

Asia-born New Zealand Trained Business Graduates Reactions and Insights into Internationalization in New Zealand University Business Schools

Terry McGrath
International Student Ministries of New Zealand,
PO Box 6082, Palmerston North 4445
New Zealand.
Email: terry@ism.org.nz

Vivienne Anderson
University of Otago College of Education
PO Box 56, Dunedin
New Zealand
Email: vivienne.anderson@otago.ac.nz

Ching Chze Pheng
International Student Ministries of New Zealand
PO Box 6082, Palmerston North 4445
New Zealand
Email: chingcpy@gmail.com

Akira Doi
International Student Ministries of New Zealand
PO Box 6082, Palmerston North 4445
New Zealand
Email: doi.akira@gmail.com

In August 2008 the Asia New Zealand Foundation commissioned International Student Ministries of New Zealand to undertake a three-year longitudinal tracking study of Asia-born, New Zealand educated business graduates, examining their role in the development of New Zealand-Asia business relationships. The last of three reports from this work was published in April 2012. This paper draws on these reports and the large body of data obtained throughout the study. Around 250 Asia-born New Zealand trained business graduates took part in this three year study and they provided a rich source of data related to many things encountered in their coming to New Zealand to live, study and subsequently transition to work in New Zealand and overseas. This paper draws on their reflections, insights and comments as to how their living and study experiences, the curriculum and education received, and the university and post university services prepared them and assisted their post academic transition. This paper also offers the graduates' reflections on how well they were prepared for a business career that would cross national and cultural boundaries and be fit for service in a growing global society.

Key Words

Internationalisation, business, curriculum, global society, transnational, cross cultural, social awareness.

INTRODUCTION

In August 2008, the Asia New Zealand Foundation commissioned International Student Ministries of New Zealand to begin a three-year longitudinal tracking study of Asia-born New Zealand-trained business graduates. This study over a period of three years (2008-2011) examined the role that Asia-born New Zealand-trained business graduates play in the development of New Zealand-Asia business relationships. It has also looked at how their experiences immediately prior to graduation and post graduation relate to that development. In this paper we discuss findings spanning the three years of data collection and which are related to insights into internationalization in New Zealand University Business Schools and the factors that contribute to positive outcomes for Asia-born New Zealand trained business graduates.

Data was collected in three phases at approximately one year intervals. A total of 41 participants remained in the study at the third and final phase of data collection. This figure was down from the 221 participants at phase I of the data collection and 76 at phase II. Thirty additional graduates joined the study as it progressed and provided information at the second and third phases of data collection increasing the total number of participants in the study to 251 over the three years of data collection. The primary sources for data were a series of on-line surveys and in-depth interviews. Graduates were interviewed or surveyed up to three times during the three years of this study. Additional data was sought from well placed observers able to comment on information provided by graduates, and from regulatory bodies, business schools, and the wider context regarding developing internationalisation in the tertiary education sector in New Zealand. These observer comments were important to our wider study but for this extract relating to graduates observations on internationalisation were of limited use. We mention them here for completeness in describing the context of data collection. It should also be emphasised that while we had three phases for data collection the first phase was the richest in terms of yielding data related to insights and reactions to internationalisation in New Zealand university business schools. It should also be emphasised that our data collection was not driven by seeking to find such insights, but rather was focussed on observations made in passing and recorded in the context of our studies central question of where Asia-born New Zealand trained business graduates fit and influence New Zealand Asia business relationships. Internationalisation within business schools is relevant to that question but beyond the scope and brief of our original study. We see this as a relevant area for further focussed exploration but not a key focus of our data collection

Our data collection yielded rich qualitative data on Asia-born New Zealand trained business graduates, their experiences while studying and since graduating from New Zealand business programmes, their perceptions of New Zealand and New Zealanders, and their hopes for the future. It also yielded good indications of how these graduates could become involved in business relationships that may have an Asia-New Zealand dimension and provided some reflections on internationalisation in business schools and its consequential effects on Asian born business graduates, in particular relating to their future in an internationalised business context.

This paper focuses on an extract from our findings from all three phases of our study. It draws on the reflections, insights and comments of the Asia-born New Zealand trained business graduates, who participated in our study, as to how their living and study experiences, the curriculum and education received, and the university and post university services prepared them and assisted their post academic transition and how well they were prepared for a business career that would cross national and cultural boundaries and be fit for service in a growing global society.

THE CONTEXT OF THE STUDY

In 2005 the Ministry of Education commissioned a study to look at trends in internationalisation of New Zealand's tertiary education organisations since 1998, to follow up an earlier first report (Back et al, 1998)ⁱ. This report (McInnis, Peacock and Catherwood, 2006)ⁱⁱ was published the following year. It contained recommendations for a further stock take in 2012 to measure progress. It looked at five areas through an extensive survey instrument and follow up interviews namely:

- Institutional Strategy and Responses
- Teaching Learning and the Student Experience
- Internationalisation of Research
- International Student Programme
- International Outreach

They recommended the future stock take should, in addition to these institutional indicators, examine also the wider context for internationalisation such as, response to government

policy, responses to internationalisation elsewhere and the implications of internationalisation on desired outcomes from wider policy frameworks both current and future. Within this report they covered a range of aspects that involved the experience of international students and international graduate alumni, and the role they could play in internationalisation if the institutions were so inclined. In particular they noted the de facto way in which curriculum was internationalised and the lack of intentionality to utilise the presence of international students in the classroom to enhance the internationalising of the student experience. They noted an insufficiency of internationalised course programmes and singled out business studies as an area where an international perspective could be expected but was sadly insufficiently international in content. They also noted very little was being done by institutions to assist international students in the transitions they encountered in study, living and beyond graduation.

