

# Tracking Study Asia Born New Zealand Trained Business Graduates



Reactions & Insights  
into Internationalisation  
in NZ Business Schools  
from a 3 year tracking  
study



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## Primary Purpose

- 3 year project (2009-2011) to examine the role that Asia-born New Zealand-trained business graduates play in the development of New Zealand-Asia business relationships
- 3 Reports produced available from ASIA: NZ:
  - Describe the experience of Asian business students in NZ
    - why students chose to study business
    - why New Zealand was chosen as a study destination
    - how students have experienced living and studying in New Zealand
    - what their expectations are for the future
  - Describe their post academic transition
    - Identify areas for improvement in support of Asia Born business graduates in engaging with NZ business
    - Recommend ways to enhance experience in study, post academic transition and engagement with NZ business



## Approach

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- Participants

- Asia-born business students in final year of study
- Came through business school referrals and poster response; staff & student networks; peer referral
- This study over three years examined the views of 242 Asia born NZ trained graduates and of observers of their Post academic tracks .



## Secondary Opportunity From Data

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- The collection of data over a three year period that was coincident with a period when the tertiary education sector was to develop in the area of internationalisation.
  - McInnis, Peacock and Catherwood, 2006 stocktake
  - Recommended development and a further subsequent stocktake
  - We examined our data to see if there were indications of progress against McInnis et al recommendations
- The data was mined for indications of Internationalisation
  - In the learning experiences
  - In preparation for post academic transition
  - In the living experiences
  - in the development of expectations for the future

## Definitions Internationalisation

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*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).*

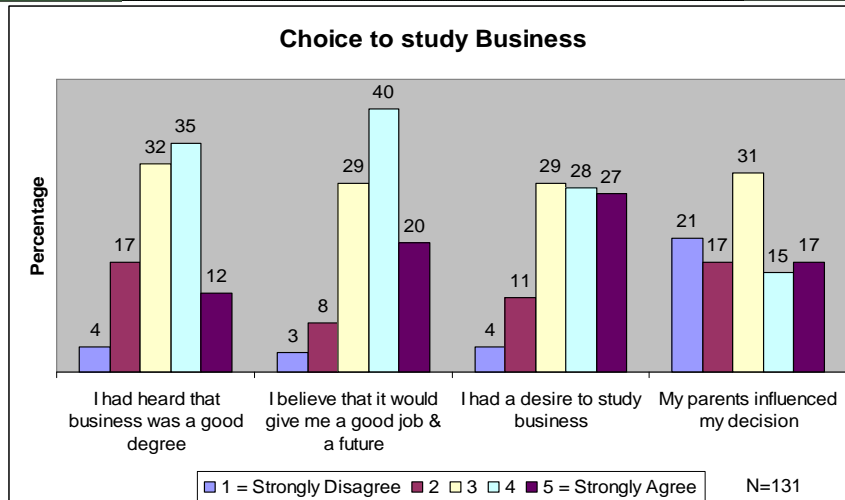
*Internationalisation is best described as the process of integrating an international dimension into higher education. Internationalisation has the potential to ensure that all students have a global experience during their studies, and prepare them for a more interconnected world. British Council (2010)*

## Findings – Why choose business?

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- Personal
  - career related aspirations
  - personal interest
- Familial
  - parents employment
  - encouragement family or friends
- Educational
  - prior secondary or tertiary experience

## Choose Business

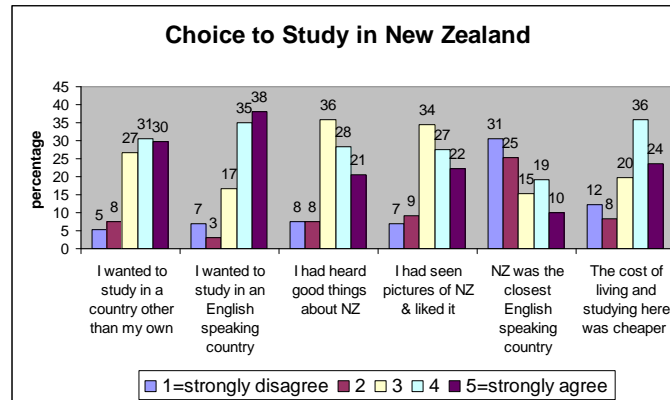


*My goal is to get a demanding job that will keep me busy and reward financially as well as giving me the opportunity to travel and explore my own capabilities*

## Findings – Why choose New Zealand?

- English language based business courses
- Relative affordability
- Unique natural and human environment
- Difference as a study destination away from home
- Parental influence affected choice
  - apparent safety
  - contact with someone who lived in or had been to New Zealand

