



The University of Hong Kong
Careers Education and Placement Centre

Annual Report
(1 September, 1999 - 31 August, 2000)

Foreword

At the start of the academic year of 1999-2000, Hong Kong was still very much affected by the Asian economic crisis. Newspaper stories about the difficulties experienced by the previous cohorts (the 1998 graduates) in finding suitable employment abound. It is thus pleasing to note that, despite the prevailing economic difficulties, HKU's 1999 finalists were reasonably well-placed. Unemployment rate decreased sharply from the previous year's 6.6% to this year's 3.2% by December, 1999.

I am grateful for the administrative support that the Careers Education and Placement Centre (CePc) rendered to the Careers Advisory Board in the organising of the first HKU-Industry Round Table Forum.

I wish also to congratulate the CePc for obtaining the ISO 9002 award for quality service. It is the first career service in higher education in Hong Kong, and probably in China, to obtain the award. This endeavour had not only underscored the standard achieved by the CePc so far, but will ensure further improvement in future.

Richard Tam
Chairman
Careers Advisory Board

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I. Challenges in 1999-2000 and Focus for 2000-2001

1.1 In the CePc's letter of December 8, 1999 to the Committee on Student Affairs, three issues were identified for special attention. They were : (a) improving the job search success of students from non-vocational disciplines, (b) helping to close the gap between university education and the requirement of the workplace as reported in the Graduate and Employer Curriculum Feedback Project (GECEP), and (c) to explore employment opportunities in the new economy.

Improving job search success of students from non-vocational disciplines

1.2 Although the job market is biased towards certain disciplines of study, there is still a sizeable number of employment opportunities that is open to all candidates, irrespective of programme of study. For example, in 1999-2000, among the 23,538 vacancies notified to the CePc and JIIS (Joint Institution Job Information System), 39% or 8,708 vacancies, were unrestricted by study programme.

1.3 At the same time, it has to be made known to them how they may make use of their particular study programme in the world of work.

1.4 Teaching departments were approached to organise a session within their academic time-table for the CePc to pass on these messages to the students. A total of 19 teaching departments accepted the idea and Career Planning Talks were conducted for students from 22 programmes of study. It is pleasing to note that 11 out of 19 teaching departments in the Faculty of Arts, Science, and Social Sciences, the group of non-vocational disciplines that we are most concerned about, participated in the exercise.

1.5 Two additional lectures were conducted at the end of final examinations to address the problem more directly. They were . 'How Should Non-Business Students Pitch Their Job Applications in the Biased Job Market' and 'How to Crack the Hidden Job Market'.

1.6 Many employers agree that all subjects of study are relevant to the world of work, especially for the non-technical occupations. They appreciate the benefits that the different intellectual perspectives of students from divergent backgrounds bring to the workplace. Nevertheless, students are still expected to be vocationally prepared. They are expected to have clear career objectives, reasonable career plans, and some working experience. Hence, besides including Career Planning Talks in their time-table, teaching departments were also asked to provide teacher-mentors to support their students in formulating a vision about their career and in gaining work experience.

1.7 To support the teachers and students, the Career Development Portfolio Scheme (CDP) was launched in September, 1999. This is a list of nine core career development questions with guidance materials which is posted on the CePc web-site, along which students are expected to devise answers and collect evidence.

1.8 Similar approaches for mentors were made to the HKU Foundation Secretariat and Rotary, District 3450 (covering Hong Kong, Macau, and Mongolia).

1.9 It is still too early to gauge the result of this enterprise, but a full analysis will be conducted in the coming year to review its impact. The CDP Scheme is of particular importance to this University because our pool of students in non-vocational disciplines (1,343) is the largest among local universities.

Closing the gap between university education and the requirement of the workplace

1.10 The importance of work experience, internships, case studies and project work were highlighted in the 1997 Graduate and Employer Curriculum Feedback Project (GECEP) Report as the means to help students acquire common sense, prepare for the world of work, and narrow the gap between study and work.

1.11 A recent Government commissioned survey of employers identified shortcomings of local graduates as language abilities, personal qualities, independent thinking and ethical behaviour. Graduates performed best in Information Technology Literacy and in the area of Work Attitude which is ranked most important by employers.