Our study involved a subset of international students graduating from business courses some three years or more after the 2006 report was published, and it could be expected that our research participants might reflect some progress in internationalisation in business schools if their institution was responsive to this report and the policy framework initiatives such as, “The International Education Agenda: A Strategy for 2007-2012” (Ministry of Education, 2007)ⁱⁱⁱ that followed. Whilst not the primary purpose of our study, we as researchers were interested to see what was reflected by our research participants and their experiences that could indicate development in internationalisation.

The subjects in our study had entered tertiary education around the time the 2006 stock take was occurring. As their experience occurred within the six year frame period before another stock take, their experience may serve as an indicator to development in internationalisation within the business schools sector of tertiary education in New Zealand. It may also serve as an indicator for some of the desired outcomes of the wider policy framework such as, “positive flow-on effects for tourism, trade links and the labour market from skilled international graduates.” (Ministry of Education, 2011)^{iv} The aspect of internationalisation that we looked at in the data obtained from our research participants is only a very small part of the overall internationalisation picture. International students are an often overlooked group for feedback in evaluating internationalisation of education strategies, yet those same strategies frequently identify them as an important component without which an internationalisation strategy is unlikely to succeed. In part, this may be due to viewing international students as an integral commodity in the marketing aspect of international education yet failing to view them as consumers, observers and evaluators of the educational experience they engage in whilst living and studying in New Zealand. In the New Zealand context, the experiences of the Asia-born business graduates who participated in our study may be an important indicator of aspects of internationalisation development and certainly the response of business schools to the 2006 report demonstrates this.

In thinking about desired outcomes and the wider context, it is also important to realise that our study occurred during a period marked by the ongoing effects of the 2008 global financial crisis in New Zealand. These effects include continued economic uncertainty, and increased levels of unemployment;^v in particular, youth unemployment. According to the Department of Labour (2011), youth unemployment rates in 2011 were at 7.9 percentage points higher than five years previously (17.5 percent compared with 6.6 percent for the general population).^{vi} Relative to the general population of New Zealand, Asian people in New Zealand are youthful and highly skilled. However, they experience high levels of underemployment and higher levels of unemployment than European New Zealanders.^{vii} In 2009, the labour force participation rate for Asian people in New Zealand was 66 percent, lower than that for European people (70 percent) and Maori people (67 percent), but higher than that for Pacific peoples (62 percent).^{viii} The Department of Labour notes that the seniority of the European population masks their relatively high level of labour market participation. Equal age-specific levels of participation for Asian people would be 77 percent (75 percent for Maori and Pacific people).^{ix}

Economic uncertainty and increased unemployment during the period since 2008 has also been the experience of many countries in Asia.^x In particular, those Asian countries with highly internationalised economies and close economic ties to the U.S.^{xi} Mok (2010) suggests that many governments in the Asia region have prioritised education spending in response to economic uncertainty, inflationary pressures, and high levels of unemployment.^{xii} Despite (or perhaps, because of) economic uncertainty in New Zealand, there was a 6.3 percent increase in tertiary education enrolments for domestic students aged 18 to 24 years between 2006 and 2009.^{xiii} We also note a strong upward trend in international student enrolments in New Zealand between 2008 and 2009.^{xiv} Preliminary indications are that despite continuing economic pressures in the Asia-Pacific region, this upward trend will continue, albeit at a more gradual rate. A recent Ministry of Education report notes a 3 percent increase in total international student enrolments between 2009 and 2010.^{xv} In 2010, approximately 68 percent of these students were from Asia: the majority (22 percent) from the People's Republic of China, followed by South Korea (16 percent), India (12 percent), Japan (10 percent), and South East Asia (9 percent).^{xvi} The graduates in our study were transitioning from study to work in a context generally uncondusive to easily gaining employment in a chosen area.

DEFINITION OF INTERNATIONALISATION

Concepts of internationalisation are varied. For the purpose of our discussion it is necessary for us to clarify what we mean by internationalisation in the tertiary education sector. We have chosen two complementary definitions of internationalisation that have guided us as we have analysed the data from our study.

McInnis, Peacock and Catherwood (2006) found a definition provided by Knight (2003) as useful to their study:

Internationalisation at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post secondary education. (Knight, 2003).^{xvii}

For the purposes of our study we were conscious of this definition but chose to further refine it with a more recent student orientated definition from the British Council and NUS charter for becoming a global university:

Internationalisation is best described as the process of integrating an international dimension into higher education. Internationalisation has the potential to ensure that all students have a global experience during their studies, and prepare them for a more interconnected world. British Council (2010)^{xviii}

In examining the reflections of our research participants we wanted a student's perspective of internationalisation as this was the most relevant view for our study. Institutional and other aspects of internationalisation would not be ignored should observations draw attention to them. However, it is unlikely that the student perspective would give a fully rounded view and it is not our desire in this paper to explore the subject in depth, but rather to draw attention to observations relating to internationalisation in business schools mentioned by our research participants. Thus the Knight definition coupled with the NUS definition helped in evaluating the data produced in our study.

Of the five areas of data collection in the McInnis, Peacock & Catherwood (2006) study, 'Teaching, Learning and the Student Experience' and the 'International Student Programme' seemed to be the areas in which our research participants could offer information. However, we were also interested in the remarks they made relating to areas for a future stock take. These additional areas included:

Internationalisation of curriculum

Intentionality in utilising the presence of international students in the classroom to enhance internationalisation of student experience

Internationalised course programmes particularly in business schools
Assisting international students in the transition they encounter in study, living and beyond graduation