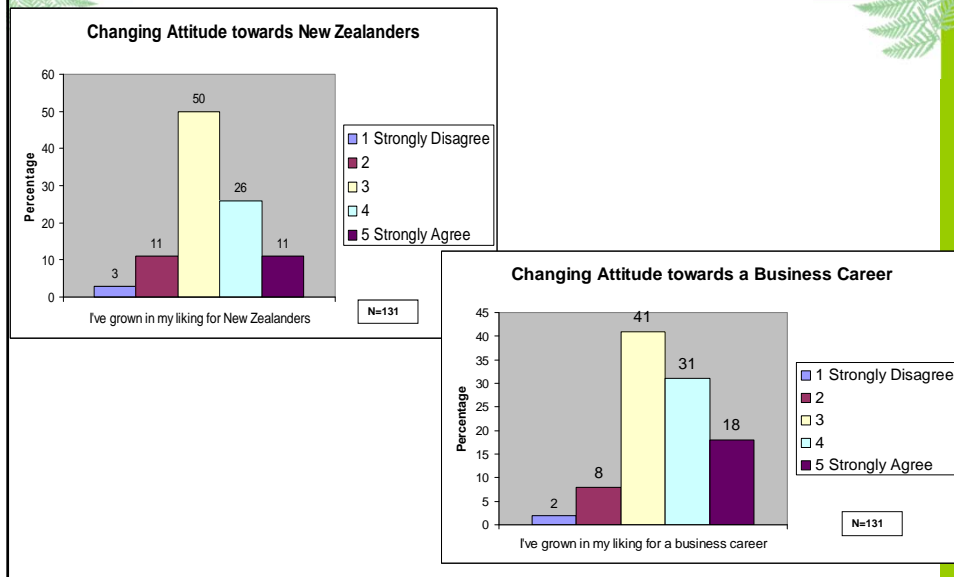
## Choose New Zealand for Study



## Findings – Experiences in New Zealand

- Most reported positive experiences
- A difficulty in the area of building positive relations with New Zealanders
  - trust takes time to build
  - opportunities for positive relations include
    - volunteer work
    - involvement in student and community organisations
    - employment

## Changing Attitudes



## Findings-Internationalisation

- Graduate experience indicated NZ employers having a positive attitude towards Asia – born graduates was limited
- Graduates were not well prepared for employment as they lacked work experience and their courses generally did not provide that
- Graduates indicated their courses were limited in preparing them for business at the interface of Asia and NZ
- Graduates reported that some courses appeared to have been internationalised but this was more the exception than the rule.
- Graduates indicated that limited preparation was offered for study to work transitions and study to work to residence pathways
- Graduates had a high regard for the NZ business education received.
- Graduates reported a sense of being able to contribute to NZ Asia business relationships
- Graduates reported their business education had triggered ideas for future business.

