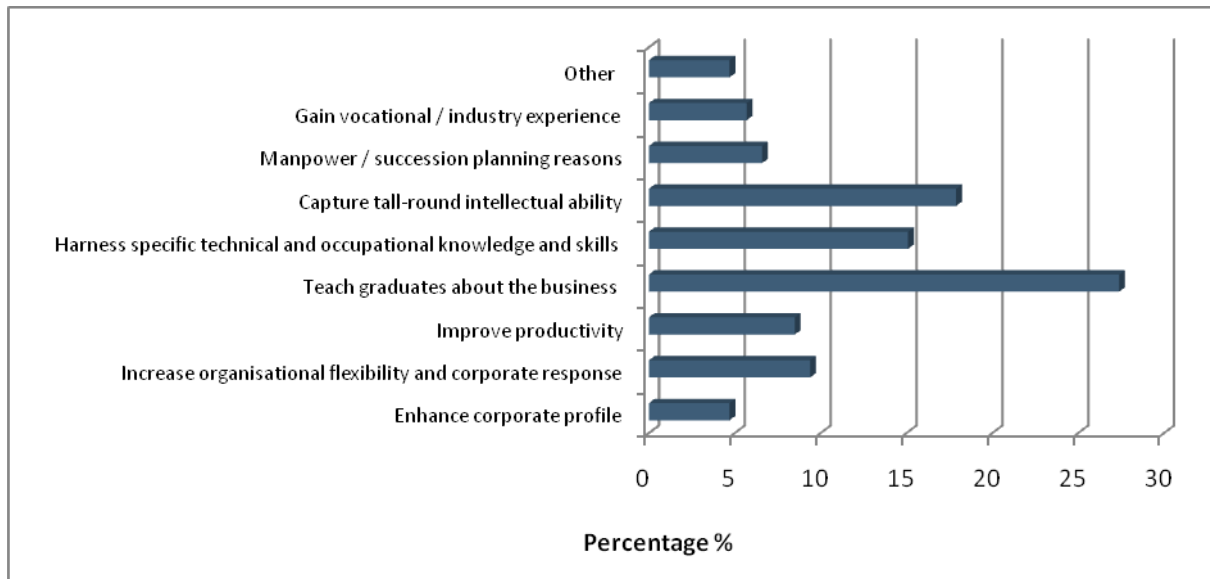
Figure 7 Most common reasons for assigning graduates to respondent's work area

1.5. References

Jackson, D. (2010) An international profile of industry-relevant competencies and skill gaps in modern graduates. *International Journal of Management Education,* 8(3), 29-58.

Survey Two: Australian Business Academics

2.1. Role of Business Schools

This was an optional question for this sample and was answered by 90 of the 155 respondents. The following table summarises the five common themes identified in the open responses.

Table 14 Major themes identified in Australian academics' perceptions of the most important role of business schools

Q45: Briefly outline what you perceive to be the most important role of university business schools?		Respondents	
		n	Valid %
1	Prepare for the workplace through the development of generic skills AND disciplinary knowledge	19	21.1
2	Prepare for the workplace through the development of generic skills only	12	13.3
3	Prepare for the workplace – avenue not specified	15	16.7
4	Develop critical thinking and reasoning skills	16	17.8
5	To produce worthy employees who are ethically and morally responsible	9	10.0
6	Other	19	21.1
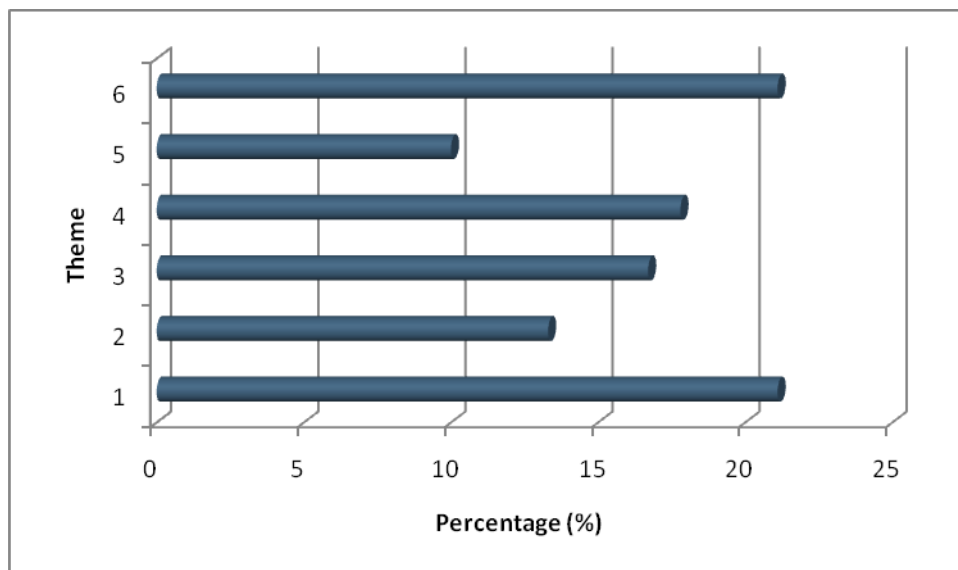
Figure 8 Most important perceived role of business schools

The 'other' category comprises 8 minor themes proposed by only a small number of academics. For the purposes of comparing results with the other samples, the minor themes are presented in Table 12; the % column representing the percentage of the entire sample of 90 respondents.

Table 15 Minor themes identified in Australian academics' perceptions of the most important role of business schools

Q45: Briefly outline what you perceive to be the most important role of university business schools?		Respondents	
		N	%
1	Develop initiative and creativity	4	4.4
2	Develop awareness and understanding of business and its operating environment	2	2.2
3	Educate on business management principles	2	2.2
4	Develop technical / discipline specific skills	2	2.2
5	Address the theory / practice issue by giving access to real life examples and practical experience	4	4.4
6	Instilling the motivation and ability to learn in graduates	2	2.2
7	To build on and maximise students' potential by providing valuable educational opportunities	1	1.1
8	Improve society / economy through research and nurturing the research culture	1	1.1
9	To fill university quotas	1	1.1

2.2. Competency Profiling

Profiling the graduate competencies required in the Australian workplace is broken down into the same three areas as for the employer survey. These are the relative importance of the 20 competency clusters addressed in each survey, the importance of graduates being able to conduct business in a foreign language and the rankings of associated behaviours within each competency cluster.

Relative Importance of Competency Clusters

Table 16 shows the minimum, maximum and mean weighting assigned to each of the competency clusters across the 111 academics who responded to this question. Figure 9 immediately below graphs the mean relative weighting across the 20 clusters. Problem solving (cluster 4), decision management (cluster 5), ethical behaviour (cluster 19), numeracy ability to analyse and manage data (cluster 2) and business management principles (cluster 1) are considered the most important competencies in business graduates. This aligns well with the perceived role of business schools although given the importance placed on business management principles one might have expected this to have been identified as a major, as opposed to minor, theme for the role of business schools. Major aspects of emotional intelligence (cluster 12), political skill (cluster 6), understanding of the organisation and its operating environment (cluster 18) and initiative and drive (cluster 20) are deemed the least important.

Table 16 Relative Importance of competency clusters

Q47: Please weight the relative importance of the 20 clusters (C1, C2...) against each other.		Min	Max	Mean
1	Understand, evaluate and apply the methods, policy, theory, research and legislation of business management	0	25	5.90
2	Analyse and use numbers and data accurately AND select / use appropriate technology	1	50	6.19
3	Recognise patterns in documents to see the bigger picture AND evaluate and retain key points in documents / scenarios	0	12	5.54
4	Use logical reasoning to deduce appropriate conclusions AND analyse facts and ask questions to diagnose problems	1	50	6.59
5	Develop solutions using lateral and creative thinking AND retrieve, interpret, evaluate and interactively use information AND make appropriate and timely decisions	0	20	6.31
6	Defend / assert rights, interests and needs and convince others of one's point of view AND address and resolve contentious issues	0	10	3.77
7	Complete group tasks through collaboration AND operate within, and contribute to, a cooperative group climate AND understand and respond to the complex emotions and viewpoints of others AND work productively with people from diverse backgrounds	0	12	5.47
8	Communicate orally in a clear and sensitive manner and vary to different audiences AND give and receive feedback constructively	0	11	5.29
9	Remain committed to and guided by core values and beliefs	0	12	5.06
10	Be self-confident in dealing with challenges	0	10	4.49
11	Reflect on and evaluate personal practices / strengths and weaknesses AND actively seek, monitor and manage knowledge and opportunities for learning	0	10	4.82
12	Understand and regulate emotions and demonstrate self-control AND persevere and retain effectiveness under pressure AND understand the importance of well being and work/life balance	0	8	4.02
13	Initiate change and add value through ingenuity and creativity AND manage change / demonstrate flexibility in approach to work	0	10	4.42
14	Manage projects AND motivate / performance manage others AND facilitate meetings AND coach and help others learn	0	10	4.38
15	Speak publicly AND participate constructively in meetings AND present written knowledge professionally	0	10	4.62
16	Achieve prescribed goals AND multi-task AND complete tasks in a self-directed manner	0	10	4.70
17	Set and pursue prioritised / realistic goals AND manage time	0	10	4.62
18	Understand and adapt to organisational structure and operations AND understand and account for local, national and global economic conditions	0	19	4.15
19	Behave in a morally and socially responsible manner AND accept responsibility for own decisions, actions and work outcomes	0	20	5.95
20	Go beyond the call of duty, including undertaking menial tasks AND take action unprompted	0	10	3.76
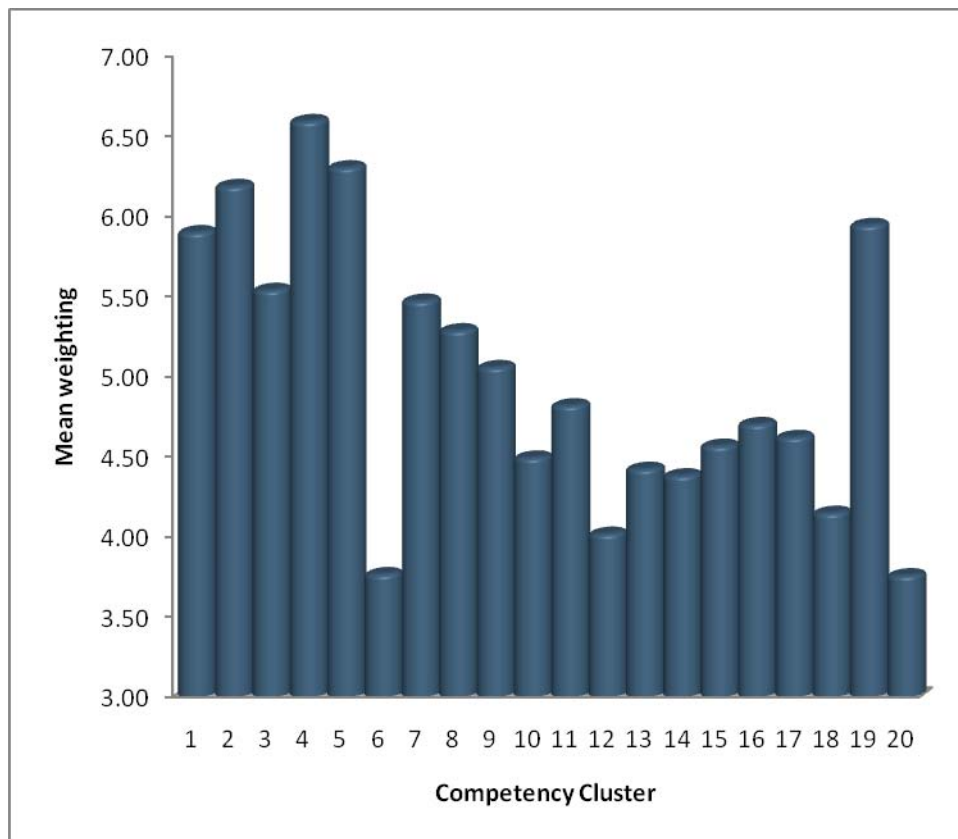
Figure 9 Mean assigned weightings of competency clusters

As for the employer sample, the clusters were grouped into task requirements, threshold and distinguishing competencies and analysed for variations in the mean across the background and demographic variables. For cluster 14, there were higher mean weightings assigned by those specialising in Management, Human Resources, Organisational Behaviour and Entrepreneurship and considerably lower means assigned by Economists. Given the 'soft' nature of this cluster, and its links with management and supervisory roles, this variation makes sense.

For the threshold competencies group, a high mean weighting was assigned by those specialising in Marketing for cluster 5. In addition, for cluster 15 there was a low mean weighting assigned by Economists and a contrasting high mean score for those specialising in Employability Skills. Finally, Economists assigned a far lower mean weighting for cluster 11 and those in Employability Skills much higher than the average. As both clusters are focused on generic skills, this would explain the high level of importance attributed by those working in the area of Employability Skills.

Importance of Language

Figure 10, relating to Q43, shows that approximately a third of the total sample of respondents for this question (*n*=122) believed being able to conduct business in more than one language was of average importance and an additional third believed it is of little importance in the Australian workplace.
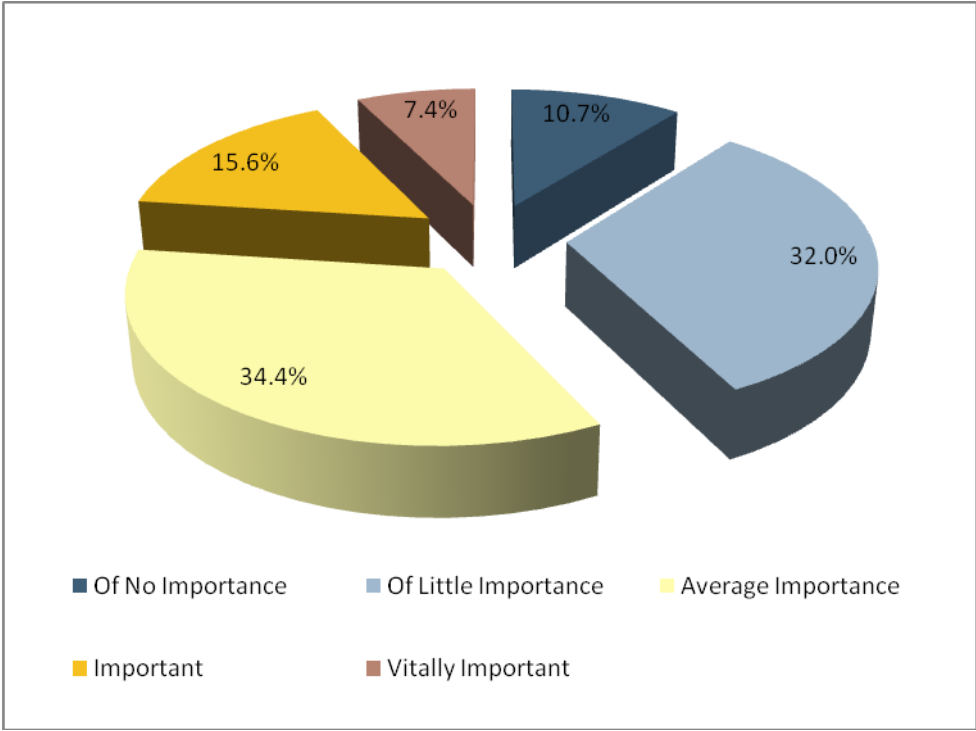
Figure 10 Importance of conducting business in more than one language