1.12 During the year under review, the CePc secured a total of 17,940 part-time and summer jobs. We also employed 39 student helpers ourselves. This is an increase of 34% over the figure for the previous year. In addition, three major programmes were organised to help prepare students for the workplace. They are China VacTrain, Transferable Skills and Business Orientation (TSBO), and Teaching and Accreditation of Core Competencies for School and University (TACCASU). Effectiveness of these programmes are being analysed at the moment.

Employment opportunities in the new economy

1.13 410 job leads and career articles on opportunities in the new economy were clipped from newspapers and posted around the campus to alert students to current developments and future trends. The CePc also assisted the Careers Advisory Board to organise the HKU-Industry Round Table on E-Commerce in June 2000. In the new academic year, follow-up actions along the suggestions from the Forum will be taken to facilitate students' entry into the new economy.

Goals for the coming year

1.14 In 2000-2001, the CePc will still concentrate on addressing the same core issues relating to : (a) students from non-vocational disciplines, (b) closing the gap between study and work, and (c) employment opportunities in the new economy.

1.15 However, in anticipation of the new funding criteria proposed by the University Grants Committee (UGC), the CePc will also put efforts into (a) enhancing employers' satisfaction with our graduates, and (b) improving our graduates' competitive edge for premier employment opportunities. To keep a balance in our work, attention will be paid to employment sectors outside commerce and industry.

1.16 Since our resources are limited, and are reducing, we will have to rely more on self-learning on the part of students, mentoring on the part of teachers, alumni, and the community, and the integration of preparation for the world of work into existing academic and/or extra-curricular activities.

1.17 Hopefully, this will free the CePc from direct teaching and guidance work and release resources for us to actively promote students to employers for work experience, internships, and graduate trainee positions.

1.18 Given UGC's current thinking on funding criteria alluded to above, the CePc will give first priority to meeting employers' needs and, secondly, to raising the average salary of our new graduates. This includes both undergraduates and postgraduates.

1.19 Towards this end, a Recruiters Meeting had already been called to find out how we might better meet employers' needs. A detailed comparative analysis will be conducted on the starting salaries of our new graduates to identify areas for improvement.

1.20 Although the new direction is funding criteria driven, we believe that the needs of individual students will still be met, provided that they are willing to do a fair amount of self-study and take charge of their own career development.

II. Careers Education

2.1 The Centre offers careers education programmes to provide current and authoritative information to students to enable them to make informed career choices, and to improve their chances of entering the occupations of their choice. During the year, the Centre targeted its programmes at the following objectives :

- to help students make informed choices,
- to encourage students to take charge of their own career development and to do so as early as possible,
- to raise the shortlist and job offer rates across the board, and
- to involve teaching departments in career planning activities.

2.2 Programmes and services organised to achieve the objectives include :

Career Planning Talks
Career Talks
Lectures on Written Application
Lectures on Interview Skills
Lectures on Assessment Methods
Creative Job Search
Cracking the Hidden Job Market
Dressing for Interviews
Etiquette at Interviews
Mock Interviews

2.3 The Centre also offers the following consultation and guidance services to students :

One-to-one consultation at Help Desk
Email counselling and enquiry service
Distillery – email discussion forum
Career Development Track – a web based guidance programme on the CePc homepage

Career Planning Talks

2.4 In order to encourage more students to attend, teaching departments were invited to jointly organise Career Planning Talks and to schedule a one-hour session in their timetable. Teachers were also invited to attend these talks with students and participate in answering students' questions at the end of the talk.

Career Talks

2.5 Career Talks on various industries and occupations were held alongside the Campus Recruitment Programme to give students first-hand information from the employees' perspective. Senior practising executives and alumni working in the relevant industries were invited to give these talks in the evenings. The Centre also co-operated with alumni associations in organising career talks to put students in touch with alumni and to strengthen the CePc's network of contacts.

Lectures on Written Application and Interview Skills

2.6 Lectures on written application and interview skills were also organised alongside the Campus Recruitment Programme to prepare them for specific recruitment exercises and to enhance their chances of success.

Lectures on Assessment Methods

2.7 Another measure to enhance students' competitiveness in the recruitment selection process was to hold sessions on assessment methods of the various tests such as aptitude tests, essay writing, in-tray exercises, group discussions and presentation exercises. These lectures proved to be very popular with students, as reflected in the tremendous increase in attendance figure (718 as compared with 375 in the previous year).