## Internationalisation – concluding remarks

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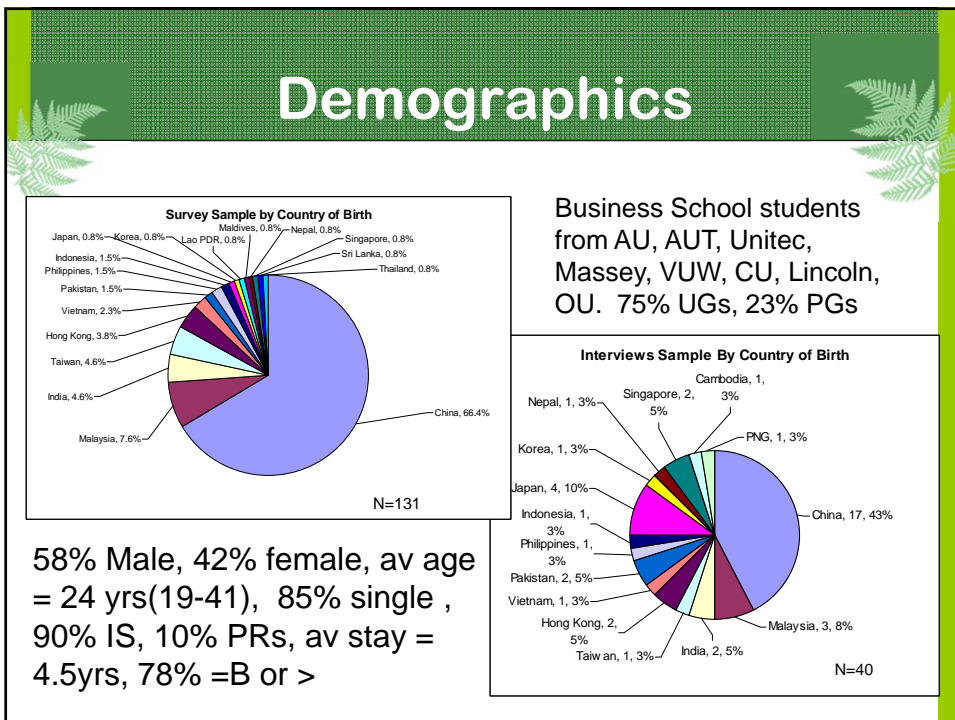
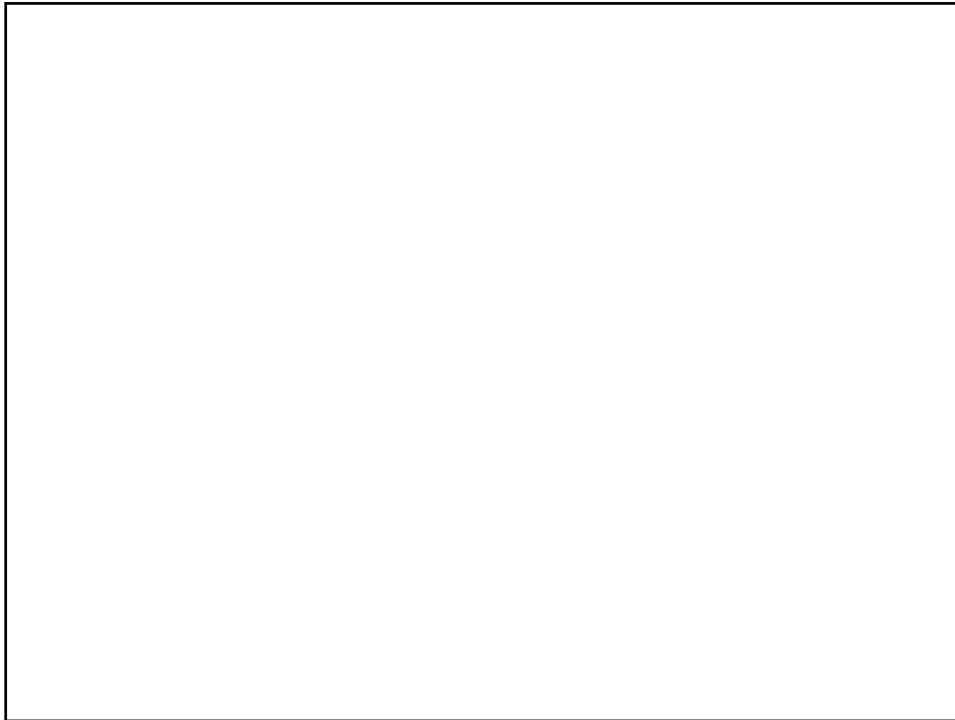
**There are indications of developing internationalisation within the data from the graduates in our study**

- Business schools are providing a good standard of business education
- Business schools are encouraging entrepreneurial thinking in regard to international business
- Business schools are slow and need to progress in internationalising their curriculum and courses
- Business schools need to pay greater attention to preparing students for Post academic transition in particular:
  - Work experience
  - Job search assistance, career advice, & immigration information where relevant
- Business schools need to increase their use of Asia born students as a resource in their classrooms around Asia NZ business relationships forging.

## Recommendations

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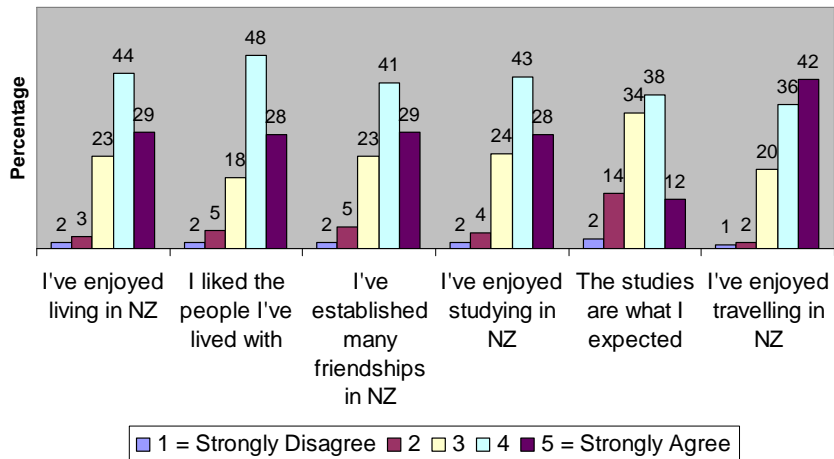
- Education
- Policy
- Business
- Questions and Comments





## Good Things

Good things about living & studying in New Zealand



## Hard Things

Hard things about living & studying in New Zealand