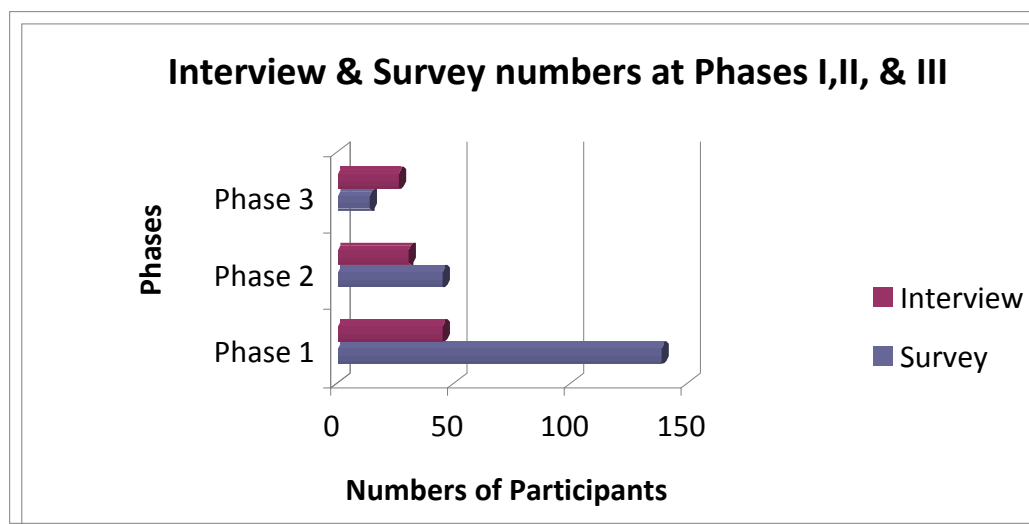
At a practical level we looked for evidence in the responses of our research participants that would indicate either development of, or lacks in, the above areas.

METHODOLOGY

Throughout the overall study, our primary methods of data collection were online surveys and in-depth interviews. Eligible participants at the start of the study included all Asian-born students in their final year of study at New Zealand business schools or in their first year post-graduation. Phase one participants were recruited from late 2008 through to early 2009 through participating business schools (by referral and through posters in Chinese and English publicising the study); through ISM NZ staff and student clubs and networks; and through peer referral. All were invited to participate in both the survey and interview panels, and five participants chose to participate in both. The initial online survey went live in March 2009. One hundred and thirty one students and new graduates completed the first survey, exceeding our target number of 120. This number increased by another 40, subsequent to the initial data collection for the first report. Interviews for phase I were conducted with a total of 40 people from October 2008 through to May 2009 (this number subsequently increased to 50). An in-depth account of phase one research methods and findings is available in our first report.

Over the three years of our study, we encountered an attrition of research participants which may have been as a result that they were in a context of transition. Figure 1 shows the numbers of participants relative to the phase of the study, and the two methods of data collection used, namely an online survey and in-depth interviews. Our interview panels showed a lesser degree of attrition than our online survey panels, and this may be attributable to the higher level of social relationships that developed with researchers via the interview panel.

Figure 1 Number of Interview Participants and Survey Participants at Phases I,II & III



After phase one of the study had been completed, contact with participants was maintained through newsletters updating them on the study's progress and the preliminary findings. Details relating to the attrition and its effects on the study are discussed in reports 2^{xix} and 3^{xx}.

During the initial two data collection phases, our research team received a number of suggestions regarding other avenues of enquiry likely to provide information or insights

pertinent to our project. As a result, interviews were conducted with 10 (non-graduate) stakeholders in policy, education and business. A variety of other individuals were consulted in relation to issues raised in our phase one and phase two reports. Where appropriate, comments from these interviews were included throughout report 3 and were identified as ‘observer comments’ to distinguish them from participant responses. Some of these observer comments related to internationalisation, and some of these observations have informed this paper.

This paper comprises of information from all three reports and from data collected but not used in those reports. It examines the reaction and reflection of our research participants relating to aspects of internationalisation that could reasonably be expected to occur in the context of their experience, especially with regard to impacting the outcomes for Asia-born New Zealand trained business graduates transitioning from study to work.

The graduates in our study came from a variety of Asian countries with the dominant group being from China. Figures 2 & 3 reflect the backgrounds of those participating in our study.