Other Relevant Sessions

2.8 Sessions on a wide range of topics related to job search and interview skills were also conducted, such as Creative Job Search, Cracking the Hidden Job Market, Dressing for Interviews and Etiquette at Interviews etc. to advise students on how to uncover hidden opportunities in the employment market and how to present themselves effectively at selection interviews.

Consultation, Guidance and Counselling

2.9 Apart from running the courses for students, the Centre also provided one-to-one consultation and counselling sessions, referred students to alumni for advice, and gave guidance to students through e-mail, Distillery (an e-mail discussion forum) and the Career Development Track (a web-based guidance programme).

Students' Response and Results

2.10 These Careers Education sessions met with favourable response from students, as reflected in 10% increase in attendance over that of the previous year. Many more students made use of the Help Desk and Distillery with an increase of 125% and 98% respectively over the corresponding figures of the previous year (Appendix I). Students generally commented favourably on the usefulness of these services; the evaluation scores were high, with over 93% being rated good, very good and excellent. Students particularly appreciated the value of one to one consultation at the Help Desk and the opportunity to meet and discuss with alumni and practising executives. More sessions of this nature will be offered to students in the coming year.

2.11 An encouraging development is the participation of teaching departments. It is observed that departments' participation improved attendance even with first and second year students. The CePc will continue to work in this direction to strengthen co-operation.

2.12 One indication of the success of the Careers Education Programme is the higher shortlist and offer rates with the Big Five Accounting Firms. During the year under review, 827 and 184 candidates were respectively shortlisted and offered appointments by the Big Five, as compared with 570 and 132 in the previous year. The Centre is now considering the feasibility of acquiring a smart-card computer reading system to record students' attendance at the various sessions. With more details about the participants' background, (e.g. their university number, year and course of study etc.) it would be possible to analyse more accurately the correlation between students' attendance at Careers Education Programmes and the results of their job applications.

III. Placement

3.1 During the year, the Placement Team directed its efforts to meet the common goals of the Centre, namely, to increase the placement rate of students from general disciplines and to secure more internship opportunities for students during the summer vacation.

Job Listing Service and Recruitment Programme

3.2 With the rebound of the economy, job opportunities open to students improved significantly. In the past year, 4,723 employers (+57%) advertised about 23,538 full-time job vacancies (+61%) through JIIS. Employers advertising part-time and summer jobs on NETjobs also increased. 1,697 organisations (+43%) recruited through the CePc for about 14,000 part-time jobs (+33%), while 3,951 summer jobs (+39%) from 659 organisations (+25%) were notified to students through the CePc. (Appendix II a)

3.3 Similarly, recruitment talks held on campus also reached a record high of 99, representing an increase of 17% from the previous year. Similar increases in other campus recruitment events were observed. 38 companies (+65%) conducted campus interviews/walk-in-interviews, 18 companies (+13%) carried out recruitment tests, while applications collection services were offered to 87 companies (+16%). (Appendix II b)

3.4 To economize on resources needed to handle the huge increase in workload, efforts were made to promote on-line recruitment to employers. As a result, job orders submitted on-line increased four-fold (from 322 to 1,668) saving significant staff time.

NETjobs and NETmatch

3.5 As a result of the Centre's active promotion, users of NETjobs and NETmatch continued to increase. This year, 256,767 users (+23%) of NETjobs were recorded, compared with 208,856 last year. As for NETmatch, employer subscribers grew by 43% (from 637 to 911), while student subscribers increased by 37% (from 4,002 to 5,477).

Customer Service

3.6 Despite increased automation of clerical procedures, we continued to up-grade our personal customer service. Placement staff followed up with all employers on recruitment results and offered extra assistance when required. Survey findings reveal that over 88% of employers are satisfied with the services rendered

Take-away Job Notices

3.7 This service continues to complement the JIIS system, which students find inefficient since it has not been up-dated in the last five years. A total of 2,573 students (multiple count) made use of this service and 10,318 copies of job notices were sold.