Importance of Behaviours within Clusters

Figure 11 depicts the spread of assigned rankings, by percentage of sample, to the behaviour statements within each cluster.
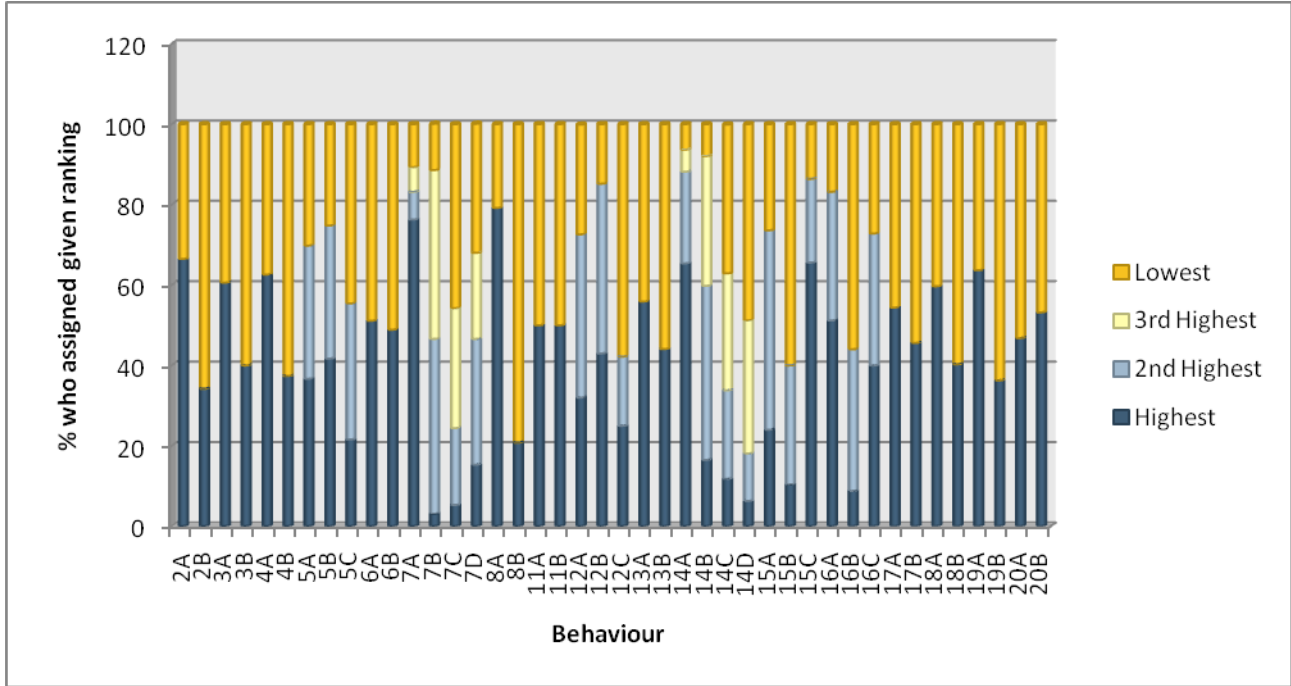
Figure 11 Relative importance of behaviours within clusters

Identification of Other Behaviours

Of the 155 respondents asked to identify additional behaviours deemed important in business graduates, only 8 responded with suggestions. These are tabulated below and give both frequency of response and the percentage of the entire survey sample.

Table 17 Additional behaviours deemed important in business graduates

Q46: "Please record below any other behaviours you feel are important in business graduates which are not covered by the statements in the 20 competency clusters"		
Behaviour	N	%
Having a long term focus	3	2.0
Understanding of other disciplines and their interconnectedness	1	0.7
Humility	1	0.7
Ability to research	2	1.3
Ability and willingness to share information with others	1	0.7

2.3. Performance of Current Graduates

Satisfaction with Graduate Performance

Question 44 asked respondents to consider, on the whole, how satisfied they are with the overall quality of recent business graduates leaving their programme area to enter the Australian workplace. The 122 recorded responses indicated that a large number of respondents, at 44.3%, were neutral on this issue although, on a more positive note, 36.1% were satisfied with the overall quality of students graduating from their area.
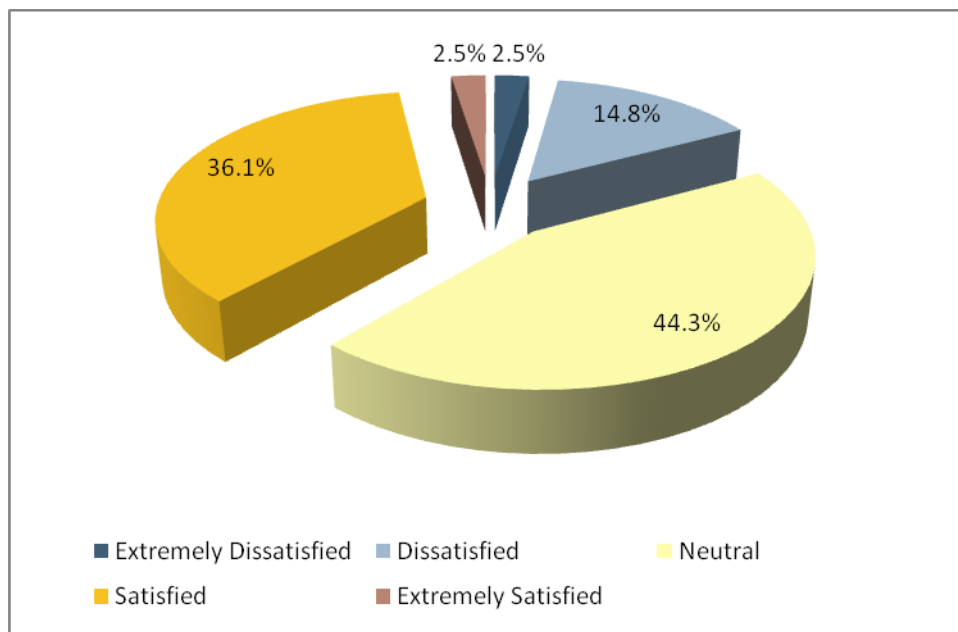
Figure 12 Satisfaction with the overall quality of recent business graduates leaving programme area

Behaviour Performance Ratings

Participants were asked to consider the extent of competence in graduates for a given behaviour. Average graduate performance was rated across a number of different behaviours associated with each of the twenty clusters. Again, the number of respondents ranged from 124 to 155 for the behaviour performance ratings.

Table 18 Graduate performance across behaviours

Cluster	Behaviour	Response Category				
		Very Poor (%)	Poor (%)	Average (%)	Good (%)	Excellent (%)
1	Understand, evaluate and apply the methods, policy, theory, research and legislation of business management.	3.2	16.8	43.9	31.6	4.5
2	A. Analyse and use numbers and data accurately and manipulate into relevant information.	7.7	14.8	34.8	36.8	5.8
	B. Select and use appropriate technology to address diverse tasks and problems.	1.9	11.6	38.1	41.3	7.1
3	A. Recognise patterns in detailed documents and scenarios to understand the 'bigger' picture.	5.2	20.0	42.6	27.7	4.5
	B. Recognise, evaluate and retain key points in a range of documents and scenarios.	0.6	14.8	44.5	33.5	6.5
4	A. Use rational and logical reasoning to deduce appropriate and well-reasoned conclusions.	1.4	14.4	36.0	43.2	5.0
	B. Analyse facts and circumstances and ask the right questions to diagnose problems.	2.2	12.9	45.3	36.0	3.6
5	A. Develop a range of solutions using lateral and creative thinking.	2.9	21.6	48.2	20.9	6.5
	B. Retrieve, interpret, evaluate and interactively use information in a range of different formats.	1.4	12.9	33.8	48.2	5.0
	C. Make appropriate and timely decisions, in light of available information, in sensitive and complex situations.	4.3	11.5	48.9	29.5	5.8
6	A. Defend and assert their rights, interests and needs and convince others of the validity of one's point of view.	2.3	26.0	36.6	28.2	6.9
	B. Address and resolve contentious issues with key stakeholders.	3.8	38.2	38.9	15.3	3.8
7	A. Complete group tasks through collaborative communication, problem solving, discussion and planning.	0.8	6.9	19.1	51.1	22.1
	B. Operate within, and contribute to, a respectful, supportive and cooperative group climate.	0.8	5.3	34.4	45.8	13.7
	C. Understand the complex emotions and viewpoints of others and respond sensitively and appropriately.	2.3	18.3	45.0	29.0	5.3
	D. Work productively with people from diverse cultures, races, ages, gender, religions and lifestyles.	1.5	9.9	29.9	39.7	19.8
8	A. Communicate orally in a clear and sensitive manner which is appropriately varied according to different audiences and seniority levels.	3.8	15.4	32.3	36.2	12.3
	B. Give and receive feedback appropriately and constructively.	3.8	15.4	46.9	29.2	4.6
9	Remain consistently committed to and guided by core values and beliefs such as honesty and integrity.	1.5	9.2	40.0	36.2	13.1
10	Be self-confident in dealing with the challenges that employment and life throw up.	0.0	8.5	37.7	45.4	8.5
11	A. Reflect on and evaluate personal practices, strengths and weaknesses in the workplace.	4.7	19.5	42.2	27.3	6.3
	B. Actively seek, monitor and manage knowledge and opportunities for learning in the context of employment and life.	3.9	19.5	36.7	35.9	3.9
12	A. Understand and regulate their emotions and	0.8	15.6	46.1	33.6	3.9

	demonstrate self-control.					
	B. Persevere and retain effectiveness under pressure or when things go wrong.	1.6	19.5	42.2	35.2	1.6
	C. Understand the importance of well being and strive to maintain a productive balance of work and life.	3.1	20.3	39.8	31.3	5.5
13	A. Initiate change and add value by embracing new ideas and showing ingenuity and creativity in addressing challenges and problems.	2.4	18.9	38.6	33.1	7.1
	B. Manage change and demonstrate flexibility in their approach to all aspects of work.	1.6	12.6	48.8	33.1	3.9
14	A. Manage projects (e.g., allocate resources, obtain cooperation, monitor progress, ensure quality, anticipate complex issues and delegate as required).	1.6	15.7	35.4	35.4	11.8
	B. Motivate, support and develop others and manage their performance.	3.1	22.0	46.5	23.6	4.7
	C. Facilitate meetings according to an agenda and meet agreed objectives.	3.1	18.1	40.9	33.1	4.7
	D. Instructively coach and help others learn in the workplace.	3.9	28.3	45.7	20.5	1.6
15	A. Speak publicly and adjust their style according to the nature of the audience.	4.0	13.6	41.6	28.0	12.8
	B. Participate constructively in meetings.	1.6	12.0	48.8	28.0	9.6
	C. Present knowledge, in a range of written formats, in a professional, structured and clear manner.	2.4	10.4	31.2	40.0	16.0
16	A. Achieve prescribed goals and outcomes in a timely and resourceful manner.	0.8	6.4	29.6	48.0	15.2
	B. Multi-task.	0.0	10.4	47.2	31.2	11.2
	C. Complete tasks in a self-directed manner in the absence of supervision.	0.8	17.6	33.6	36.0	12.0
17	A. Set, maintain and consistently act upon achievable goals, prioritised tasks, plans and realistic schedules.	0.0	12.0	42.4	37.6	8.0
	B. Manage their time to achieve agreed goals.	0.8	14.4	40.8	37.6	6.4
18	A. Understand organisational structure, operations, culture and systems and adapt their behaviour and attitudes accordingly.	3.2	17.7	39.5	33.1	6.5
	B. Understand and account for local, national and global economic conditions and their influence on business success.	4.8	18.5	32.3	34.7	9.7
19	A. Behave in a manner which is morally and socially responsible (e.g., consistent with company policy and/or broader community values).	0.8	6.5	28.2	47.6	16.9
	B. Accept responsibility for own decisions, actions and work outcomes.	2.4	13.7	33.9	41.9	8.1
20	A. Go beyond the call of duty by pitching in, including undertaking menial tasks, as required by the business.	4.8	28.2	37.1	25.8	4.0
	B. Take action unprompted to achieve agreed goals.	4.0	25.0	42.7	23.4	4.8
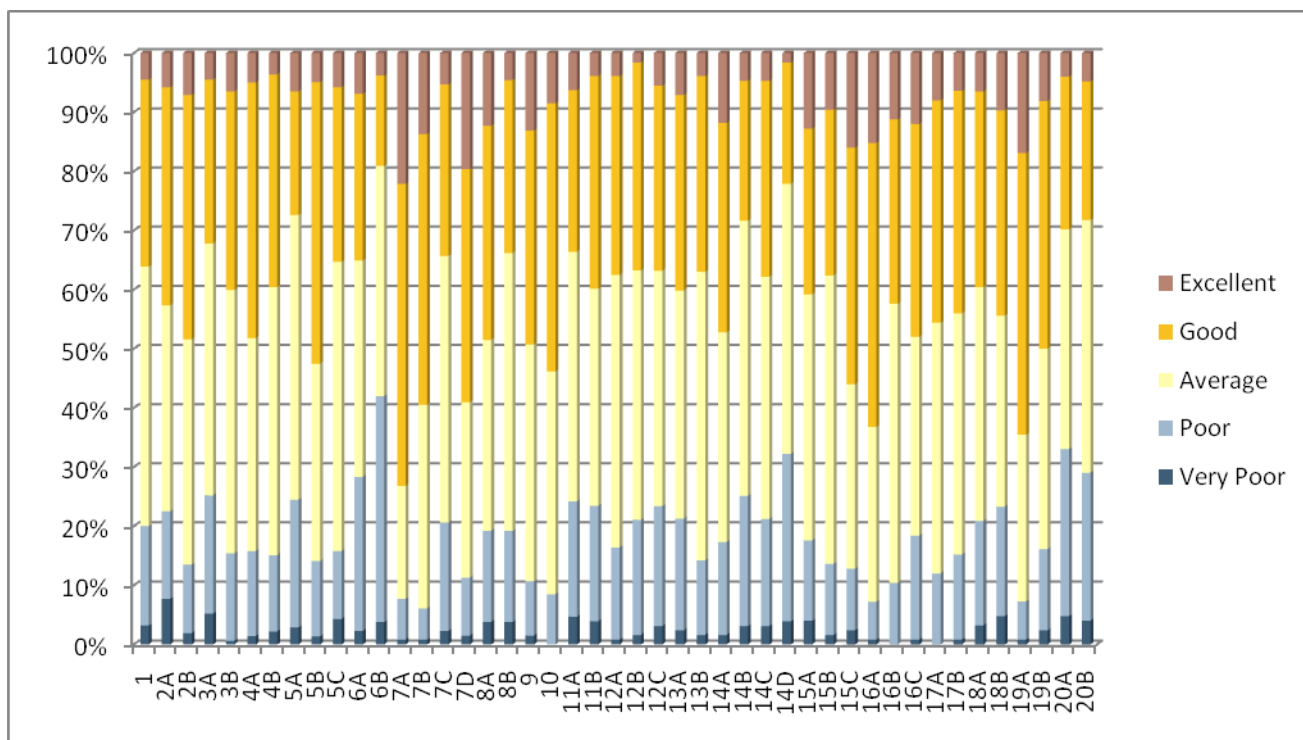
Figure 13 Graduate performance across behaviours

Table 19 shows the eleven behaviours in which graduate performance was rated the worst by Australian academics; calculated by summing the percentage responses for the Very Poor and Poor categories. The areas of motivation and initiative, behaviours 20A and 20B respectively, show cause for concern.

Table 19 Behaviours where graduates are identified as poor performers

Code	Behaviour	%
6B	Address and resolve contentious issues with key stakeholders	42
20A	Go beyond the call of duty by pitching in, including undertaking menial tasks, as required by the business	33
14D	Instructively coach and help others learn in the workplace	32.2
20B	Take action unprompted to achieve agreed goals	29
6A	Defend and assert their rights, interests and needs and convince others of the validity of one's point of view	28.3
3A	Recognise patterns in detailed documents and scenarios to understand the 'bigger' picture	25.2
14B	Motivate, support and develop others and manage their performance	25.1
5A	Develop a range of solutions using lateral and creative thinking	24.5
11A	Reflect on and evaluate personal practices, strengths and weaknesses in the workplace	24.2
12C	Understand the importance of well being and strive to maintain a productive balance of work and life	23.4
11B	Actively seek, monitor and manage knowledge and opportunities for learning in the context of employment and life	23.4

Table 20 shows the ten behaviours in which graduate performance was rated the best by Australian academics; calculated by summing the percentage responses for Excellent and Good categories. This initial analysis highlights strong performance in the more 'social' requirements of today's graduates – more specifically behaviours 7A, 7D and 7B.