Figure 2 Birth Countries of Survey Participants

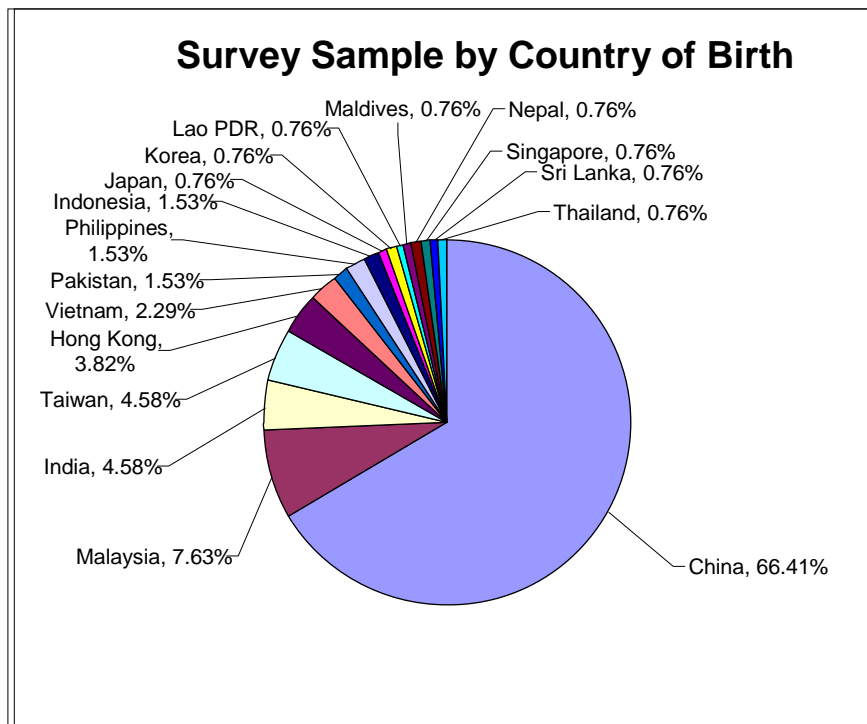
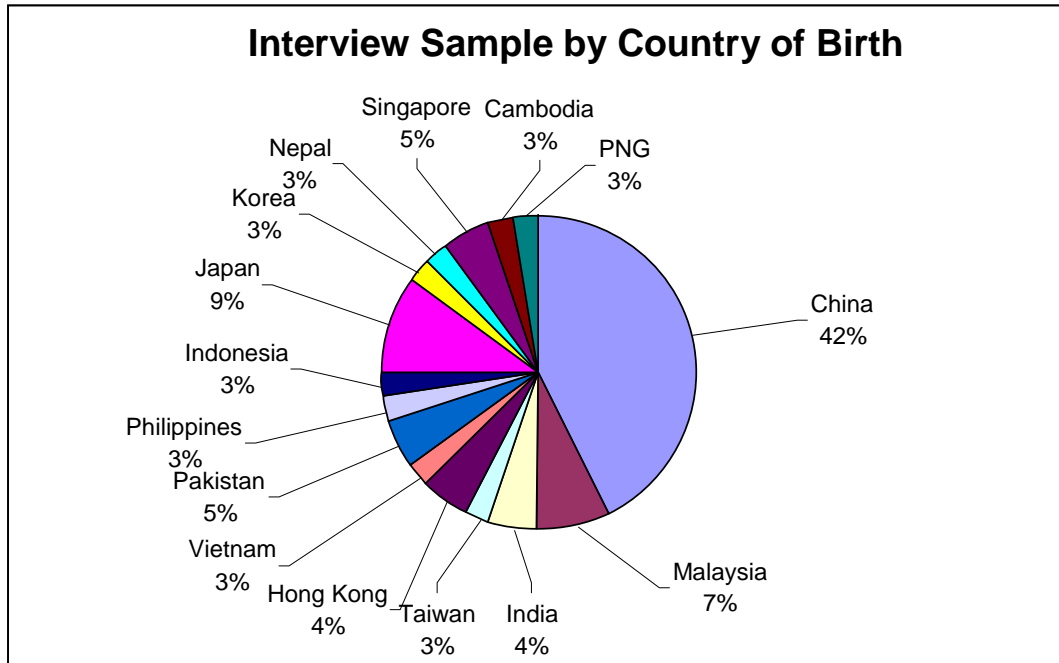


Figure 3 Birth Countries of Interview Participants



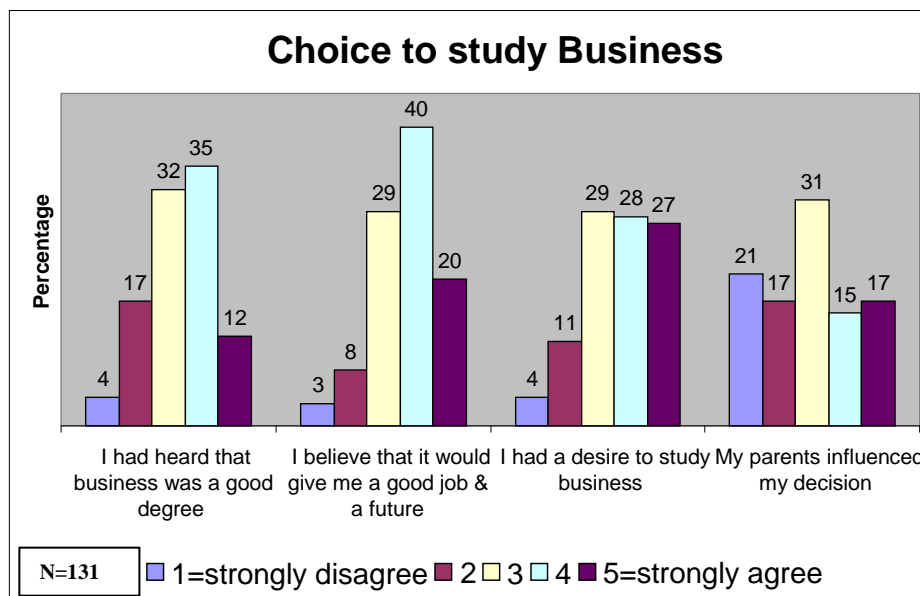
FINDINGS FROM THE STUDY

Over the three years of the study, we noted that the experiences of graduates were varied. Some graduates returned home directly after graduation, but most^{xxi} preferred to stay on in New Zealand, avail themselves of the opportunity afforded by the graduate work search permit,^{xxii} and look for career related work and work experience, and in many cases permanent residence. The graduates in our study had a variety of experiences in obtaining work.

In phase one of our study, we asked the questions “why did you choose business?” and “why did you choose New Zealand?” The results of these answers are summarised in figures 4 and 5 and are discussed in depth in our first report.^{xxiii}

- **Why choose business**

Figure 4: Reasons for choosing to study business



Key reasons for choosing to study business were personal, familial and educational.

Personal reasons included career-related aspirations and a personal interest in business as an area of study. Familial reasons included parent’s employment or encouragement from family and friends. Educational reasons included prior secondary or tertiary education experiences.

Our interviews with students provided some insight into just what students meant by “a good job.” Those students who cited a desire for “a good job” as a reason for studying business emphasised a business graduate’s job prospects as international in scope, and offering opportunities for both travel and good financial returns. For example, an Indian international student remarked:

My goal is to get a demanding job that will keep me busy and reward [me] financially as well as giving me the opportunity to travel and explore my own capabilities.

However, other kinds of motivations also emerged. These motivations included a view of business as an area of study that matched students’ previous experiences and/or qualifications, met parents’ aspirations and expectations, was recommended by friends or contacts, could enhance “exchange” between people, was “practical” in focus, fostered an international perspective, and was an “easier” option than other subject areas (for example, science).