System Support

3.8 The software Domino was installed to facilitate placement staff in communicating with employers via fax. Promotional letters and survey questionnaires were sent out by 'WinfaxPro', rather than by post, which is both economical and efficient.

Better Understanding of Employers' Needs

3.9 The increased contact with employers enables us to obtain the latest market information, detect mismatches in demand and supply and give advice to students accordingly. One case in point is the significant number of vacancies (8,708 or 39% of the pool) that is open to students from all disciplines of study.

Creative Job Search and Job Sites

3.10 In addition, students are advised to explore job opportunities through non-traditional channels. Creative job search workshops were conducted; job lead articles from newspapers and job sites on the internet were also sourced for students' information. The employment survey of 1999 graduates reveals that about 30% of the cohort secured their job offers through creative job search.

More Summer Internship Positions

3.11 Apart from helping to place graduates into employment, greater effort was made to solicit summer internship positions through

- putting an advertisement in the IHRM newsletter,
- appealing to alumni associations e.g. HKUGA and Convocation, and
- providing more administrative services to existing providers of internships.

3.12 As a result of these marketing efforts, the Centre registered a big increase in summer internship positions. The number of participating companies grew from 36 to 64 (+78%) with 119% increase in internship positions (from 170 to 372). Mostly project-based, the internships offered students exposure to a wide range of businesses : for instance, banks, financial institutions, audit, media, dot.com, consumer products, consulting and telecommunication.

China VacTrain

3.13 To complement students' preparation in their career planning process and to meet employers' preference for candidates with work experience, the CePc continued to organise the China VacTrain programme to provide participants with China work experience. 20 students coming from different academic disciplines participated in the programme. They were placed into seven companies in Hangzhou and three companies in Shanghai for two months, responsible for duties relating to editing, reporting, product manufacturing, marketing, hotel management, advertising, banking and property development. Over 80 % of the participants rated the Programme as helpful in enabling them to broaden their horizon, understand the living/working conditions and the business environment in the Mainland, identify potential areas for future careers and assess their own suitability for a China-related career.

IV. Forum between Employers and the University

4.1 The CePc's role in this respect comprises chiefly of executing the decisions of the Careers Advisory Board. Our major contribution during the year under review was to provide secretarial support to the CAB for its seminar - the University - Industry Round Table Forum on E-Commerce. A number of messages emerged from the Board's quarterly meetings and the Forum, the salient points of which are presented in the ensuing paragraphs.

Messages to the University

4.2 In order to produce graduates who will better meet the demands of the employment market, the academic curriculum should aim at developing students' skills in handling projects and problem-based learning, and should not overload them so that they might have enough time to take up extra-curricular activities for whole-person development.

4.3 Different departments / centres / units of the University should join hands in improving students' skills of communication, problem analysis and solution, possibly by the use of case studies and debates.

4.4 To meet the requirements of the IT industry, the University should consider organising short and intensive courses and providing students with 'hands on' experience through internships and co-operative education with the industry.

4.5 The CePc should review its mission with a possible shift in focus from service to value creation i.e. HKU students being accepted by employers as capable of adding value to their organisation, and motivate students to take initiative to improve themselves.

4.6 The CePc was also advised to explore the feasibility of giving extra help to graduates from particular disciplines who might have difficulty in securing employment in a particular year.

Messages to Students

4.7 Students were reminded of the importance of responsible and proper behaviour in the workplace. For the purpose of enhancing students' awareness in this respect, the Board considered and endorsed a list of 'Do's and Don'ts' for Students on Training Programmes.

4.8 Students were encouraged to take initiative to grasp every learning opportunity and to understand the challenges they would have to face in the employment market, so that they could improve themselves, particularly in respect of English proficiency and key skills development.

4.9 Students were advised to explore and get familiar with the China market and to undertake working experience in the Mainland during the summer vacation.

4.10 The University - Industry Round Table Forum also generated very useful information for students, focusing on what is happening in the marketplace, what mindsets and skillsets are required, and the market's demand for graduates.

Messages to Employers

4.11 Both the University's senior management and the CePc responded positively to the comments and opinions expressed by the Board

4.12 The University's senior management appreciated the value of the advice given by Board Members concerning the quality of the University's students and graduates and welcomed employers' comments and suggestions pertaining to the cultivation and development of the community's future leaders

4.13 In line with the Board's recommendations, the University had undertaken various reforms and new initiatives in respect of curriculum structure, student exchange, leadership training, teaching innovation and student services etc. to broaden students' knowledge base and exposure.