Table 20 Behaviours where graduates are identified as strong performers

Code	Behaviour	%
7A	Complete group tasks through collaborative communication, problem solving, discussion and planning	73.2
19A	Behave in a manner which is morally and socially responsible (e.g., consistent with company policy and/or broader community values).	64.5
16A	Achieve prescribed goals and outcomes in a timely and resourceful manner	63.2
7D	Work productively with people from diverse cultures, races, ages, gender, religions and lifestyles	59.5
7B	Operate within, and contribute to, a respectful, supportive and cooperative group climate	59.5
15C	Present knowledge, in a range of written formats, in a professional, structured and clear manner	56
10	Be self-confident in dealing with the challenges that employment and life throw up	53.9
5B	Retrieve, interpret, evaluate and interactively use information in a range of different formats	53.2
19B	Accept responsibility for own decisions, actions and work outcomes	50
9	Remain consistently committed to and guided by core values and beliefs such as honesty and integrity	49.3

Survey Three: UK Business Academics

3.1. Role of Business Schools

This question was optional and, of the 135 respondents, 87 responses were recorded and presented below. The following table summarises the five common themes identified and coded from the open responses. The trend of emphasising the development of transferable skills and exposure to real life working examples also prevails, unsurprisingly, in the UK.

Table 21 Major themes identified in UK academics' perceptions of the most important role of business schools

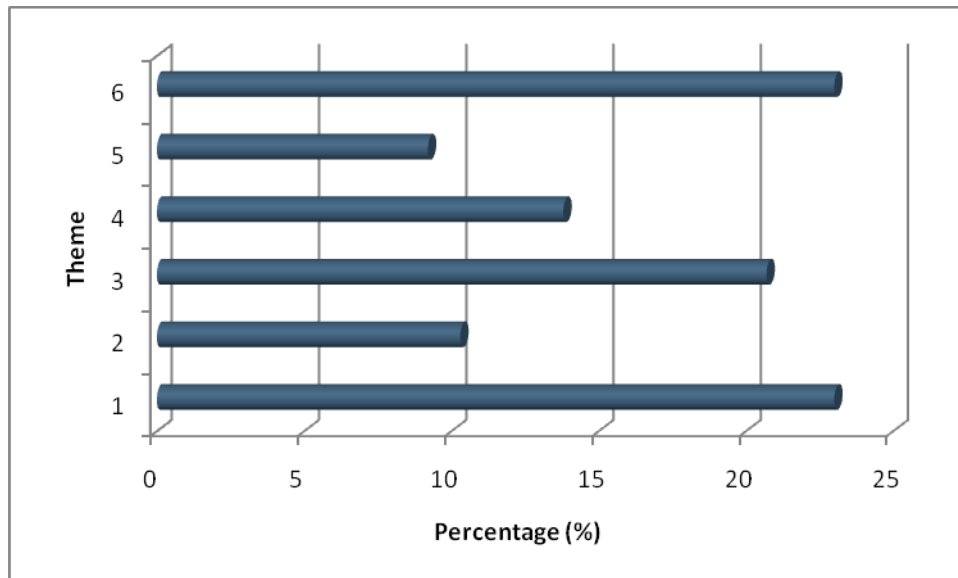| Q45: Briefly outline what you perceive as the most important role of university business schools?		Respondents	
		n	Valid %
1	Prepare for the workplace through the development of generic skills AND disciplinary knowledge	20	23.0
2	Address the theory / practice issue by giving access to real life examples and practical experience	9	10.3
3	Prepare for the workplace – avenue not specified	18	20.7
4	Develop critical thinking and reasoning skills	12	13.8
5	To build on and maximise students' potential by providing valuable educational opportunities	8	9.2
6	Other – range of minor themes	20	23.0

Figure 14 Most important perceived role of business schools

The 'other' category comprises 8 minor themes proposed by only a small number of academics. For the purposes of comparing results with the other samples, the minor themes are presented in Table 22; the % column representing the percentage of the entire sample of 87 respondents.

Table 22 Minor themes identified in UK academics' perceptions of the most important role of business schools

	Q45: Briefly outline what you perceive as the most important role of university business schools?	Respondents	
		n	%
1	Develop initiative and creativity	2	2.3
2	Develop awareness and understanding of business and its operating environment	2	2.3
3	Educate on business management principles	4	4.6
4	Develop technical / discipline specific skills	2	2.3
5	Produce worthy employees who are ethically and morally responsible	3	3.4
6	Prepare for the workplace - overcome unrealistic graduate expectations of roles / progression	1	1.1
7	Improve society / economy through research and nurturing the research culture	4	4.6
8	Prepare for the workplace through the development of generic skills only	2	2.3

3.2. Competency Profiling

Profiling the required graduate competencies is broken down, as before, into the relative importance of the competency clusters, the importance of graduates being able to conduct business in a foreign language and the rankings of associated behaviours within each competency cluster.

Relative Importance of Competency Clusters

Table 23 shows the minimum, maximum and mean weighting assigned to each of the competency clusters across the 105 academics who responded to this question. Figure 15 immediately below graphs the mean relative weighting across the 20 clusters. Team working (cluster 7) is clearly considered the most importance competency set with problem solving (cluster 4), numeracy and analysing and managing data (cluster 2), business management principles (cluster 1) and decision management (cluster 5) following behind.   Oral communication (cluster 8) is separated from the next group of clusters with political skills (cluster 6), understanding of the organisation and its operating environment (cluster 18) and leadership skills (cluster 14) classed as the least important. The focus on generic skills aligns well with findings on the perceived role of the business school although, as for Australian academics, one might have expected a greater emphasis on the development of business management principles in the perceived role of business schools, given the assigned weightings for cluster 1.

Table 23 Relative importance of competency clusters

	Q47: Please weight the relative importance of the 20 clusters (C1, C2…) against each other	Min	Max	Mean
1	Understand, evaluate and apply the methods, policy, theory, research and legislation of business management	0	100	5.68
2	Analyse and use numbers and data accurately AND select / use appropriate technology	0	25	5.79
3	Recognise patterns in documents to see the bigger picture AND evaluate and retain key points in documents / scenarios	0	10	4.73
4	Use logical reasoning to deduce appropriate conclusions AND analyse facts and ask questions to diagnose problems	0	20	5.83
5	Develop solutions using lateral and creative thinking AND retrieve, interpret, evaluate and interactively use information AND make appropriate and timely decisions	0	15	5.59
6	Defend / assert rights, interests and needs and convince others of one's point of view AND address and resolve contentious issues	0	15	4.06
7	Complete group tasks through collaboration AND operate within, and contribute to, a cooperative group climate AND understand and respond to the complex emotions and viewpoints of others AND work productively with people from diverse backgrounds	0	25	6.14
8	Communicate orally in a clear and sensitive manner and vary to different audiences AND give and receive feedback constructively	0	15	5.47
9	Remain committed to and guided by core values and beliefs	0	15	4.70
10	Be self-confident in dealing with challenges	0	15	5.20
11	Reflect on and evaluate personal practices / strengths and weaknesses AND actively seek, monitor and manage knowledge and opportunities for learning	0	10	5.15
12	Understand and regulate emotions and demonstrate self-control AND persevere and retain effectiveness under pressure AND understand the importance of well being and work / life balance	0	15	4.49
13	Initiate change and add value through ingenuity and creativity AND manage change / demonstrate flexibility in approach to work	0	20	4.78
14	Manage projects AND motivate / performance manage others AND facilitate meetings AND coach and help others learn	0	10	4.32
15	Speak publicly AND participate constructively in meetings AND present written knowledge professionally	0	20	4.80
16	Achieve prescribed goals AND multi-task AND complete tasks in a self-directed manner	0	10	4.58
17	Set and pursue prioritised / realistic goals AND manage time	0	10	4.78
18	Understand and adapt to organisational structure and operations AND understand and account for local, national and global economic conditions	0	10	4.14
19	Behave in a morally and socially responsible manner AND accept responsibility for own decisions, actions and work outcomes	0	25	5.18
20	Go beyond the call of duty, including undertaking menial tasks AND take action unprompted	0	81	4.60
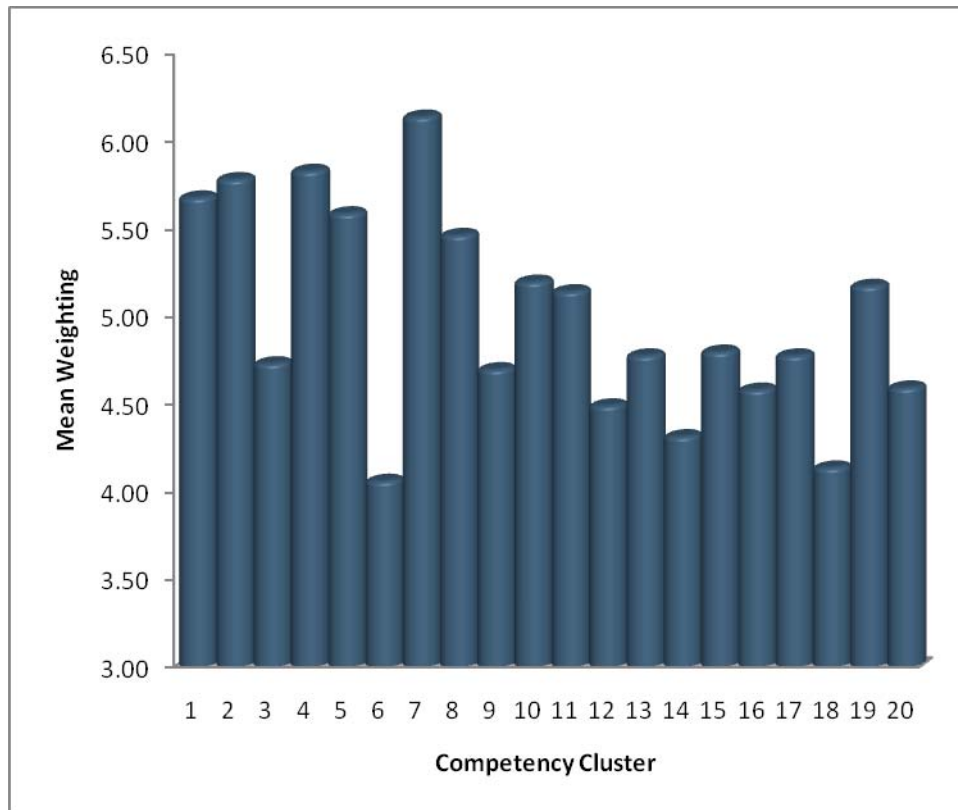
Figure 15 Mean assigned weightings of competency clusters

For the task requirements group of clusters, those working in a management role in Business Schools assigned far less importance to cluster 9 whilst, in contrast, those from Finance / Accounting assigned higher than average weightings; an interesting phenomena in light of recent global events in the financial world.

For the threshold competencies group, those in a management role in HE and in Finance / Accounting assigned greater importance to decision making (cluster 5) whilst Economists placed considerably less importance on this skill set. Specialists in Management, HR, Organisational Behaviour and Employability skills placed more importance on cluster 15.

Importance of Language

Figure 16, relating to Q43, shows that 35% of the sample of respondents for this question (*n*=114) believed being able to conduct business in more than one language was of little importance in the UK workplace and 39% of average importance.
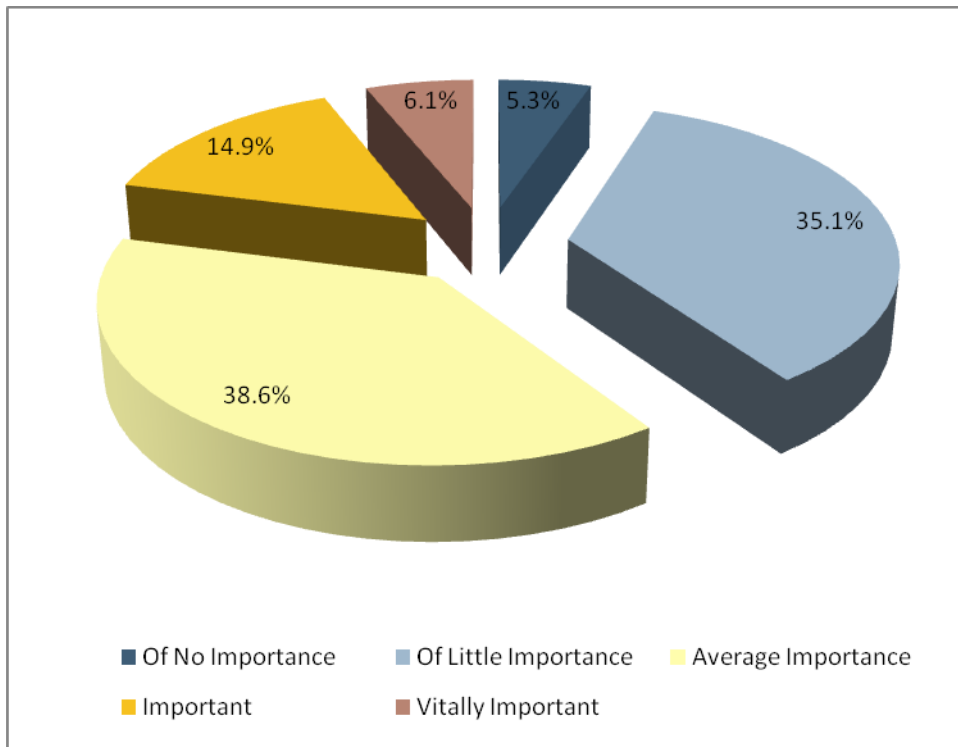
Figure 16 Importance of conducting business in a foreign language

Importance of Behaviours within Clusters

Figure 17 depicts the spread of assigned rankings, by percentage of sample, to the behaviour statements within each cluster. The number of respondents who ranked the individual behaviours within the competency clusters on order of importance ranged from 115 (final cluster) to 135 (first cluster).
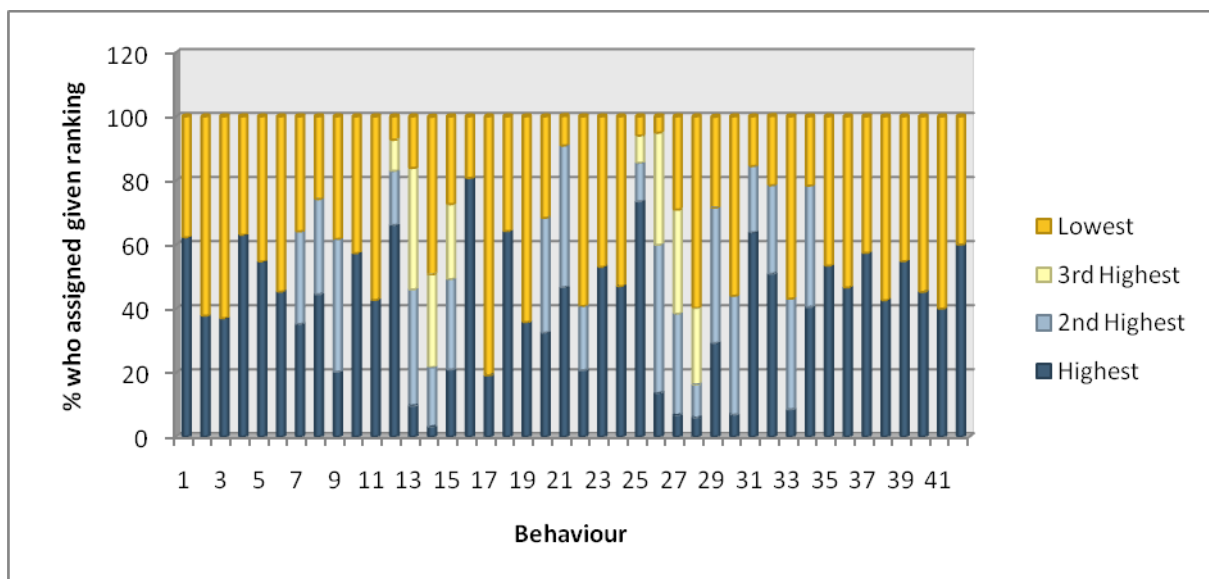
Figure 17 Relative importance of behaviours within clusters

Identification of Other Behaviours

Only 9 of 135 respondents suggested additional behaviours deemed to be important in business graduates. These suggestions are tabulated below and give both frequency of response and the percentage of the entire survey sample.