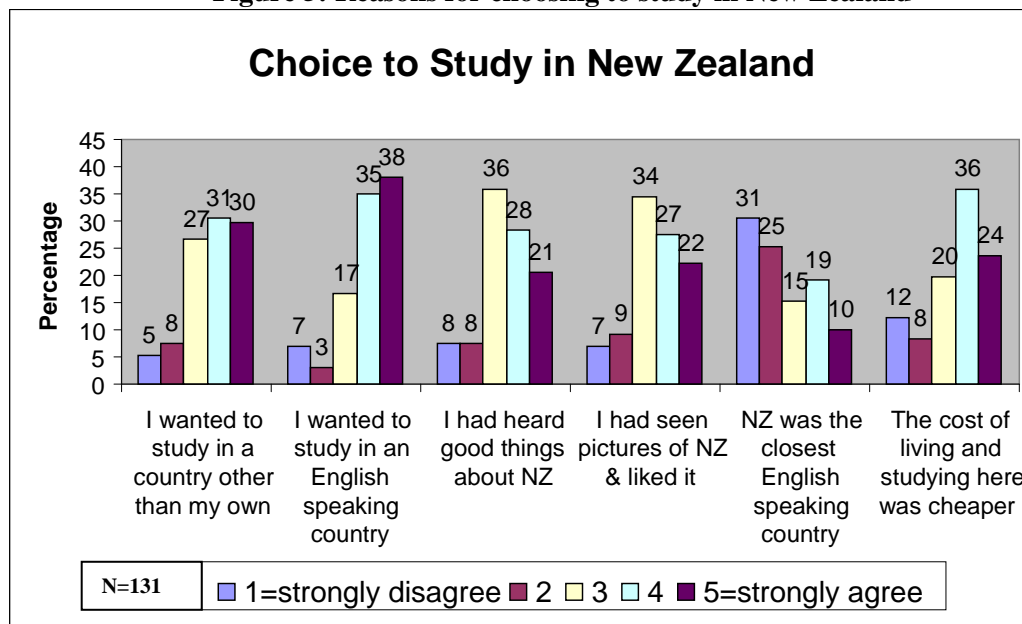
By the end of our three year study, all but four of our research participants had obtained business related jobs and were beginning to realise the aspirations they had in starting a business course. Our third report indicated that many had obtained roles with an international aspect to their job, either at the interface of Asia New Zealand business or starting something in their own right, or working outside of New Zealand but continuing New Zealand connections both with New Zealanders and other internationals met whilst studying.

- **Why choose New Zealand**

Students chose to study in New Zealand due to its English-language based business courses; its relative affordability; its unique natural and human environment; and its ‘difference’ as a study destination away from ‘home’.

Parental influence was a significant factor in students’ choice of study destination, and a combination of factors seemed to shape parental perceptions of New Zealand. These included perceptions of New Zealand’s safety, and contact with someone who lived in or had been to New Zealand.

Figure 5: Reasons for choosing to study in New Zealand



Eighty percent of the students we surveyed found it relatively easy to apply for a visa, and commented favourably on the process for renewing visas via the university/Immigration New Zealand online system.

The 40 students we interviewed at phase one, ordered their reasons for studying in New Zealand differently from the larger number of survey participants (131). Just over half (twenty-three) of the interviewees highlighted New Zealand's affordability as a motivation for studying here, and described New Zealand as a "cheaper" option than the USA, UK, Canada and Australia. Seven students who alluded to New Zealand's affordability as a study destination had permanent residency status, and indicated that staying in New Zealand made economic sense since they could enrol as domestic students.

One Indonesian international student commented positively in their interview on the dominance of the English language in New Zealand society, stating:

Australia already has too many Indonesians, so I can't improve my English [there]. New Zealand has less Indonesians, so [studying here] can help to improve my English.

In contrast, other students we interviewed remarked favourably on New Zealanders' diversity. For example, one student stated that she had come to New Zealand because her chosen university had a "Japan[ese] orientation". Another student we interviewed stated that she came to New Zealand and hoped to learn to "communicate with people from other countries and cultures" (not necessarily solely with native English-speakers).

- **Experiences in New Zealand**

Most participants reported positive experiences in New Zealand.

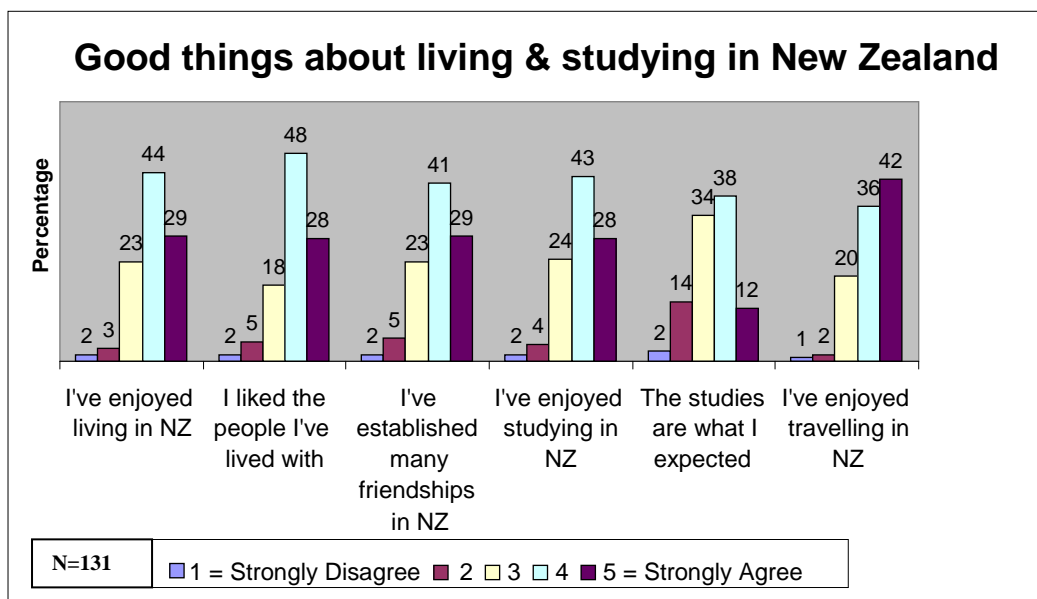
However, a key problem identified was difficulty building relationships with 'locals' (non-Asian/white New Zealanders). Participants who reported positive relations with (other) New Zealanders emphasised that developing trust takes time and opportunities to prove one's trustworthiness. Opportunities identified included volunteer work, involvement in student and community organisations, and employment.