4.14 The CePc had also taken action in the direction recommended by the Board. Greater effort was made to arrange students to undertake a period of practical work in the Mainland during the summer vacation; co-operation was sought from teaching departments to schedule career planning talks into their timetable; key skills training programme was planned for Civil Engineering final-year students; the Transferable Skills and Business Orientation (TSBO) Programme and Teaching and Accreditation of Core Competencies for School and University (TACCASU) were conducted for selected groups of students. As advised by the Board, the CePc is also shifting its mission from one of service provision to that of value creation in the coming academic year.

4.15 Under the auspices of the Board, the CePc organised a HKU - Industry Round Table Forum on E-Commerce in June, 2000. Apart from strengthening the working partnership between the University and Industry, the Forum provided an opportunity to Versitech Limited, a commercial enterprise within the University, to elaborate further on its role in the community. Through researches done under contract, the company effected technology transfer to industry, utilising the results obtained by researches conducted in the University.

Current Development

4.16 The Board is currently reviewing its terms of reference with a view to playing an even more active role in helping students' transition from study to work. To achieve this objective, a new set of strategies and initiatives are being drawn up as guidelines for its future work. The CePc would like to take the opportunity to pledge its full support to the Board's endeavours.

V. Graduate Employment Destinations

5.1 The Centre conducts an annual employment survey in accordance with the requirement of University Grants Committee (UGC). The data below are a summary of the salient points of the survey. The full report is available on the CePc homepage and on request.

Destinations of Bachelor's Degree Graduates

5.2 The annual employment survey was conducted in late November 1999 on the 2,620 graduates from the University. 95% of them responded to the survey. Unemployment rate dropped significantly from 6.6% in 1998 to only 3.2% in 1999. 78% entered employment and 18% pursued further studies.

5.3 90% of those who were employed secured their job offers within three months after final examinations. Of the employed graduates, 62% received more than one job offer, about 53% of them received more than three.

5.4 Commerce and industry remained the largest employment sector for new graduates, accounting for 66% of the cohorts, followed by community, social & personal services (19%), education (11%), and the civil service (4.1%). The major occupational groups for the 1999 cohorts were Engineers / System Analysts / Computer Programmers (20%), Teachers (8.3%), Medical Doctors (8.1%), Marketing / Sales Executives (8.3%), Architects / Surveyors (5.7%), Personnel / Administration / Management Executives (4.5%), and Accountants (4.3%).

5.5 Actual salaries received by the graduates were higher than the advertised amounts in vacancy listings. However, the average gross salary at \$15,716 per month was still 5% less than the figure for the previous year. The highest salaries recorded were for medical doctors at \$60,000 a month, a Management Consultant in a consultancy firm at \$37,146 per month, and Administrative Officers in the Civil Service at \$35,285 per month.

5.6 18% of graduates pursued further studies, 1.1% higher than in the previous year. 88% of them enrolled in local institutions, while 12% went overseas.

Destinations of Higher Degrees Graduates

5.7 There are two types of postgraduate programmes, namely research programmes and taught postgraduate programmes. Employment situation relating to these two programmes are reported in the following sections separately.

Research Programmes

5.8 There were a total of 230 research postgraduates for the year of 1999. Of these, 152 graduates responded to our survey, representing a response rate of 66%. Unemployment remained the same at 9 graduates, although expressed in percentage terms the figure for 1999 was higher than that of the previous year (5.9% vs. 4.8%). One-fourth of this 5.9% (or 2 out of the 9 graduates) had in fact been successful in securing job offers but declined to accept them, or resigned from the post, to await better opportunities.

5.9 The education sector continues to be the largest employment sector for research postgraduates, accounting for 53% of the cohorts, followed by commerce and industry (29%), community, social & personal services (14.9%) and the civil service (4.3%). The five largest occupational groups in 1999 were : Physical & Life Science Personnel (30%), Teachers (24%), Economists, Statisticians & Mathematicians (12%), Engineers (6.1%), and System Analysts/ Computer Programmers (5.3%)

5.10 The number of graduates pursuing further studies increased from 10% in 1998 to 14% in 1999.

5.11 The average monthly gross income of research postgraduates was \$18,399.

Taught Postgraduate Programmes

5.12 There were a total of 709 taught postgraduates for the year of 1999. Of these, 575 graduates responded to our survey, representing a response rate of 81%.