Table 24 Other behaviours deemed important in business graduates

Q46: "Please record below any other behaviours you feel are important in business graduates which are not covered by the statements in the 20 competency clusters"		
Behaviour	N	%
Understanding of other disciplines and their interconnectedness	3	2.2
Ability to research	1	0.7
Humility	1	0.7
Importance of not wasting other's time	1	0.7
Appropriate levels of work experience	1	0.7
Virtual and global team working using appropriate tools	1	0.7
Demonstrate appropriate grooming and hygiene habits	1	0.7

3.4. Performance of Current Graduates

Satisfaction with Graduate Performance

Of the 114 responses to question 44 on satisfaction levels with the overall quality of business graduates leaving university, 39% are satisfied and 33% are neutral on this issue. Whilst this is a fairly good outcome, there is significant area for improvement.
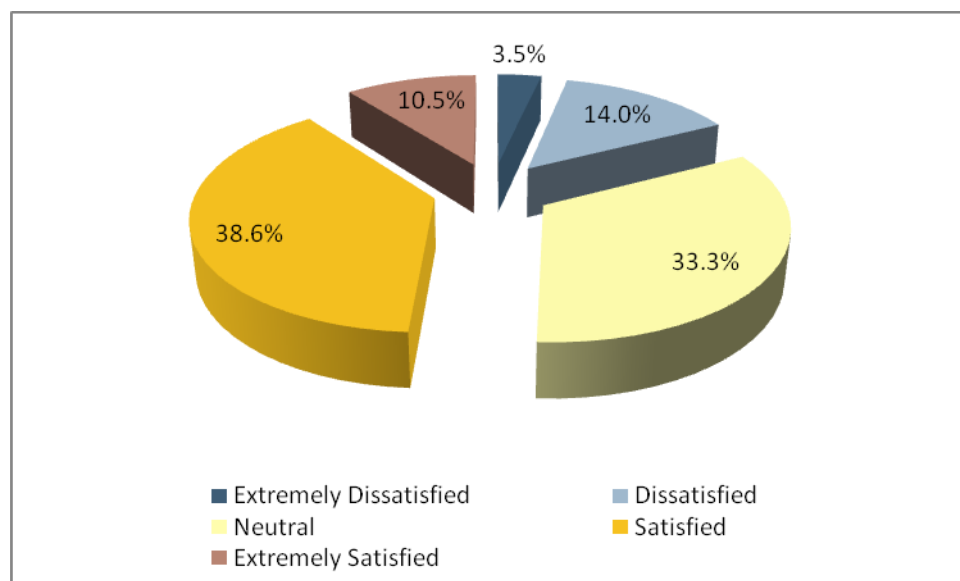
Figure 18 Satisfaction with overall quality of business graduates leaving programme area

Behaviour Performance Ratings

Participants were asked to consider the extent of competence in graduates for a given behaviour. Average graduate performance was rated across a number of different behaviours associated with each of the twenty clusters.

Table 25 UK academic ratings of the importance of behaviours in graduates

| Cluster	Behaviour	Response Category				
		Very Poor (%)	Poor (%)	Average (%)	Good (%)	Excellent (%)
1	Understand, evaluate and apply the methods, policy, theory, research and legislation of business management.	0.0	9.0	42.5	41.0	7.5
2	A. Analyse and use numbers and data accurately and manipulate into relevant information.	3.0	21.6	37.3	29.1	9.0
	B. Select and use appropriate technology to address diverse tasks and problems.	2.2	9.0	35.1	46.3	7.5
3	A. Recognise patterns in detailed documents and scenarios to understand the 'bigger' picture.	1.5	11.2	41.8	37.3	8.2
	B. Recognise, evaluate and retain key points in a range of documents and scenarios.	0.7	7.5	37.3	45.5	9.0
4	A. Use rational and logical reasoning to deduce appropriate and well-reasoned conclusions.	1.6	9.4	37.8	38.6	12.6
	B. Analyse facts and circumstances and ask the right questions to diagnose problems.	0.8	14.2	34.6	41.7	8.7
5	A. Develop a range of solutions using lateral and creative thinking.	4.7	11.0	37.0	40.2	7.1
	B. Retrieve, interpret, evaluate and interactively use information in a range of different formats.	0.8	7.9	33.1	47.2	11.0
	C. Make appropriate and timely decisions, in light of available information, in sensitive and complex situations.	2.4	15.0	49.6	28.3	4.7
6	A. Defend and assert their rights, interests and needs and convince others of the validity of one's point of view.	2.4	11.4	35.0	39.8	11.4
	B. Address and resolve contentious issues with key stakeholders.	4.9	26.8	39.0	24.4	4.9
7	A. Complete group tasks through collaborative communication, problem solving, discussion and planning.	0.8	3.3	15.4	44.7	35.8
	B. Operate within, and contribute to, a respectful, supportive and cooperative group climate.	0.8	7.3	22.8	46.3	22.8
	C. Understand the complex emotions and viewpoints of others and respond sensitively and appropriately.	0.8	15.4	36.6	37.4	9.8
	D. Work productively with people from diverse cultures, races, ages, gender, religions and lifestyles.	2.4	4.1	26.8	34.1	32.5
8	A. Communicate orally in a clear and sensitive manner which is appropriately varied according to different audiences and seniority levels.	1.7	7.6	21.0	53.8	16.0
	B. Give and receive feedback appropriately and constructively.	1.7	10.9	47.1	32.8	7.6
9	Remain consistently committed to and guided by core values and beliefs such as honesty and integrity.	2.5	12.6	34.5	40.3	10.1
10	Be self-confident in dealing with the challenges that employment and life throw up.	1.7	3.4	25.2	52.9	16.8
11	A. Reflect on and evaluate personal practices, strengths and weaknesses in the workplace.	2.5	12.6	34.5	40.3	10.1
	B. Actively seek, monitor and manage knowledge and opportunities for learning in the context of employment and life.	1.7	17.6	41.2	28.6	10.9
12	A. Understand and regulate their emotions and	1.7	15.1	48.7	30.3	4.2

|						
	demonstrate self-control.					
	B. Persevere and retain effectiveness under pressure or when things go wrong.	1.7	15.1	34.5	40.3	8.4
	C. Understand the importance of well being and strive to maintain a productive balance of work and life.	2.5	21.0	42.0	31.1	3.4
13	A. Initiate change and add value by embracing new ideas and showing ingenuity and creativity in addressing challenges and problems.	3.4	11.2	34.5	39.7	11.2
	B. Manage change and demonstrate flexibility in their approach to all aspects of work.	4.3	11.2	32.8	44.8	6.9
14	A. Manage projects (e.g., allocate resources, obtain cooperation, monitor progress, ensure quality, anticipate complex issues and delegate as required).	3.4	12.9	30.2	39.7	13.8
	B. Motivate, support and develop others and manage their performance.	4.3	20.7	39.7	31.0	4.3
	C. Facilitate meetings according to an agenda and meet agreed objectives.	4.3	25.9	32.8	29.3	7.8
	D. Instructively coach and help others learn in the workplace.	6.9	35.3	37.9	18.1	1.7
15	A. Speak publicly and adjust their style according to the nature of the audience.	2.6	9.6	28.7	38.3	20.9
	B. Participate constructively in meetings.	3.5	12.2	35.7	38.3	10.4
	C. Present knowledge, in a range of written formats, in a professional, structured and clear manner.	2.6	5.2	24.3	46.1	21.7
16	A. Achieve prescribed goals and outcomes in a timely and resourceful manner.	1.7	4.3	22.6	53.9	17.4
	B. Multi-task.	2.6	8.7	33.0	42.6	13.0
	C. Complete tasks in a self-directed manner in the absence of supervision.	2.6	9.6	32.2	37.4	18.3
17	A. Set, maintain and consistently act upon achievable goals, prioritised tasks, plans and realistic schedules.	3.5	5.2	417	40.0	9.6
	B. Manage their time to achieve agreed goals.	3.5	7.8	34.8	38.3	15.7
18	A. Understand organisational structure, operations, culture and systems and adapt their behaviour and attitudes accordingly.	4.4	10.5	36.0	37.7	11.4
	B. Understand and account for local, national and global economic conditions and their influence on business success.	3.5	13.2	36.8	33.3	13.2
19	A. Behave in a manner which is morally and socially responsible (e.g., consistent with company policy and/or broader community values).	1.8	6.1	29.8	47.4	14.9
	B. Accept responsibility for own decisions, actions and work outcomes.	2.6	9.6	31.6	40.4	15.8
20	A. Go beyond the call of duty by pitching in, including undertaking menial tasks, as required by the business.	4.4	19.3	37.7	29.8	8.8
	B. Take action unprompted to achieve agreed goals.	3.5	12.3	38.6	36.8	8.8
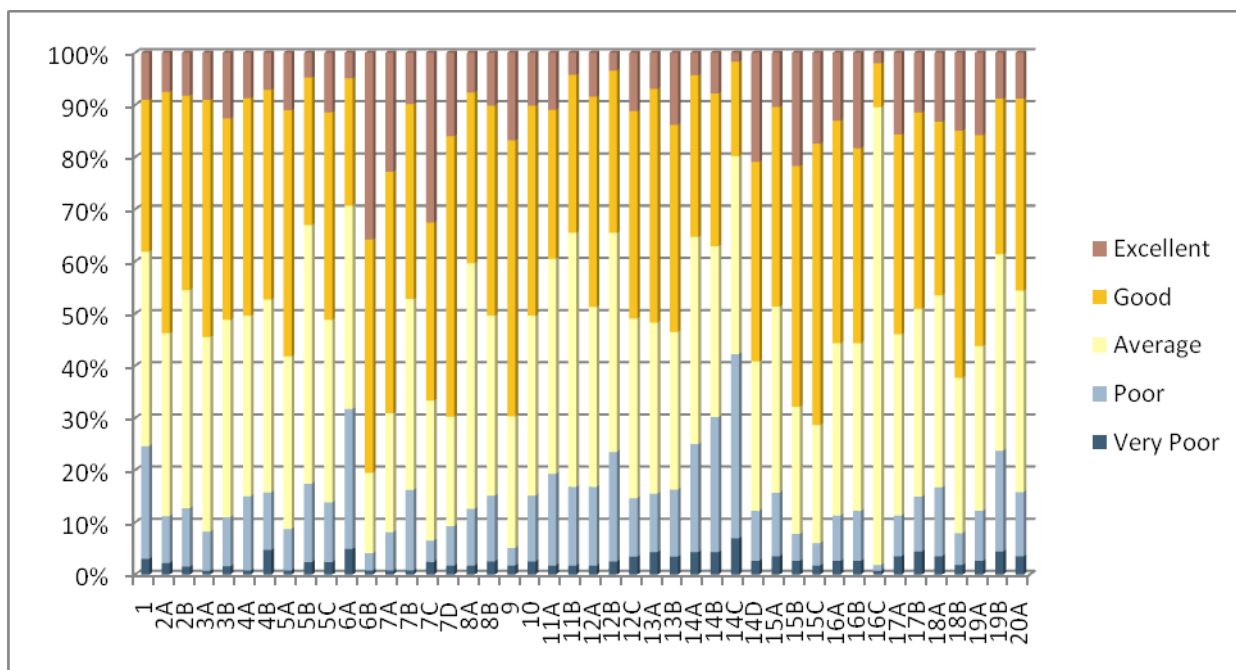
Figure 19 Graduate performance across behaviours

Table 26 shows the eleven behaviours in which graduate performance was rated the worst by UK academics; calculated by summing the percentage responses for the Very Poor and Poor categories. As before, the worst performing behaviours are more commonly associated with management, rather than entry-level positions.

Table 26 Behaviours where graduates are identified as poor performers

Code	Behaviour	%
14D	Instructively coach and help others learn in the workplace	42.2
6B	Address and resolve contentious issues with key stakeholders	31.7
14C	Facilitate meetings according to an agenda and meet agreed objectives	30.2
14B	Motivate, support and develop others and manage their performance	25
2A	Analyse and use numbers and data accurately and manipulate into relevant information	24.6
20A	Go beyond the call of duty by pitching in, including undertaking menial tasks, as required by the business	23.7
12C	Understand the importance of well being and strive to maintain a productive balance of work and life	23.5
11B	Actively seek, monitor and manage knowledge and opportunities for learning in the context of employment and life	19.3
5C	Make appropriate and timely decisions, in light of available information, in sensitive and complex situations	17.4
12B	Persevere and retain effectiveness under pressure or when things go wrong	16.8
12A	Understand and regulate their emotions and demonstrate self-control	16.8

Table 27 shows the ten behaviours in which graduate performance was rated the best by UK academics; calculated by summing the percentage responses for Excellent and Good categories. Many of the social behaviours are classed, as for the Australian academic sample, as strong performers.

Table 27 Behaviours where graduates are identified as strong performers

Code	Behaviour	%
7A	Complete group tasks through collaborative communication, problem solving, discussion and planning	80.5
16A	Achieve prescribed goals and outcomes in a timely and resourceful manner	71.3
8A	Communicate orally in a clear and sensitive manner which is appropriately varied according to different audiences and seniority levels	69.8
10	Be self-confident in dealing with the challenges that employment and life throw up	69.7
7B	Operate within, and contribute to, a respectful, supportive and cooperative group climate	69.1
15C	Present knowledge, in a range of written formats, in a professional, structured and clear manner	67.8
7D	Work productively with people from diverse cultures, races, ages, gender, religions and lifestyles	66.6
19A	Behave in a manner which is morally and socially responsible (e.g., consistent with company policy and/or broader community values).	62.3
15A	Speak publicly and adjust their style according to the nature of the audience	59.2
5B	Retrieve, interpret, evaluate and interactively use information in a range of different formats	58.2

International Comparison of Survey Findings

4.1. Role of Business Schools

There were 3 major themes common to both the Australian and UK academic samples; 21.1% and 23% respectively stated that preparation for the workplace through the development of both generic skills and disciplinary knowledge constitutes the most important role of business schools. 16.7% of the Australian sample, in comparison to 20.7% in the UK, believed preparation for the workplace to be the most important but without specifying a particular avenue for achieving this. The third common major theme was critical thinking and reasoning which was more popular for Australian academics, at 17.8% of the sample, in comparison to those in the UK at 13.8%. The development of generic skills as the sole means of preparing graduates for the workplace was the fourth most popular major theme in Australia with only 2.3% of UK respondents recognising this as important. Counter to this, the focus on providing real life examples and practical experience for undergraduates to assist in their smooth transition from education to the workplace was important to 10.3% of the UK sample but only 4.4% in Australia. A final point of interest is that the development of ethically and morally responsible employees was important to 10% of the Australian academic sample and only 3.4% in the UK.