On average, the students we surveyed and interviewed had been living in New Zealand for just over four and half years; long enough to have made significant settlement adjustments. When we asked students to identify good and bad things about living in New Zealand, two distinct sets of experiences emerged. Around three-quarters of students noted positive experiences of living and studying in New Zealand and positive relationships with (other) New Zealanders. In contrast, about a quarter of students indicated that they felt lonely, missed 'home' (elsewhere), and/or experienced difficulty relating to (other) New Zealanders.

Positive experiences

Seventy-one percent of the students we surveyed indicated that they had enjoyed studying in New Zealand, and just over half said that their studies matched their expectations (Figure 6).

Figure 6: Good Things about Living and Studying in New Zealand



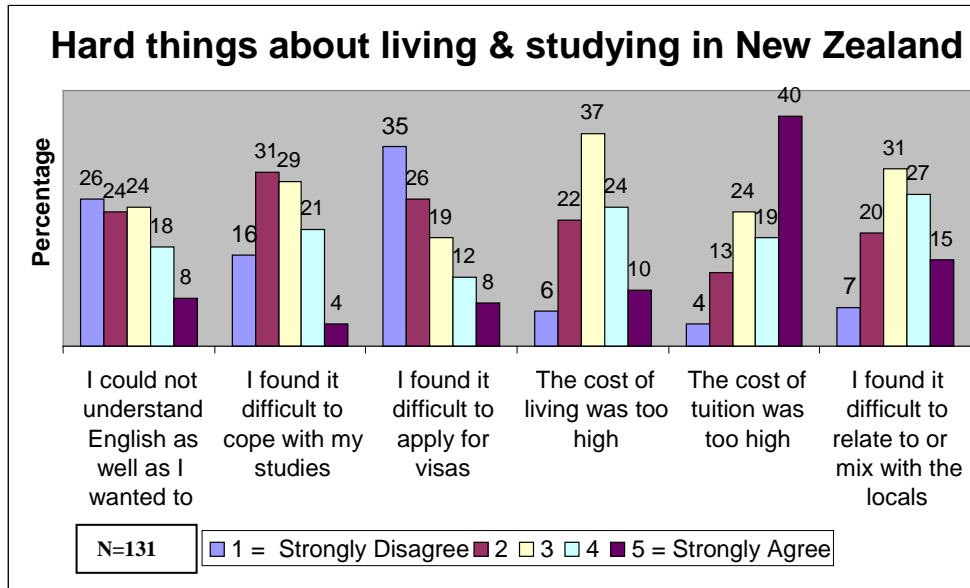
In addition, over half of the survey participants indicated a considerable degree of confidence in studying and living in an English-speaking environment, coping with academic demands, and applying for visas (Figure 7). While a third of participants returned a neutral response to the survey statement “the studies are what I expected”, only 15 percent suggested that their studies did not match expectations. These statistics are suggestive of better than adequate performance on the part of business schools.

Interview data from the first phase of our study sheds some light on the ways in which students’ study experiences met (or exceeded) their expectations. In a positive sense, almost a quarter of survey participants commented on their teaching and learning environments as enriching and collegial. Students expressed appreciation for the quality of the teaching they had received, in particular, the use of interactive teaching approaches, and the use of assignments rather than exams as an assessment tool. Students also commented favourably on the diversity of student populations in New Zealand; positive student-staff relationships; high-quality, accessible facilities; student services such as “Student Job Search”; exposure through their courses to different companies and work experience; opportunities that their courses provided for academic specialisation; and the marketability of their qualifications in New Zealand and overseas.

Negative experiences

Survey participants indicated that they viewed tuition costs as the most negative aspect of studying in New Zealand, with almost 60 percent expressing disquiet at the cost of their academic tuition (Figure 7). This is an interesting finding given that they also identified New Zealand’s perceived affordability as a key motivation for choosing to study here.

Figure 7: Hard things about Living and Studying in New Zealand



The apparent mismatch in students’ responses in relation to perceived and actual tuition costs is not surprising given the direct nature of the survey statement and the likelihood that all students would prefer not to pay for their studies. However, it is also possible that they reflect the period during which this cohort of students studied, since it coincided with rising exchange rates and increased international and domestic student fees in many educational institutions. Our research revealed that high tuition costs can be a significant distraction and source of stress. For example, an international student from the PRC articulated the difficult situation she faced when confronted with both high tuition costs and the challenge of adjusting to a new study environment:

The hardest [thing] is the financial struggle. During my first year I worked but my body couldn’t cope.... And also as an international student I have paid a big fee and I couldn’t afford to work instead of studying.

- Expectations for the future**

Participant’s expectations varied but for most, centred on the desire to obtain a ‘good’ or well-paid job.