5.13 Unemployment rate rose from 2.9% (13 graduates) in 1998 to 4% (23 graduates) in 1999. About one-fifth of this 4% (or 4 out of the 23 graduates) had in fact been successful in securing job offers but declined to accept them, or resigned from the post, to await better opportunities.

5.14 The number of graduates pursuing further studies dropped from 11% in 1998 to 6.8% in 1999. With the drop in further studies, a corresponding rise was registered in the number of graduates entering the workforce, from 341 (74%) in 1998 to 504 (88%) in 1999.

5.15 The commerce and industry sector continues to be the largest employment sector for taught postgraduates, accounting for 58% of the cohorts, followed by Education (28%), community, social & personal services (6.8%) and the civil service (6.6%). The four largest occupational groups in 1999 were : Barristers / Solicitors (39%), Teachers (28%), Architects / Surveyors (17%) and Social Workers (3.1%)

5.16 The average monthly gross income of taught postgraduates was \$19,169.

VI. Staff

6.1 The Centre continues to pursue the policy of encouraging its staff to broaden their knowledge and experience by attending relevant courses of study and participating in seminars and conferences. During the year, counsellors and executives of the Centre attended a total of 13 conferences, seminars and training courses. In-house training was also conducted by senior staff for our own support staff on ISO 9002 certification, effective customer service and student services in general.

6.2 Ms Cindy Chan, Administrative Assistant II, and Mr Nelson Yip, Executive Officer II, were sponsored to attend ISO 9002 Internal Quality Auditor Course at the School of Professional and Continuing Education of the University to qualify as Internal Auditors. Ms Cindy Chan also participated in a short course at Tsing Hua University, Beijing, organised by the Hong Kong Student Services Association.

6.3 Ms Emily Wong, Executive Officer II and Ms Chris Wong, Clerical Officer I, pursued further studies in their own time and with their own resources and were awarded the Degree of Master of Science in Management (Business) and Bachelor of Business Administration respectively. Our warmest congratulations on their academic achievements!

6.4 During the year, Mr Nelson Yip resigned from the University to pursue his career in computing in the private sector. We would like to wish him every success in his new endeavours.



Louisa Li
Director

Careers Education and Placement Centre

October, 2000

Careers Education Programmes Attendance Figures 1999 - 2000

		<u>No. of Sessions</u>		<u>Attendance</u>		<u>Difference</u>
		<u>1998 - 99</u>	<u>1999 - 00</u>	<u>1998 - 99</u>	<u>1999 - 00</u>	<u>in Attendance</u>
						<u>%</u>
Career Planning Talks						
1	Career Planning Talks	6	34	164	2022	+1133
2	Career Development Track	-	5	-	92	-
		6	39	164	2114	+1189
Career Talks						
3	Accounting, Banking & Finance	6	8	338	455	+35
4	Media, Communication & Public Relations	4	4	99	199	+101
5	Engineering, Information Technology & Management Consultancy	1	6	27	275	+919
6	Internet & Recruitment	-	3	-	215	-
7	Education & Town Planning	2	2	75	158	+111
8	Trading	2	4	52	41	-21
9	Public Utility	-	1	-	12	-
10	Police	-	1	-	41	-
11	Work Ethics Talk by ICAC	1	1	1	7	+600
12	Global E-Challenge 2000 by the YDC	-	1	-	8	-
		16	31	592	1411	+138
Written Application Lectures/Workshops						
13	Written Application to Specific Industries	-	20	-	698	-
14	Chinese Cover Letter & Resume	11	6	541	122	-77
15	English Cover Letter & Resume	1	3	21	46	+119
16	Unsolicited Application	1	3	16	32	+100
17	Written Application - Summer Jobs	3	2	54	28	-48
18	Resume Review Sessions	1	1	19	26	+37
19	Written Application for Specific Disciplines of Study	8	5	411	209	-49
20	How to relate your achievements to the needs of the employer in your application	-	2	-	5	-
21	Video Shows	-	1	-	5	-
		25	43	1062	1171	+10