Table 28 Most important role of university business schools

	Briefly outline what you perceive as the most important role of university business schools?	Australia %	UK %
1	Prepare for the workplace through the development of generic skills AND disciplinary knowledge	21.1	23.0
2	Address the theory / practice issue by giving access to real life examples and practical experience	4.4	10.3
3	Prepare for the workplace – avenue not specified	16.7	20.7
4	Develop critical thinking and reasoning skills	17.8	13.8
5	To build on and maximise students' potential by providing valuable educational opportunities	1.1	9.2
6	Prepare for the workplace through the development of generic skills only	13.3	2.3
7	To produce worthy employees who are ethically and morally responsible	10.0	3.4
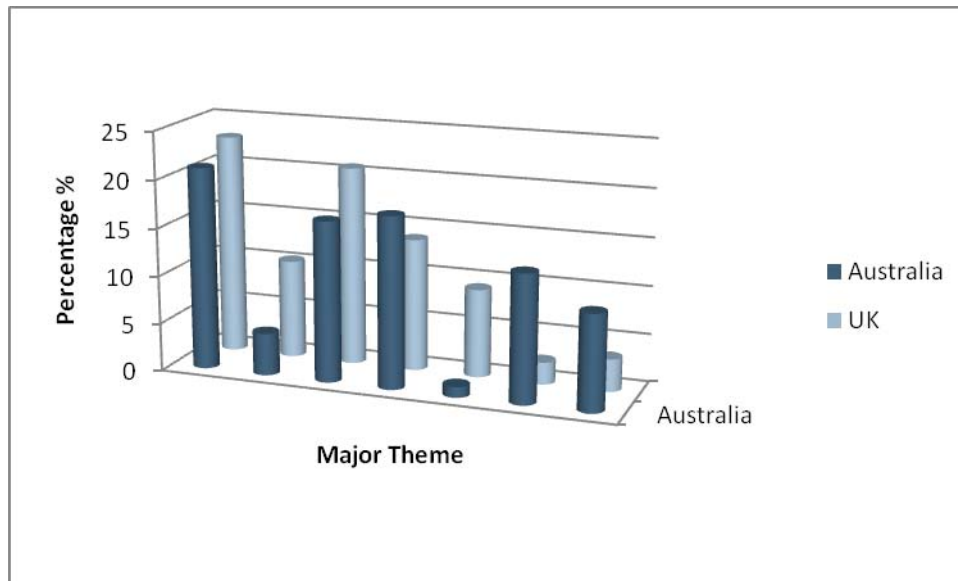
Figure 20 Most important role of university business schools by % of response

4.2. Competency Profiling

Relative Importance of Competency Clusters

Figure 21 highlights the similarities in assigned mean weightings by the Australian and UK academics. Both samples placed considerable onus on the need to develop problem solving skills (cluster 4), numeracy and managing and analysing data (cluster 2), critical thinking skills (cluster 5) and business management principles (cluster 1). Both samples agreed that a focus on political skill (cluster 6) and understanding the organisation and its operating environment (cluster 18) were not of great importance to industry. Outside of these, pattern recognition and information retention (cluster 3); ethical and responsible behaviour (cluster 19); drive and initiative (cluster 20) and self-confidence (cluster 10) experienced the biggest differences in mean weighting between the two samples.
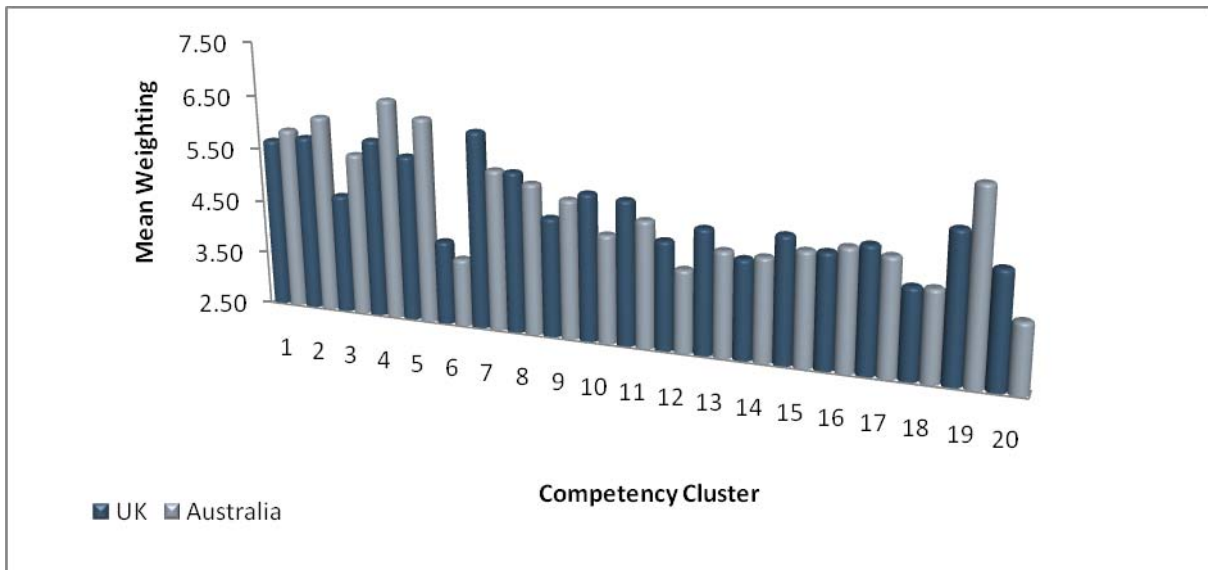
Figure 21 Assigned mean weightings for competency clusters

Importance of Language

Findings showed that the importance of graduates being able to conduct business in more than one language is fairly similar for both the UK and Australian samples. Whilst this may be explained by both countries having English, the most commonly used language in business worldwide, as their predominant language; given the UK's geographical location within, and strong business links with, the European community one might have expected more onus on graduates' being better equipped with foreign language skills.
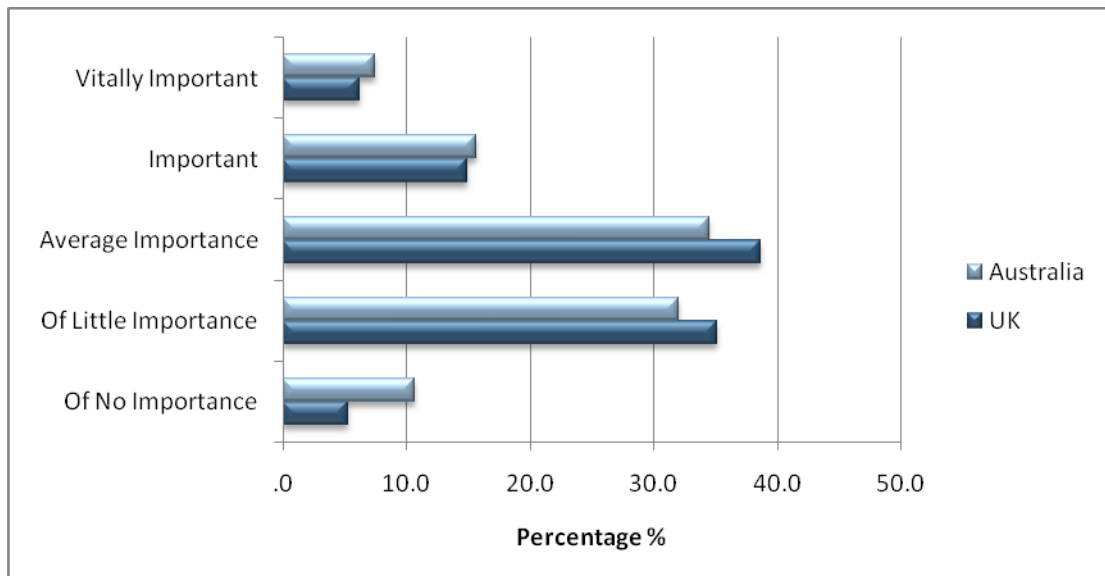
Figure 22 Importance of conducting business in more than one language

Importance of Behaviours within Clusters

The following figure compares the mean ranking across the Australian and UK samples for each behaviour within the 20 clusters. Initial analysis shows great similarity in the importance placed by both samples on individual behaviours within each cluster. Further investigation of the extent of similarity would be beneficial, in addition to an evaluation of the possible effects of the background and demographic variables.
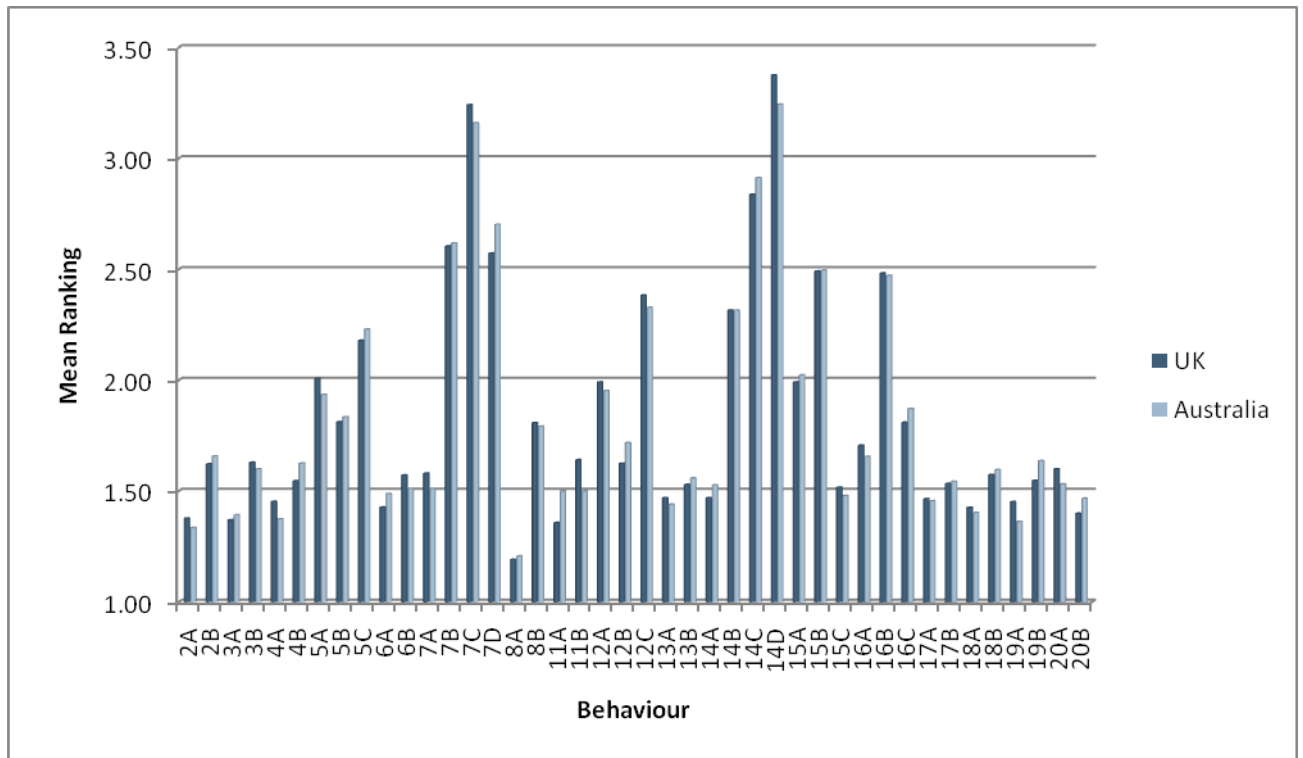
Figure 23 Mean ranking of behaviours within clusters

4.3. Performance Ratings of Current Graduates

Satisfaction with Graduate Performance

Almost identical proportions of both the UK and Australian samples, at 17.5% and 17.3% respectively, were dissatisfied with the overall quality of business graduates leaving their programme area. However, 49.1% of the UK sample was satisfied or extremely satisfied with overall quality, in comparison to 38.6% of Australians.
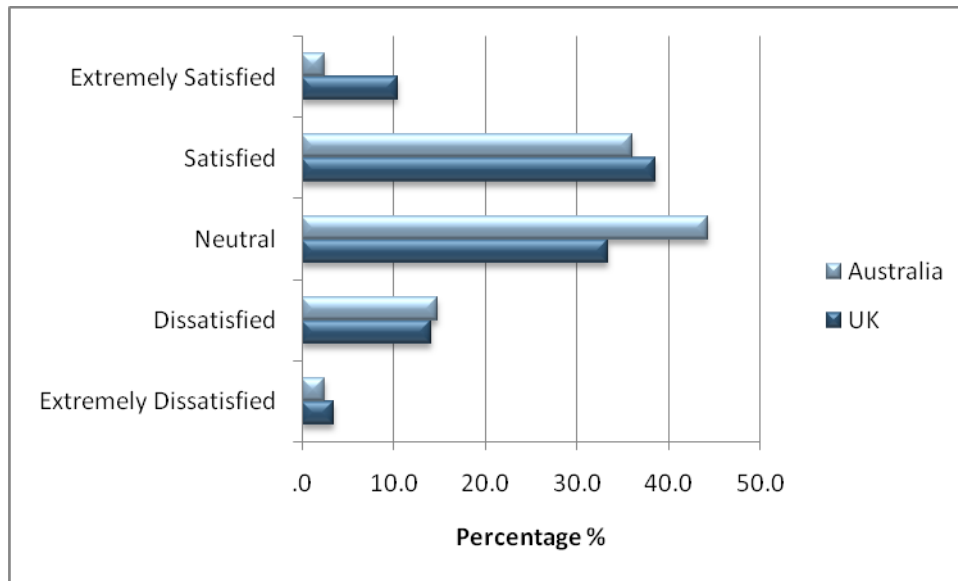
Figure 24 Satisfaction levels with the overall quality of business graduates leaving programme area

Behaviour Performance Ratings

Behaviours identified as ones which graduates perform well in, therefore scoring highly in the Good and Excellent rating, were very similar amongst both samples. 7 of the 10 best performing behaviours were shared by both samples. Accountability (behaviour 19B) was ranked the 9th best performing behaviour in Australia and the 11th best in the UK. Both oral communication (behaviour 8A) and public speaking (behaviour 15A) were ranked 3rd and 9th respectively in the UK's top ten best performing behaviours whereas both appeared in the middle of the Australian table of 45 behaviours.

There was less similarity in those behaviours which graduates were rated as performing poorly in. Both samples identified addressing and resolving contentious issues with key stakeholders; working beyond the call of duty; coaching; motivating and supporting others; work/life balance and lifelong learning as areas which graduates excel in. Areas of greatest discrepancy are initiative was Australia's fourth worst performing behaviour yet the UK's 33rd worst; recognising patterns within and retaining information which was Australia's 6th worst performing behaviour yet the UK's 34th; decision making which was rated 9th in the UK yet 34th in Australia and, finally, working under pressure which was rated 10th in the UK and 31st in Australia.

Comparison of Australian Employers and Academics

5.1. Role of Business Schools

The four major themes common to both Australian employer and Australian academic samples are summarised in the table below. The figures for the development of critical thinking and reasoning skills and producing ethically and morally responsible employees are also depicted as they are major themes for Australian academics. Recognition of the need to develop graduates who are prepared for the workplace is common to both samples but a major difference is the onus placed on addressing the theory / practice issue by giving graduates more access to real life examples. Employers consider this to be far more important and, in balance, place less importance on the development of ethical behaviour and critical thinking and reasoning skills.

Table 29 Most important role of university business schools

	Briefly outline what you perceive as the most important role of university business schools?	Academics %	Employers %
1	Prepare for the workplace through the development of generic skills AND disciplinary knowledge	21.1	17.9
2	Address the theory / practice issue by giving access to real life examples and practical experience	4.4	21.6
3	Prepare for the workplace – avenue not specified	16.7	11.1
4	Develop critical thinking and reasoning skills	17.8	7.4
6	Prepare for the workplace through the development of generic skills only	13.3	15.4
6	To produce worthy employees who are ethically and morally responsible	10.0	0
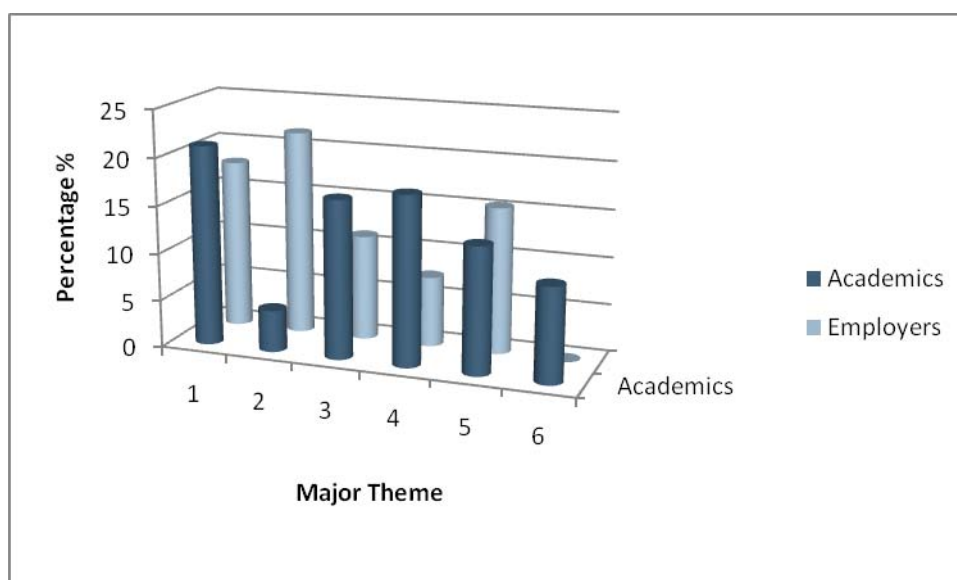
Figure 25 Most important role of university business schools by % of response

5.2. Competency Profiling

Relative Importance of Competency Clusters

Figure 26 highlights the similarities in assigned mean weightings for the relative importance of the twenty competency clusters by Australian employers and academics. Both samples recognised developing numeracy and data analysis skills (cluster 2) and problem solving skills (cluster 4) as being the most important for industry. Other clusters which featured in the top ten, by mean weighting, by both samples are team working (cluster 7), oral communication (cluster 8), pattern recognition and information retention (cluster 3), decision making (cluster 5), business management principles (cluster 1) and responsibility and accountability (cluster 19).