About half of our graduates wanted to gain permanent residency and to live and work in New Zealand, at least initially. They expressed a strong interest in maintaining links with New Zealand and with those they had met during their time of study. Some spoke specifically about pursuing co-operative Asia-NZ business ventures, which a number by the end of our study had begun to do. Ventures involving the export into Asia of New Zealand products and services featured a number of times as well as some small ventures in importing from Asia into New Zealand. One graduate had ventured into property development in New Zealand, Malaysia and Australia and several were involved in exporting or importing depending on the viewpoint of New Zealand sourced raw materials into China. Our third report provides more information on this and indicated that this aspect was trending upward.

- Finding Employment**

At the third phase of our study, with most of our graduates two to three years out from finishing their courses, we were interested to see just how well the expectations held earlier had been realised. What was apparent was a tempering of reality. Work had been harder to find than most expected. Just over two thirds of those interviewed commented on difficulties in finding work. The participants who had found it less of a struggle fell into two camps:

those returning home to a context where a job was arranged and these were mainly scholarship students who had come to do post graduate courses, and those who had begun the job search and job involvement well before graduation through working hard to get job experience, part time work, internships and volunteer work. Our phase three graduates remained universally positive about their business courses and the value of the education received. However, they found that there were barriers for them in searching for jobs which had not been addressed well in their courses. These barriers included:

- Lacking study related work experience
- Networking, connections and professional relationship development were lacking
- Work related communication skills had limited development
- Relevant career guidance and job search support was lacking

These insufficiencies made the transition from study to work more difficult, and where it also involved seeking to remain in New Zealand immigration aspects also became relevant. The earlier comments about ease of dealing with immigration matters whilst a student were replaced by the finding that study-to-work-to-residence tracks were not well understood and were not well managed, with limited help and advice available.

Our graduates identified developing social connections as important in helping to find work. In an earlier paper^{xxiv} we commented on this, concluding that by the time the course is completed a graduate should be well informed about the processes for obtaining employment and an appropriate immigration status if it is required. They should be prepared for entry to the workplace by being familiar with the type of workplace they will enter. They should also be well connected in the community in which they wish to work and settle. All of these aspects contribute to good employment outcomes. Education institutions and government agencies interested in the outcomes for Asia-born graduates should note these concepts and ensure that effective processes are in place to achieve ideals associated with international education, migration and labour force requirements. For those returning home, some preparation for re-entry encompassing the return to home country community and the work context there is ideal.

Fourteen graduates were interviewed at all phases of the study, and reexamining their interview transcripts shows a trend in understanding being developed the longer they remained in their study. That trend is the realisation that building social connections is an important part of their study time, and that they should be encouraged to engage in that by their schools. The common thread coming through is that no one, or very few of their teachers, informed them of the need to build social networks and to engage in wider society. Nor was any advice of consequence offered as to how to join professional associations related to their area of study; the value of volunteering; or involvement in clubs or affinity groups. The value of part time work in addressing experience and issues of workplace language and culture was not significantly signaled as important.

- **Teaching and learning**

Interview data reveals many positive comments relating to business schools and business school lecturers. Such remarks as “helpful”, “approachable”, “kind”, “supportive” and “accessible”, and indications of planning to remain in contact with lecturers for future advice and help relating to engaging in future study, were common amongst interview transcripts and the comment parts of some survey questions. The overriding impression is one of graduates with a positive view of their business school and the education they received and the way it was engaged in. Some remarked about their experiences in the classroom and how at first it was demanding to engage in a variety of styles of learning, assessment and practice, yet over time they came to a real appreciation of how their knowledge and skills were being developed. At the later stages of degrees, the small class sizes were appreciated as it was felt that such contexts enhanced learning and interaction related to their development for business careers. It was only in the latter stages of degrees and in post graduate courses that our research participants were able to identify intentional attempts on the part of lecturers to

encourage students to look overseas and at cross border business. Our research participants did not regard the lack of an internationalised curriculum in the early stages of undergraduate education as negative, as their emerging general view was one of receiving quality training. At post graduate and final stages of degrees the ability to learn more in an internationalized context seemed to arise mostly from the nature of assessment, which allowed and encouraged that application.

There are good findings for business schools within the data generated, as it does seem that there is a general perception of provision of quality of education, and a sense of desire for further learning that could lead to graduates returning for post graduate study.

DISCUSSION

McInnes et al (2006) in their report commented on business schools and how lacking they were in regard to internationalisation. Our research participants all studied in business schools subsequent to these remarks. They generally had a high regard for the education they had received, although their education was more expensive than they desired. A perceived weakness was in the area of providing work experience and in assisting graduates in transition from study to work. In the recommendations that graduates had for future generations of students in relation to finding work, the importance of engaging socially in New Zealand and in the work place through part time work or volunteering along with community involvement and building network connections was apparent.

Our research was not primarily aimed at gaining insight into internationalisation in business schools. However, in the areas of teaching and learning our research participants were positive about their experience and complimentary in their remarks related to business schools, which of itself suggests progress in this area since the McInnis et al (2006) report.

The diversity of international students seems quite high and although we were only looking at Asia- born graduates, they came from 18 different countries indicating an international mix amongst the students. Over seventy percent indicated they had enjoyed studying in New Zealand and over half said their studies had matched their expectations, which were quite high. The student experience of our research participants seems largely to have been a good one.

Remarks made relating to course content indicated there were opportunities for students to engage in courses that had good aspects of Internationalisation within their curriculum. As many of the remarks were made in the context of describing other experiences, it was hard to judge this from an in depth analytical view of the curriculum but reflected a feeling of contentment with their degrees.

Very little evidence emerged as to the intentionality of lecturers utilising the presence of international students in the classroom to enhance internationalisation of the student experience. We had no specific questions on this in our survey or in our interviews and there was an absence of secondary indicators. What did emerge was the expression of difficulty in making friends with domestic students and people from their host culture. This could be applied to both the classroom and the wider context of community.