(Cont'd)

Interviewing Skills - Lectures/Workshops

22	Past Interview Questions on Specific Industries	10	14	188	431	+129
23	Interview Skills - Summer Jobs	4	3	33	36	+9
24	Great Answers to Tough Interview Questions	-	22	-	41	-
25	Dressing for Interview & Etiquette at Interview	2	6	70	86	+23
26	Interview Skills for Specific Disciplines of Study	2	3	103	109	+5.8
27	Mock Interviews for Specific Employers	42	47	858	442	-49
28	Beauty Class (conducted by a cosmetics consultant)	5	14	186	397	+113
29	Communication & Presentation Skills for Interviews (conducted by an employer)	-	1	-	28	-
		65	110	1438	1570	+9

Assessment Methods Lectures/Workshops

30	Essay Writing in Chinese	1	4	66	106	+61
31	Essay Writing in English	1	3	37	158	+327
32	Current Affairs Questions	1	4	143	196	+37
33	Reasoning Tests	1	2	82	193	+135
34	In-tray Exercises	1	1	18	18	-
35	Group Discussions	1	1	23	8	-65
36	Presentation Exercises	1	1	6	7	+17
37	Business Case Questions	-	1	-	32	-
		7	17	375	718	+92

Creative Job Search Lectures/Workshops

38	Creative Job Search Lectures	7	5	162	100	-38
39	Cracking the Hidden Job Market	-	1	-	14	-
		7	6	162	114	-30

Management Skills Training

40	Management Skills for Civil Engineering Part III Students	20	20	99	104	+5
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Further Studies Lectures

41	Postgraduate Studies in Overseas Countries	5	6	98	245	+150
	Attendance at programmes offered in 1998-99 but not repeated this year	144	-	2778	-	-

TOTAL SESSIONS / ATTENDANCE

295	272	6768	7447	+10
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(Cont'd)

	<u>1998 - 99</u>	<u>1999 - 00</u>	<u>Difference in Attendance %</u>
One-to-one Guidance and Counselling			
E-mail Correspondence	2325	1378	-41
Distillery (e-discussion group)	237	468	+98
Help Desk	621	1317	+112
Enquiry Desk	-	7970	-
Special Arrangements with Counsellors	-	79	-
TOTAL	<u>3183</u>	<u>11212</u>	<u>+252</u>
 <i>Themes discussed at Help Desk</i>			
<i>Career Choice and Development</i>	131	184	+41
<i>Transition from Study to Work</i>	6	5	-17
<i>Job Seeking Skills</i>	417	1044	+150
<i>Employment-related Matters</i>	33	25	-24
<i>Further Studies</i>	21	25	+19
<i>Job Change</i>	1	11	+1000
<i>Other Matters</i>	12	23	+92
TOTAL ATTENDANCE	<u>621</u>	<u>1317</u>	<u>+112</u>

Vacancies Advertised 1999 - 2000

	<u>1998 - 99</u>	<u>1999 - 00</u>	<u>Difference</u> %
<u>Graduate jobs advertised</u>			
No. of Employers	3,013	4,723	+57
No. of Vacancies	14,626	23,538	+61
- Commerce and Industry			
No. of Employers	2,630	4,283	+63
No. of Vacancies	11,271	20,382	+81
- Civil Service			
No. of Departments	48	9	-81
No. of Vacancies	2,143	1,084	-49
- Education			
No. of Schools	198	222	+12
No. of Vacancies	787	1,280	+63
- Social Services			
No. of Organisations	122	192	+57
No. of Vacancies	409	771	+89
- Dental Clinics			
No. of Dental Clinics	15	17	+13
No. of Vacancies	16	21	+31
<u>Summer jobs advertised (excluding internship)</u>			
No. of Employers	490	595	+21
No. of Vacancies	2,678	3,579	+34
- Commerce and Industry			
No. of Employers	276	360	+30
No. of Vacancies	1,070	1,401	+31
- Civil Service			
No. of Departments	111	96	-14
No. of Vacancies	844	862	+2.1
- Education			
No. of Schools	42	71	+69
No. of Vacancies	407	378	-7.1
- Social Services			
No. of Organisations	61	68	+12
No. of Vacancies	357	938	+163
<u>Summer internship advertised</u>			
No. of Organisations	36	64	+78
No. of Vacancies	170	372	+119
- Commerce and Industry			
No. of Employers	34	63	+85
No. of Vacancies	122	322	+164
- Civil Service			
No. of Departments	1	1	0
No. of Vacancies	47	50	+6.4
- Education			
No. of Schools	1	0	-100
No. of Vacancies	1	0	-100
- Social Services			
No. of Organisations	0	0	0
No. of Vacancies	0	0	0