Both samples agreed that a focus on political skill (cluster 6); understanding the organisation and its operating environment (cluster 18); leadership (cluster 14) and change management (cluster 13) are of far lesser importance to industry. The largest differences in assigned mean weighting were identified in organisational skills and time management (cluster 17), drive and initiative goal (cluster 20) and task achievement (cluster 16).
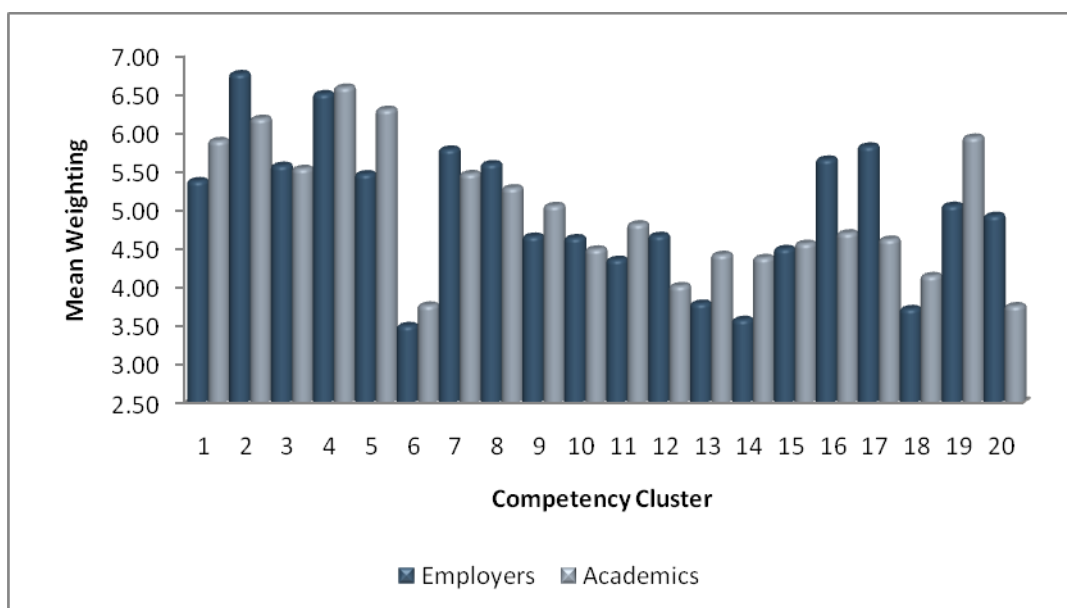
Figure 26 Assigned mean weightings for competency clusters

Importance of Language

Findings showed that the importance of graduates being able to conduct business in more than one language is quite different between the academic and employer samples. A far greater number of employers, at 48.5%, stated that conducting business in more than one language is of no importance to industry in comparison to 10.7% of the academic sample. This variation continues for the Of Little Importance and Average importance ratings with only the high importance ratings being relatively similar.
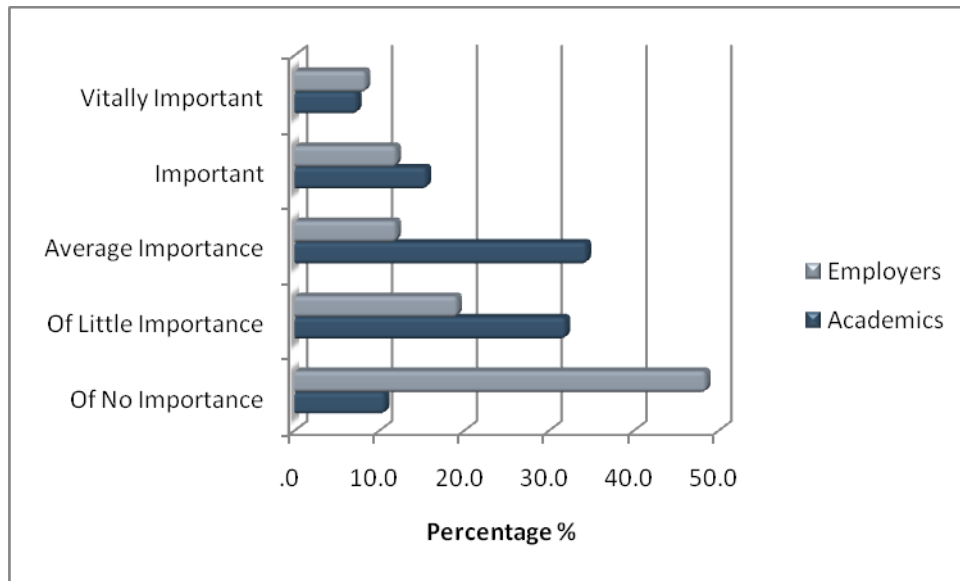
Figure 27 Importance of conducting business in more than one language

Importance of Behaviours within Clusters

Figure 28 compares the mean ranking across the academic and employer samples for each behaviour within the 20 clusters. Preliminary analysis shows that whilst many of the clusters' internal behaviours are ranked in the same order, this is not the case for approximately one third of the twenty clusters; highlighting the need for further investigation.
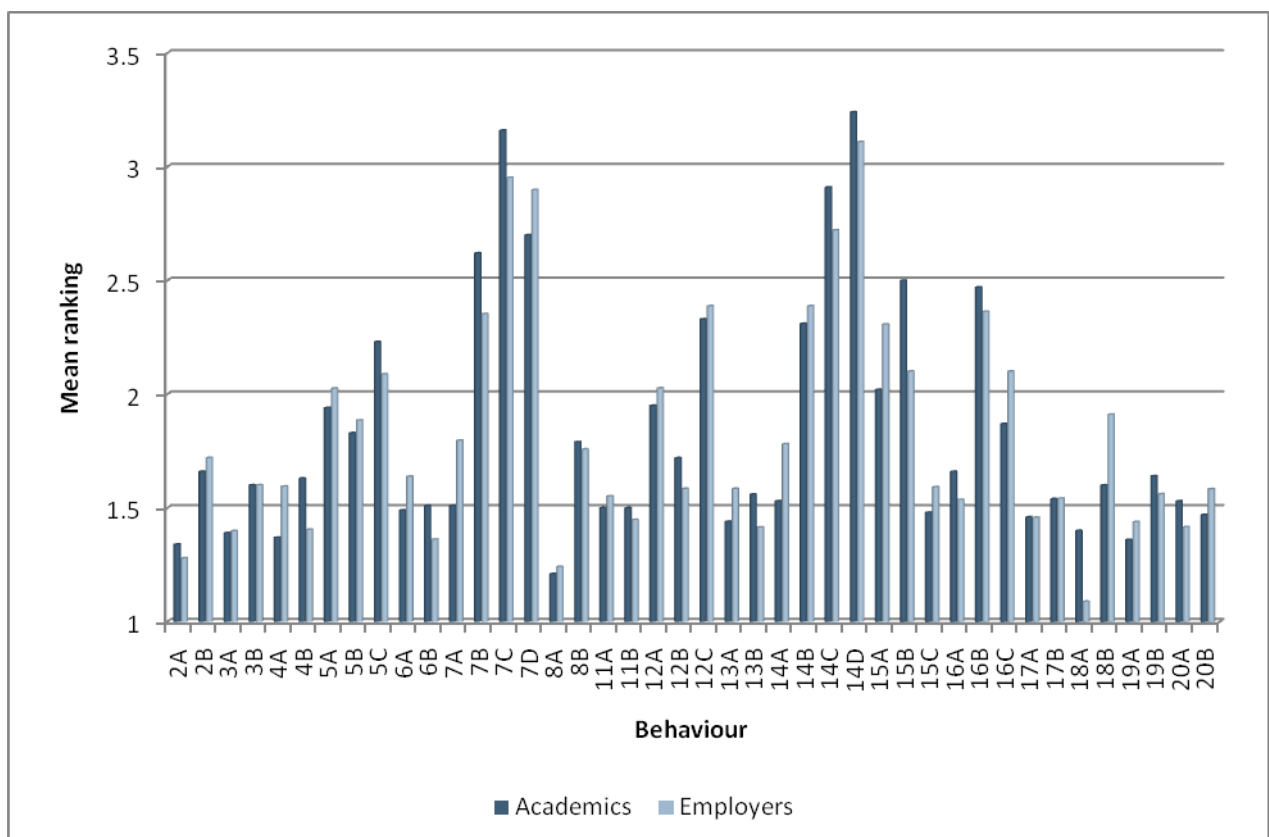
Figure 28 Mean ranking of behaviours within clusters

5.3. Performance Ratings of Current Graduates

Satisfaction with Graduate Performance

At 17.3%, more academics were dissatisfied or extremely dissatisfied with graduating students; in contrast to 11.9% of employers. In alignment, a far higher proportion of employers expressed satisfaction or extreme satisfaction with graduates overall performance, at 57.2%, than academics at 38.6%. This is a pleasing result and could provide some indication that university benchmark standards for graduating students remain at a high level.
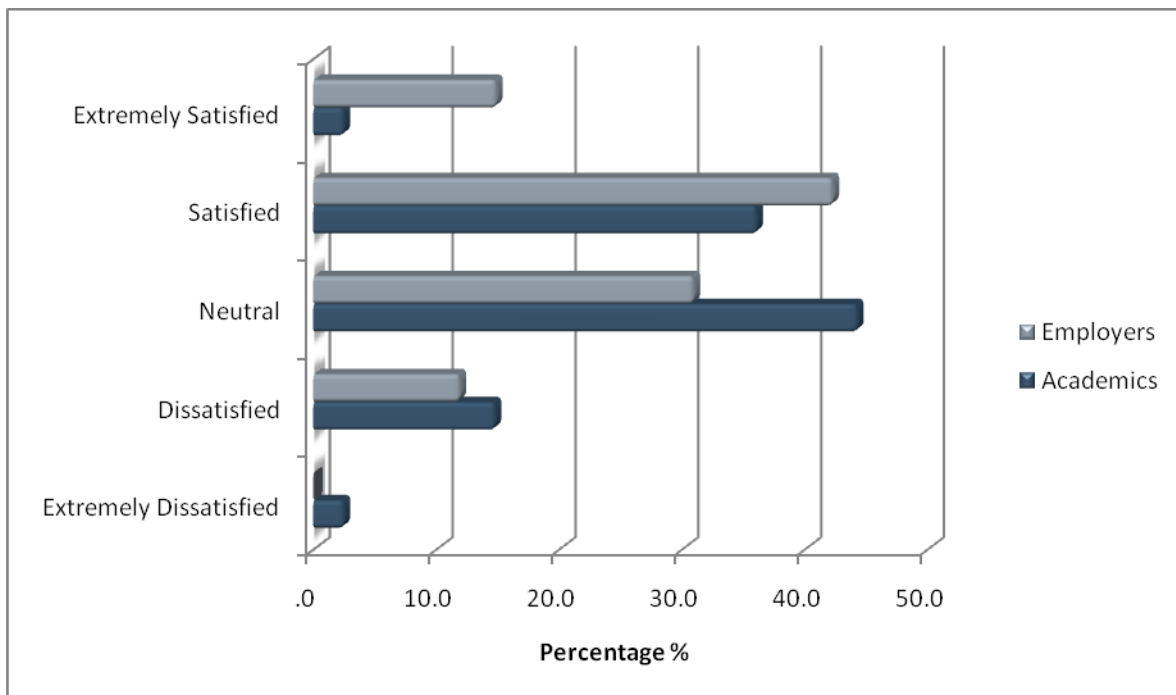
Figure 29 Satisfaction levels with the overall quality of business graduates

Behaviour Performance Ratings

For behaviours identified as ones which graduates perform best in, there was much similar between the two samples with eight behaviours featuring in both samples' top ten best performers. The only major differences were that working beyond the call of duty was rated 9th in the employer sample yet 41st in the academic's evaluation of graduate performance and written communication was rated 6th by academics but 27th by employers.

Continuing the focus on the top ten ratings, behaviours in which graduates were identified as performing poorly displayed less similarity between the samples. Behaviours whose rating varied significantly were maintaining a work-life balance at 23.4% for academics and 12% for employers; project management skills at 36.6% for employers and 17.3% of academics and decision making skills at 36.5% for employers and 15.8% for academics.

B. Appendices

B1. Employer Online Survey Questionnaire

Question Stem	Response Options:
Q1. Please give the name of your employer. Please note that this information is used for mapping to sector and industry information only and will not be used for any other purposes.	Open Response
Q2. Do you hold a degree yourself?	Yes No
Q3. What is your sex?	Male Female
Q4. Please select your age (in years):	18 – 24 25 – 34 35 – 44 45 – 54 55+
Q5. Please select the number of years you have supervised graduates.	< 1 year 1 – 3 years 4 – 6 years 7 – 10 years 11+ years
Q6. Please complete the following table for the department where you supervise graduates. **Name of work area / department** **Geographical location (suburb, state, postcode)** **Nature of business activity** **Length of graduate rotations in months (if applicable)** **Approximate number of employees**	Open Response
Q7. Please state the most common reason for assigning graduates to your work area / department.	To enhance corporate profile To increase organisational flexibility and corporate response To improve customer satisfaction To improve market share To improve staff morale and reduce staff turnover To improve productivity To teach graduates about the business as part of your corporate graduate program (informational purposes only) To harness the specific technical and occupational knowledge and skills brought by graduates, developed during their degree studies To capture the all-round intellectual ability of degree holders which is required in your work area Other
Q8. What best describes the strategic priority of your work area / department for the next 3 years?	Introduce new products Expand geographical markets Improve productivity Improve profitability Raise workforce skills Improve customer service Invest in more research and development Other
Q9. Competency Cluster 1 investigates *graduates who, in a range of different contexts, are able effectively to...* **Understand, evaluate and apply the methods, policy, theory, research and legislation of business management.** **Please consider the extent to which recent graduates in**	1 2 3 4 5

your work area are competent in this behaviour. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	
Q10. <u>**Competency Cluster 2**</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Analyse and use numbers and data accurately and manipulate into relevant information.** **B) Select and use appropriate technology to address diverse tasks and problems.** **Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q11. **Please now compare the relative importance, in your work area, of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance**	1 2 Statement A Statement B
Q12. <u>**Competency Cluster 3**</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Recognise patterns in detailed documents and scenarios to understand the 'bigger' picture.** **B) Recognise, evaluate and retain key points in a range of documents and scenarios.** **Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q13. **Please now compare the relative importance, in your work area, of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.**	1 2 Statement A Statement B
Q14. <u>**Competency Cluster 4**</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Use rational and logical reasoning to deduce appropriate and well-reasoned conclusions.** **B) Analyse facts and circumstances and ask the right questions to diagnose problems.** **Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q15. **Please now compare the relative importance, in your work area, of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.**	1 2 Statement A Statement B
Q16. <u>**Competency Cluster 5**</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Develop a range of solutions using lateral and creative thinking.**	1 2 3 4 5 Statement A Statement B