It was hard to judge from our data the extent of internationalised course programmes in business schools, but from the remarks made and the interview data there is no doubt some courses have an internationalised aspect and some courses don't. There was no evidence that emerged to indicate that any overall degree programmes our research participants were engaged in were internationally internationalised, but any internationalisation was a product of individual courses and the interests of lecturers.

In the area of assisting international students in the transitions they encounter in study, living and beyond graduation, we did not set out to evaluate the transition into the university.

However, the transition from study to work elicited a lot of comment, and there was a pervading view that work experience options were lacking, information and support relating to study-to-work-to-residence transitions limited, and only limited preparation given for the post academic transition. These aspects may benefit from more career guidance and advice, re-entry preparation and support, and job searching strategies.

Overall, there are indications of internationalisation in business schools developing. However, there is a need to give attention to work experience and the practical connection between the course taught and the application and preparation of students for engaging in the workplace.

RECOMMENDATIONS

The internationalisation of business schools could be improved for Asia-born graduates if: more opportunities could be provided for them to engage with workplaces that would be relevant job opportunities for them once qualified; and they were intentionally involved in the wider social context of community; greater interaction between international and domestic students in the classroom was encouraged and facilitated; and soon-to-be graduates received preparation and training relating to the post academic transitions they will encounter

CONCLUSION

The experiences of our research participants provide some indicators as to developments in internationalisation within the business school sector of New Zealand Universities. The positive indicators of internationalisation include the high regard our Asia-born graduates hold for their New Zealand business education, their sense of being able to contribute to the developments of New Zealand Asia business relationships, and their desire to maintain relationships with New Zealand, New Zealanders, fellow international students and the staff of business schools. A further positive indicator is the expressed sense that business school education had triggered ideas for future business. Negative indicators were that our graduates felt that their course failed to address needs of work experience and work related aspects of what they were studying, and hence they felt disadvantaged when searching for jobs. In addition there was little evidence of relevant assistance being provided by their business school or University relating to support and preparation for their transition from study to work, inclusive of career advice and guidance, immigration information and job search strategies.

ⁱ Back, K., Davis, D., & Olsen, A. (1998). *Internationalisation and tertiary education in New Zealand*. Wellington: Ministry of Education

ⁱⁱ McInnis, C., Peacock, R., Catherwood, V., & Brown, J. (2006, May). *Internationalisation in New Zealand tertiary education organisations*. Wellington: Ministry of Education.

ⁱⁱⁱ Ministry of Education (2007) *The International Education Agenda*. Wellington: Ministry of Education

^{iv} Ministry of Education (2011). *Leadership Statement for International Education*. New Zealand Government

^v Department of Labour (2010). *Labour force participation in New Zealand: Recent trends, future scenarios and the impact on economic growth*. Wellington: Department of Labour. Available from: <http://www.dol.govt.nz/publications/lmr/participation/summary/index.asp> (accessed 26 May 2011).

^{vi} 'Youth' are defined as people aged between 15-24 years. See: Department of Labour (2011). *Youth labour market factsheet – March 2011*. Wellington: Department of Labour. Available from: <http://www.dol.govt.nz/publications/lmr/quick-facts/youth.asp> (accessed 26 May).

^{vii} Badkar, J. and Tuya, C. (2010). *The Asian workforce: A critical part of New Zealand's current and future labour market*. Wellington: Department of Labour.

^{viii} Department of Labour (2010).

^{ix} Ibid.

^x Mok, K. H. (2010). The global economic crisis and educational development: responses and coping strategies in Asia. *Journal of Education Policy*, 25(6), 777-784.

^{xi} Wang, J. C. (2010). The strategies adopted by Taiwan in response to the global financial crisis, and Taiwan's role in Asia-Pacific economic integration. *Japan and the World Economy*, 22(4), 254-263.

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- ^{xii} Mok (2010).
- ^{xiii} Wensvoort, M. (2010). *Tertiary education enrolments - 2009*. Wellington: Tertiary Sector Performance Analysis and Reporting, Strategy and System Performance, Ministry of Education.
- ^{xiv} Ibid.
- ^{xv} Ministry of Education. (2011). *International enrolments in New Zealand 2004-2010*. Wellington: International Division, Ministry of Education.
- ^{xvi} Ibid.
- ^{xvii} Knight, J., (2003) *Updating the definition of internationalisation*, Journal of International Higher Education, (Fall) Centre for International Higher Education, Boston College.
- ^{xviii} British Council, (2010) nus Charter for Becoming a Global University . available from www.britishcouncil.org/nus_charter_global_university.pdf (accessed 17 July 2012)
- ^{xix} McGrath, T., Anderson, V., Ching ,CP., Doi, A., and Stock, P (2010).Tracking study of Asian business graduates: Report 2. Wellington: Asia New Zealand Foundation
- ^{xx} McGrath, T., Anderson, V., Ching ,CP., Doi, A., and Stock, P (2012).Tracking study of Asian business graduates: Report 3. Wellington: Asia New Zealand Foundation
- ^{xxi} 10% of our sample had already obtained permanent residence, 47% indicated they planned to apply and 31% indicated maybe they would if job opportunities worked out. 12% indicated definite plans to leave New Zealand.
- ^{xxii} For information on graduates and immigration policy and effects see Wilkinson, A. , Merwood, P., Masgoret , AM. 2010 *Life after study international students settlement experiences in New Zealand* . DoL
- ^{xxiii} McGrath, T., Anderson, V., Ching ,CP., Doi, A., and Stock, P (2009).Tracking study of Asian business graduates: Report 1. Wellington: Asia New Zealand Foundation.
- ^{xxiv} McGrath, T., Anderson, V., Ching ,CP., Doi, A., and Stock, P (2011). *Social networks and employment in study-work transitions for Asia-born New Zealand trained business graduates*. ISANA, Hobart.