B) Retrieve, interpret, evaluate and interactively use information in a range of different formats. C) Make appropriate and timely decisions, in light of available information, in sensitive and complex situations. Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	Statement C
Q17. Please now compare the relative importance, in your work area, of the behaviours described in statements A, B and C. Please rank A, B and C in order with 1 being the most important and 3 being of least importance.	1 2 3 Statement A Statement B Statement C
Q18. <u>Competency Cluster 6</u> investigates *graduates who, in a range of different contexts, are able effectively to...* A) Defend and assert their rights, interests and needs and convince others of the validity of one's point of view. B) Address and resolve contentious issues with key stakeholders. Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	1 2 3 4 5 Statement A Statement B
Q19. Please now compare the relative importance, in your work area, of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q20. <u>Competency Cluster 7</u> investigates *graduates who, in a range of different contexts, are able effectively to...* A) Complete group tasks through collaborative communication, problem solving, discussion and planning. B) Operate within, and contribute to, a respectful, supportive and cooperative group climate. C) Understand the complex emotions and viewpoints of others and respond sensitively and appropriately. D) Work productively with people from diverse cultures, races, ages, gender, religions and lifestyles. Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent)	1 2 3 4 5 Statement A Statement B Statement C Statement D
Q21. Please now compare the relative importance, in your work area, of the behaviours described in statements A, B, C and D. Please rank A, B, C and D in order with 1 being the most important and 4 being of least importance.	1 2 3 4 Statement A Statement B Statement C Statement D
Q22. <u>Competency Cluster 8</u> investigates *graduates who, in a*	1 2 3 4 5

range of different contexts, are able effectively to... **A) Communicate orally in a clear and sensitive manner which is appropriately varied according to different audiences and seniority levels.** **B) Give and receive feedback appropriately and constructively.** **Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	Statement A Statement B
Q23. Please now compare the relative importance, in your work area, of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q24. <u>Competency Cluster 9</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **Remain consistently committed to and guided by core values and beliefs such as honesty and integrity.** **Please consider the extent to which recent graduates in your work area are competent in this behaviour. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent)**	1 2 3 4 5
Q25. <u>Competency Cluster 10</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **Be self-confident in dealing with the challenges that employment and life throw up.** **Please consider the extent to which recent graduates in your work area are competent in this behaviour. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5
Q26. <u>Competency Cluster 11</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Reflect on and evaluate personal practices, strengths and weaknesses in the workplace.** **B) Actively seek, monitor and manage knowledge and opportunities for learning in the context of employment and life.** **Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q27. Please now compare the relative importance, in your work area, of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q28. <u>Competency Cluster 12</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Understand and regulate their emotions and demonstrate self-control.**	1 2 3 4 5 Statement A Statement B

B) Persevere and retain effectiveness under pressure or when things go wrong. C) Understand the importance of well being and strive to maintain a productive balance of work and life. Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	Statement C					
Q29. Please now compare the relative importance, in your work area, of the behaviours described in statements A, B and C. Please rank A, B and C in order with 1 being the most important and 3 being of least importance.		1 2 3 Statement A Statement B Statement C				
Q30. Competency Cluster 13 investigates *graduates who, in a range of different contexts, are able effectively to...* A) Initiate change and add value by embracing new ideas and showing ingenuity and creativity in addressing challenges and problems. B) Manage change and demonstrate flexibility in their approach to all aspects of work. Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).		1 2 3 4 5 Statement A Statement B				
Q31. Please now compare the relative importance, in your work area, of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.		1 2 Statement A Statement B				
Q32. Competency Cluster 14 investigates *graduates who, in a range of different contexts, are able effectively to...* A) Manage projects (e.g., allocate resources, obtain cooperation, monitor progress, ensure quality, anticipate complex issues and delegate as required). B) Motivate, support and develop others and manage their performance. C) Facilitate meetings according to an agenda and meet agreed objectives. D) Instructively coach and help others learn in the workplace. Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).		1 2 3 4 5 Statement A Statement B Statement C				
Q33. Please now compare the relative importance, in your work area, of the behaviours described in statements A, B, C and D. Please rank A, B, C and D in order with 1 being the most important and 4 being of least importance.		1 2 3 Statement A Statement B Statement C				
Q34. Competency Cluster 15 investigates *graduates who, in*		1 2 3 4 5				

a range of different contexts, are able effectively to... A) Speak publicly and adjust their style according to the nature of the audience. B) Participate constructively in meetings. C) Present knowledge, in a range of written formats, in a professional, structured and clear manner. Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	Statement A Statement B Statement C
Q35. Please now compare the relative importance, in your work area, of the behaviours described in statements A, B and C. Please rank A, B and C in order with 1 being the most important and 3 being of least importance.	1 2 3 Statement A Statement B Statement C
Q36. Competency Cluster 16 investigates *graduates who, in a range of different contexts, are able effectively to...* A) Achieve prescribed goals and outcomes in a timely and resourceful manner. B) Multi-task. C) Complete tasks in a self-directed manner in the absence of supervision. Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	1 2 3 4 5 Statement A Statement B Statement C
Q37. Please now compare the relative importance, in your work area, of the behaviours described in statements A, B and C. Please rank A, B and C in order with 1 being the most important and 3 being of least importance.	1 2 3 Statement A Statement B Statement C
Q38. Competency Cluster 17 investigates *graduates who, in a range of different contexts, are able effectively to...* A) Set, maintain and consistently act upon achievable goals, prioritised tasks, plans and realistic schedules. B) Manage their time to achieve agreed goals. Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	1 2 3 4 5 Statement A Statement B
Q39. Please now compare the relative importance, in your work area, of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q40. Competency Cluster 18 investigates *graduates who, in a range of different contexts, are able effectively to...* A) Understand organisational structure, operations, culture	1 2 3 4 5 Statement A

and systems and adapt their behaviour and attitudes accordingly. B) Understand and account for local, national and global economic conditions and their influence on business success. Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	Statement B
Q41. Please now compare the relative importance, in your work area, of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q42. <u>Competency Cluster 19</u> investigates *graduates who, in a range of different contexts, are able effectively to...* A) Behave in a manner which is morally and socially responsible (e.g., consistent with company policy and/or broader community values). B) Accept responsibility for own decisions, actions and work outcomes. Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	1 2 3 4 5 Statement A Statement B
Q43. Please now compare the relative importance, in your work area, of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q44. <u>Competency Cluster 20</u> investigates *graduates who, in a range of different contexts, are able effectively to...* A) Go beyond the call of duty by pitching in, including undertaking menial tasks, as required by the business. B) Take action unprompted to achieve agreed goals. Please consider the extent to which recent graduates in your work area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	1 2 3 4 5 Statement A Statement B
Q45. Please now compare the relative importance, in your work area, of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q46. Please weight the relative importance of the 20 clusters (C1, C2 ...) against each other. Assigned weightings can be in increments of 0.5% (ie 0.5, 1, 1.5...) and the total must add up to 100%. The average weighting will be 5% per cluster. Abbreviated descriptions of each cluster are given below	C1: Understand, evaluate and apply the methods, policy, theory, research and legislation of business management C2: Analyse and use numbers and data accurately AND select / use appropriate technology C3: Recognise patterns in documents to see the bigger picture AND evaluate and retain key points in documents / scenarios C4: Use logical reasoning to deduce appropriate

	conclusions AND analyse facts and ask questions to diagnose problems
	C5: Develop solutions using lateral and creative thinking AND retrieve, interpret, evaluate and interactively use information AND make appropriate and timely decisions
	C6: Defend / assert rights, interests and needs and convince others of one's point of view AND address and resolve contentious issues
	C7: Complete group tasks through collaboration AND operate within, and contribute to, a cooperative group climate AND understand and respond to the complex emotions and viewpoints of others AND work productively with people from diverse backgrounds
	C8: Communicate orally in a clear and sensitive manner and vary to different audiences AND give and receive feedback constructively
	C9: Remain committed to and guided by core values and beliefs
	C10: Be self-confident in dealing with challenges
	C11: Reflect on and evaluate personal practices / strengths and weaknesses AND actively seek, monitor and manage knowledge and opportunities for learning
	C12: Understand and regulate emotions and demonstrate self-control AND persevere and retain effectiveness under pressure AND understand the importance of well being and work / life balance
	C13: Initiate change and add value through ingenuity and creativity AND manage change / demonstrate flexibility in approach to work
	C14: Manage projects AND motivate / performance manage others AND facilitate meetings AND coach and help others learn
	C15: Speak publicly AND participate constructively in meetings AND present written knowledge professionally
	C16: Achieve prescribed goals AND multi-task AND complete tasks in a self-directed manner
	C17: Set and pursue prioritised / realistic goals AND manage time
	C18: Understand and adapt to organisational structure and operations AND understand and account for local, national and global economic conditions
	C19: Behave in a morally and socially responsible manner AND accept responsibility for own decisions, actions and work outcomes
	C20: Go beyond the call of duty, including undertaking menial tasks AND take action unprompted
Q46. Please rate the importance of having graduates in your work area who are able to conduct business in more than one language (1= Of No Importance up to 5 = Vitally Important).	1 2 3 4 5
Q47. Please rate the importance of having graduates in your work area who are able to conduct business in more than one language (1= Of No Importance up to 5 = Vitally Important).	1 2 3 4 5

Q48. On the whole, how satisfied are you with the overall quality of recent business graduates entering your work area? (1 = Extremely Dissatisfied, up to 5 = Extremely Satisfied).	1 2 3 4 5
Q49. Briefly outline what you perceive as the most important role of university business schools?	Open Response
Q50. Please record below any other behaviours you feel are important in business graduates which are not covered by the statements in the 20 competency clusters.	Open Response

B2. Business Academic Online Survey Questionnaire - Australia

Question Stem	Response Options:
Q1. Please give the name of the education institution for which you work primarily. Please note that this information is used for mapping to geography, structure and course information only and will not be used for any other purposes.	Open Response
Q2. What is your sex?	Male Female
Q3. Please select your age (in years):	18 – 24 25 – 34 35 – 44 45 – 54 55+
Q4. Please select your specialist area(s) within the business undergraduate programme offered at your education institution.	Marketing Finance / Accounting Management Human Resources Information Management Economics Statistics Employability Skills Legal Framework E-Business International Studies Entrepreneurship Not applicable / other
Q5. Please indicate the number of year's experience you have had in each of the areas listed in the table below. **Coordinating / managerial role within a business school / faculty** **Lecturing / tutoring business undergraduates** **Supervising recent business graduates in the workplace** **Working as a recent business graduate in the workplace**	0 years 1 – 3 years 4 – 6 years 7 – 10 years 11+ years
Q6. Competency Cluster 1 investigates *graduates who, in a range of different contexts, are able effectively to...* **Understand, evaluate and apply the methods, policy, theory, research and legislation of business management.** **Please consider the extent to which recent graduates from your programme area are competent in this behaviour. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5
Q7. Competency Cluster 2 investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Analyse and use numbers and data accurately and manipulate into relevant information.** **B) Select and use appropriate technology to address diverse tasks and problems.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance**	1 2 3 4 5 Statement A Statement B

on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	
Q8. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance	1 2 Statement A Statement B
Q9. <u>Competency Cluster 3</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Recognise patterns in detailed documents and scenarios to understand the 'bigger' picture.** **B) Recognise, evaluate and retain key points in a range of documents and scenarios.** **Please consider the extent to which recent from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q10. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q11. <u>Competency Cluster 4</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Use rational and logical reasoning to deduce appropriate and well-reasoned conclusions.** **B) Analyse facts and circumstances and ask the right questions to diagnose problems.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q12. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q13. <u>Competency Cluster 5</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Develop a range of solutions using lateral and creative thinking.** **B) Retrieve, interpret, evaluate and interactively use information in a range of different formats.** **C) Make appropriate and timely decisions, in light of available information, in sensitive and complex situations.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B Statement C
Q14. In your programme area, please now compare the relative importance of the behaviours described in statements A, B and C. Please rank A, B and C in order with 1 being the most important and 3 being of least importance.	1 2 3 Statement A

	Statement B
	Statement C
Q15. Competency Cluster 6 investigates *graduates who, in a range of different contexts, are able effectively to...* A) Defend and assert their rights, interests and needs and convince others of the validity of one's point of view. B) Address and resolve contentious issues with key stakeholders. Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	1 2 3 4 5 Statement A Statement B
Q16. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q17. Competency Cluster 7 investigates *graduates who, in a range of different contexts, are able effectively to...* A) Complete group tasks through collaborative communication, problem solving, discussion and planning. B) Operate within, and contribute to, a respectful, supportive and cooperative group climate. C) Understand the complex emotions and viewpoints of others and respond sensitively and appropriately. D) Work productively with people from diverse cultures, races, ages, gender, religions and lifestyles. Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent)	1 2 3 4 5 Statement A Statement B Statement C Statement D
Q18. In your programme area, please now compare the relative importance of the behaviours described in statements A, B, C and D. Please rank A, B, C and D in order with 1 being the most important and 4 being of least importance.	1 2 3 4 Statement A Statement B Statement C Statement D
Q19. Competency Cluster 8 investigates *graduates who, in a range of different contexts, are able effectively to...* A) Communicate orally in a clear and sensitive manner which is appropriately varied according to different audiences and seniority levels. B) Give and receive feedback appropriately and constructively. Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	1 2 3 4 5 Statement A Statement B
Q20. In your programme area, please now compare the	1 2

relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	Statement A Statement B
Q21. Competency Cluster 9 investigates *graduates who, in a range of different contexts, are able effectively to...* **Remain consistently committed to and guided by core values and beliefs such as honesty and integrity.** **Please consider the extent to which recent graduates from your programme area are competent in this behaviour. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent)**	1 2 3 4 5
Q22. Competency Cluster 10 investigates *graduates who, in a range of different contexts, are able effectively to...* **Be self-confident in dealing with the challenges that employment and life throw up.** **Please consider the extent to which recent graduates from your programme area are competent in this behaviour. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5
Q23. Competency Cluster 11 investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Reflect on and evaluate personal practices, strengths and weaknesses in the workplace.** **B) Actively seek, monitor and manage knowledge and opportunities for learning in the context of employment and life.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q24. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q25. Competency Cluster 12 investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Understand and regulate their emotions and demonstrate self-control.** **B) Persevere and retain effectiveness under pressure or when things go wrong.** **C) Understand the importance of well being and strive to maintain a productive balance of work and life.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B Statement C
Q26. In your programme area, please now compare the relative importance of the behaviours described in	1 2 3

statements A, B and C. Please rank A, B and C in order with 1 being the most important and 3 being of least importance.	Statement A Statement B Statement C
Q27. <u>Competency Cluster 13</u> investigates *graduates who, in a range of different contexts, are able effectively to...* A) Initiate change and add value by embracing new ideas and showing ingenuity and creativity in addressing challenges and problems. B) Manage change and demonstrate flexibility in their approach to all aspects of work. Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	1 2 3 4 5 Statement A Statement B
Q28. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q29. <u>Competency Cluster 14</u> investigates *graduates who, in a range of different contexts, are able effectively to...* A) Manage projects (e.g., allocate resources, obtain cooperation, monitor progress, ensure quality, anticipate complex issues and delegate as required). B) Motivate, support and develop others and manage their performance. C) Facilitate meetings according to an agenda and meet agreed objectives. D) Instructively coach and help others learn in the workplace. Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	1 2 3 4 5 Statement A Statement B Statement C
Q30. In your programme area, please now compare the relative importance of the behaviours described in statements A, B, C and D. Please rank A, B, C and D in order with 1 being the most important and 4 being of least importance.	1 2 3 Statement A Statement B Statement C
Q31. <u>Competency Cluster 15</u> investigates *graduates who, in a range of different contexts, are able effectively to...* A) Speak publicly and adjust their style according to the nature of the audience. B) Participate constructively in meetings. C) Present knowledge, in a range of written formats, in a professional, structured and clear manner. Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is	1 2 3 4 5 Statement A Statement B Statement C

the highest (excellent).						
Q32. In your programme area, please now compare the relative importance of the behaviours described in statements A, B and C. Please rank A, B and C in order with 1 being the most important and 3 being of least importance.		1	2	3		
	Statement A					
	Statement B					
	Statement C					
Q33. <u>Competency Cluster 16</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Achieve prescribed goals and outcomes in a timely and resourceful manner.** **B) Multi-task.** **C) Complete tasks in a self-directed manner in the absence of supervision.** **Please consider the extent to which recent from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**		1	2	3	4	5
	Statement A					
	Statement B					
	Statement C					
Q34. In your programme area, please now compare the relative importance of the behaviours described in statements A, B and C. Please rank A, B and C in order with 1 being the most important and 3 being of least importance.		1	2	3		
	Statement A					
	Statement B					
	Statement C					
Q35. <u>Competency Cluster 17</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Set, maintain and consistently act upon achievable goals, prioritised tasks, plans and realistic schedules.** **B) Manage their time to achieve agreed goals.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**		1	2	3	4	5
	Statement A					
	Statement B					
Q36. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.		1	2			
	Statement A					
	Statement B					
Q37. <u>Competency Cluster 18</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Understand organisational structure, operations, culture and systems and adapt their behaviour and attitudes accordingly.** **B) Understand and account for local, national and global economic conditions and their influence on business success.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**		1	2	3	4	5
	Statement A					
	Statement B					
Q38. In your programme area, please now compare the		1	2			

relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	Statement A Statement B
Q39. <u>Competency Cluster 19</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Behave in a manner which is morally and socially responsible (e.g., consistent with company policy and/or broader community values).** **B) Accept responsibility for own decisions, actions and work outcomes.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q40. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q41. <u>Competency Cluster 20</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Go beyond the call of duty by pitching in, including undertaking menial tasks, as required by the business.** **B) Take action unprompted to achieve agreed goals.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q42. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q43. In the Australian workplace, please rate the importance of having graduates who are able to conduct business in more than one language (1= Of No Importance up to 5 = Vitally Important).	1 2 3 4 5
Q44. On the whole, how satisfied are you with the overall quality of recent business graduates leaving your programme area to enter the Australian workplace? (1 = Extremely Dissatisfied, up to 5 = Extremely Satisfied).	1 2 3 4 5
Q45. Briefly outline what you perceive to be the most important role of university business schools?	Open Response
Q46. Please record below any other behaviours you feel are important in business graduates which are not covered by the statements in the 20 competency clusters.	Open Response
Q47. Please weight the relative importance of the 20 clusters (C1, C2 ...) for equipping graduates with the skills to work effectively in the Australian workplace. **Assigned weightings can be in increments of 0.5% (ie 0.5, 1, 1.5...) and the total must add up to 100%.** **The average weighting will be 5% per cluster.**	C1: Understand, evaluate and apply the methods, policy, theory, research and legislation of business management C2: Analyse and use numbers and data accurately AND select / use appropriate technology

Abbreviated descriptions of each cluster are given below.	C3: Recognise patterns in documents to see the bigger picture AND evaluate and retain key points in documents / scenarios
	C4: Use logical reasoning to deduce appropriate conclusions AND analyse facts and ask questions to diagnose problems
	C5: Develop solutions using lateral and creative thinking AND retrieve, interpret, evaluate and interactively use information AND make appropriate and timely decisions
	C6: Defend / assert rights, interests and needs and convince others of one's point of view AND address and resolve contentious issues
	C7: Complete group tasks through collaboration AND operate within, and contribute to, a cooperative group climate AND understand and respond to the complex emotions and viewpoints of others AND work productively with people from diverse backgrounds
	C8: Communicate orally in a clear and sensitive manner and vary to different audiences AND give and receive feedback constructively
	C9: Remain committed to and guided by core values and beliefs
	C10: Be self-confident in dealing with challenges
	C11: Reflect on and evaluate personal practices / strengths and weaknesses AND actively seek, monitor and manage knowledge and opportunities for learning
	C12: Understand and regulate emotions and demonstrate self-control AND persevere and retain effectiveness under pressure AND understand the importance of well being and work / life balance
	C13: Initiate change and add value through ingenuity and creativity AND manage change / demonstrate flexibility in approach to work
	C14: Manage projects AND motivate / performance manage others AND facilitate meetings AND coach and help others learn
	C15: Speak publicly AND participate constructively in meetings AND present written knowledge professionally
	C16: Achieve prescribed goals AND multi-task AND complete tasks in a self-directed manner
	C17: Set and pursue prioritised / realistic goals AND manage time
	C18: Understand and adapt to organisational structure and operations AND understand and account for local, national and global economic conditions
	C19: Behave in a morally and socially responsible manner AND accept responsibility for own decisions, actions and work outcomes
	C20: Go beyond the call of duty, including undertaking menial tasks AND take action unprompted

B3. Business Academic Online Survey Questionnaire - UK

Question Stem	Response Options:
Q1. Please give the name of the education institution for which you work primarily. Please note that this information is used for mapping to geography, structure and course information only and will not be used for any other purposes.	Open Response
Q2. What is your sex?	Male Female
Q3. Please select your age (in years):	18 – 24 25 – 34 35 – 44 45 – 54 55+
Q4. Please select your specialist area(s) within the business undergraduate programme offered at your education institution.	Marketing Finance / Accounting Management Human Resources Information Management Economics Statistics Employability Skills Legal Framework E-Business International Studies Entrepreneurship Not applicable / other
Q5. Please indicate the number of years experience you have had in each of the areas listed in the table below. **Coordinating / managerial role within a business school / faculty** **Lecturing / tutoring business undergraduates** **Supervising recent business graduates in the workplace** **Working as a recent business graduate in the workplace**	0 years 1 – 3 years 4 – 6 years 7 – 10 years 11+ years
Q6. <u>Competency Cluster 1</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **Understand, evaluate and apply the methods, policy, theory, research and legislation of business management.** **Please consider the extent to which recent graduates from your programme area are competent in this behaviour. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5
Q7. <u>Competency Cluster 2</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Analyse and use numbers and data accurately and manipulate into relevant information.** **B) Select and use appropriate technology to address diverse tasks and problems.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance**	1 2 3 4 5 Statement A Statement B

on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).					
Q8. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance	1 2 Statement A Statement B				
Q9. <u>**Competency Cluster 3**</u> **investigates** *graduates who, in a range of different contexts, are able effectively to...* **A) Recognise patterns in detailed documents and scenarios to understand the 'bigger' picture.** **B) Recognise, evaluate and retain key points in a range of documents and scenarios.** **Please consider the extent to which recent from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B				
Q10. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B				
Q11. <u>**Competency Cluster 4**</u> **investigates** *graduates who, in a range of different contexts, are able effectively to...* **A) Use rational and logical reasoning to deduce appropriate and well-reasoned conclusions.** **B) Analyse facts and circumstances and ask the right questions to diagnose problems.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B				
Q12. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B				
Q13. <u>**Competency Cluster 5**</u> **investigates** *graduates who, in a range of different contexts, are able effectively to...* **A) Develop a range of solutions using lateral and creative thinking.** **B) Retrieve, interpret, evaluate and interactively use information in a range of different formats.** **C) Make appropriate and timely decisions, in light of available information, in sensitive and complex situations.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B Statement C				
Q14. In your programme area, please now compare the relative importance of the behaviours described in statements A, B and C. Please rank A, B and C in order with 1 being the most important and 3 being of least importance.	1 2 3 Statement A				

	Statement B
	Statement C
Q15. <u>Competency Cluster 6</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Defend and assert their rights, interests and needs and convince others of the validity of one's point of view.** **B) Address and resolve contentious issues with key stakeholders.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q16. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q17. <u>Competency Cluster 7</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Complete group tasks through collaborative communication, problem solving, discussion and planning.** **B) Operate within, and contribute to, a respectful, supportive and cooperative group climate.** **C) Understand the complex emotions and viewpoints of others and respond sensitively and appropriately.** **D) Work productively with people from diverse cultures, races, ages, gender, religions and lifestyles.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent)**	1 2 3 4 5 Statement A Statement B Statement C Statement D
Q18. In your programme area, please now compare the relative importance of the behaviours described in statements A, B, C and D. Please rank A, B, C and D in order with 1 being the most important and 4 being of least importance.	1 2 3 4 Statement A Statement B Statement C Statement D
Q19. <u>Competency Cluster 8</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Communicate orally in a clear and sensitive manner which is appropriately varied according to different audiences and seniority levels.** **B) Give and receive feedback appropriately and constructively.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q20. In your programme area, please now compare the	1 2

relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	Statement A Statement B
Q21. Competency Cluster 9 investigates *graduates who, in a range of different contexts, are able effectively to...* **Remain consistently committed to and guided by core values and beliefs such as honesty and integrity.** **Please consider the extent to which recent graduates from your programme area are competent in this behaviour. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent)**	1 2 3 4 5
Q22. Competency Cluster 10 investigates *graduates who, in a range of different contexts, are able effectively to...* **Be self-confident in dealing with the challenges that employment and life throw up.** **Please consider the extent to which recent graduates from your programme area are competent in this behaviour. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5
Q23. Competency Cluster 11 investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Reflect on and evaluate personal practices, strengths and weaknesses in the workplace.** **B) Actively seek, monitor and manage knowledge and opportunities for learning in the context of employment and life.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q24. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q25. Competency Cluster 12 investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Understand and regulate their emotions and demonstrate self-control.** **B) Persevere and retain effectiveness under pressure or when things go wrong.** **C) Understand the importance of well being and strive to maintain a productive balance of work and life.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B Statement C
Q26. In your programme area, please now compare the relative importance of the behaviours described in	1 2 3

statements A, B and C. Please rank A, B and C in order with 1 being the most important and 3 being of least importance.	Statement A Statement B Statement C
Q27. <u>Competency Cluster 13</u> investigates *graduates who, in a range of different contexts, are able effectively to...* A) Initiate change and add value by embracing new ideas and showing ingenuity and creativity in addressing challenges and problems. B) Manage change and demonstrate flexibility in their approach to all aspects of work. Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	1 2 3 4 5 Statement A Statement B
Q28. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q29. <u>Competency Cluster 14</u> investigates *graduates who, in a range of different contexts, are able effectively to...* A) Manage projects (e.g., allocate resources, obtain cooperation, monitor progress, ensure quality, anticipate complex issues and delegate as required). B) Motivate, support and develop others and manage their performance. C) Facilitate meetings according to an agenda and meet agreed objectives. D) Instructively coach and help others learn in the workplace. Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).	1 2 3 4 5 Statement A Statement B Statement C
Q30. In your programme area, please now compare the relative importance of the behaviours described in statements A, B, C and D. Please rank A, B, C and D in order with 1 being the most important and 4 being of least importance.	1 2 3 Statement A Statement B Statement C
Q31. <u>Competency Cluster 15</u> investigates *graduates who, in a range of different contexts, are able effectively to...* A) Speak publicly and adjust their style according to the nature of the audience. B) Participate constructively in meetings. C) Present knowledge, in a range of written formats, in a professional, structured and clear manner. Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is	1 2 3 4 5 Statement A Statement B Statement C

the highest (excellent).	
Q32. In your programme area, please now compare the relative importance of the behaviours described in statements A, B and C. Please rank A, B and C in order with 1 being the most important and 3 being of least importance.	1 2 3 Statement A Statement B Statement C
Q33. <u>Competency Cluster 16</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Achieve prescribed goals and outcomes in a timely and resourceful manner.** **B) Multi-task.** **C) Complete tasks in a self-directed manner in the absence of supervision.** **Please consider the extent to which recent from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B Statement C
Q34. In your programme area, please now compare the relative importance of the behaviours described in statements A, B and C. Please rank A, B and C in order with 1 being the most important and 3 being of least importance.	1 2 3 Statement A Statement B Statement C
Q35. <u>Competency Cluster 17</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Set, maintain and consistently act upon achievable goals, prioritised tasks, plans and realistic schedules.** **B) Manage their time to achieve agreed goals.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q36. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q37. <u>Competency Cluster 18</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Understand organisational structure, operations, culture and systems and adapt their behaviour and attitudes accordingly.** **B) Understand and account for local, national and global economic conditions and their influence on business success.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q38. In your programme area, please now compare the	1 2

relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	Statement A Statement B
Q39. <u>Competency Cluster 19</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Behave in a manner which is morally and socially responsible (e.g., consistent with company policy and/or broader community values).** **B) Accept responsibility for own decisions, actions and work outcomes.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q40. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q41. <u>Competency Cluster 20</u> investigates *graduates who, in a range of different contexts, are able effectively to...* **A) Go beyond the call of duty by pitching in, including undertaking menial tasks, as required by the business.** **B) Take action unprompted to achieve agreed goals.** **Please consider the extent to which recent graduates from your programme area are competent in each of these stated behaviours. Please rate their average performance on a scale of 1 to 5 where 1 is the lowest (very poor) and 5 is the highest (excellent).**	1 2 3 4 5 Statement A Statement B
Q42. In your programme area, please now compare the relative importance of the behaviours described in statements A and B. Please rank A and B in order with 1 being the most important and 2 being of lesser importance.	1 2 Statement A Statement B
Q43. In the UK workplace, please rate the importance of having graduates who are able to conduct business in more than one language (1= Of No Importance up to 5 = Vitally Important).	1 2 3 4 5
Q44. On the whole, how satisfied are you with the overall quality of recent business graduates leaving your programme area to enter the UK workplace? (1 = Extremely Dissatisfied, up to 5 = Extremely Satisfied).	1 2 3 4 5
Q45. Briefly outline what you perceive to be the most important role of university business schools?	Open Response
Q46. Please record below any other behaviours you feel are important in business graduates which are not covered by the statements in the 20 competency clusters.	Open Response
Q47. Please weight the relative importance of the 20 clusters (C1, C2 ...) for equipping graduates with the skills to work effectively in the UK workplace. **Assigned weightings can be in increments of 0.5% (ie 0.5, 1, 1.5...) and the total must add up to 100%.** **The average weighting will be 5% per cluster.**	C1: Understand, evaluate and apply the methods, policy, theory, research and legislation of business management C2: Analyse and use numbers and data accurately AND select / use appropriate technology

Abbreviated descriptions of each cluster are given below.	C3: Recognise patterns in documents to see the bigger picture AND evaluate and retain key points in documents / scenarios
	C4: Use logical reasoning to deduce appropriate conclusions AND analyse facts and ask questions to diagnose problems
	C5: Develop solutions using lateral and creative thinking AND retrieve, interpret, evaluate and interactively use information AND make appropriate and timely decisions
	C6: Defend / assert rights, interests and needs and convince others of one's point of view AND address and resolve contentious issues
	C7: Complete group tasks through collaboration AND operate within, and contribute to, a cooperative group climate AND understand and respond to the complex emotions and viewpoints of others AND work productively with people from diverse backgrounds
	C8: Communicate orally in a clear and sensitive manner and vary to different audiences AND give and receive feedback constructively
	C9: Remain committed to and guided by core values and beliefs
	C10: Be self-confident in dealing with challenges
	C11: Reflect on and evaluate personal practices / strengths and weaknesses AND actively seek, monitor and manage knowledge and opportunities for learning
	C12: Understand and regulate emotions and demonstrate self-control AND persevere and retain effectiveness under pressure AND understand the importance of well being and work / life balance
	C13: Initiate change and add value through ingenuity and creativity AND manage change / demonstrate flexibility in approach to work
	C14: Manage projects AND motivate / performance manage others AND facilitate meetings AND coach and help others learn
	C15: Speak publicly AND participate constructively in meetings AND present written knowledge professionally
	C16: Achieve prescribed goals AND multi-task AND complete tasks in a self-directed manner
	C17: Set and pursue prioritised / realistic goals AND manage time
	C18: Understand and adapt to organisational structure and operations AND understand and account for local, national and global economic conditions
	C19: Behave in a morally and socially responsible manner AND accept responsibility for own decisions, actions and work outcomes
	C20: Go beyond the call of duty, including undertaking menial tasks AND take action unprompted