(Cont'd)

	<u>1998 - 99</u>	<u>1999 - 00</u>	<u>Difference</u>
<u>Part-time jobs advertised</u>			
No. of Employers	1,186	1,697	+43
No. of Vacancies	10,527	13,989	+33
- Private Tuition			
No. of Families	459	605	+32
No. of Vacancies	532	670	+26
- Commerce and Industry			
No. of Employers	473	718	+52
No. of Vacancies	5,110	6,367	+25
- Civil Service			
No. of Departments	14	23	+64
No. of Vacancies	2,864	3,512	+23
- Education			
No of Schools	147	230	+57
No of Vacancies	1,152	2,590	+125
- Social Services			
No of Organisations	93	121	+30
No of Vacancies	869	850	-2.2

Recruitment Talks 1999-2000**Campus Recruitment Programme**

	<u>1998 - 99</u>	<u>1999 - 00</u>	<u>Difference</u> %
<u>Recruitment Talks</u>			
No. of Talks	85	99	+17
Attendance	9,147	8,736	-4.5
<u>Recruitment Exhibitions</u>			
No. of Employers	10	10	0
Attendance	810	971	+20
<u>Campus Interviews</u>			
No. of Employers	20	30	+50
Attendance	1,178	1,362	+16
<u>Walk-in-Interviews</u>			
No. of Companies	3	8	+167
Attendance	374	51	-86
<u>Written Tests</u>			
No. of Employers	16	18	+13
Attendance	1,071	2,157	+101
<u>Collection of Applications (Full-time Vacancies Only)</u>			
No. of Posts	75	87	+16
No. of Applications	6,072	5,958	-1.9

Campus Recruitment Programme Participants 1999-2000

- A.T. Kearney (Hong Kong) Ltd
- Andersen Consulting (Hong Kong) Ltd
- Arthur Andersen & Co
- Asia Strategic Incorporated
- AXA China Region Insurance Co Ltd
- Azeus Systems Ltd
- Bain & Company (Hong Kong)
- Bank of America (Asia) Ltd
- Boston Consulting Group International GMBH
- Cable & Wireless HKT Ltd
- Cathay Pacific Airways Ltd
- Cathay Pacific Catering Services (HK) Ltd
- Chartersince Surveyors Ltd
- Cheung Kong Center Property Management Ltd
- City Telecom (HK) Ltd
- Comi Infnet Technology Ltd
- CP Associates Ltd
- Dairy Farm Company Ltd
- Delirium (HK) Ltd
- Deloitte Touche Tohmatsu
- Display Research Laboratory
- Dragages et Travaux Publics (HK) Ltd
- DTZ Debenham Tie Leung Ltd
- Dymek Asia Group
- Eagle Star Life Assurance Co Ltd
- ecVision Ltd
- Ernst & Young
- Esquel Enterprises Ltd
- FPDSavills (Hong Kong) Ltd
- Gammon Construction Ltd
- General Electric International Inc
- Giordano Limited
- Glaxo Wellcome China Ltd
- Goldman Sachs (Asia) L.L.C
- Government of HKSAR - Hong Kong Police Force
- Government of HKSAR - Industry Department
- Grant Thornton
- Greg Wong & Associates Ltd
- Hang Seng Bank Ltd
- Hecny Transportation Ltd
- HFS Asia Limited
- Hong Kong & China Gas Co Ltd
- Hong Kong Dragon Airlines Ltd
- Hong Kong Jockey Club
- Hongkong Electric Holdings Ltd
- HSBC
- HSBC Asset Management (Hong Kong) Ltd
- Hsin Chong Real Estate Management Ltd
- IBM China/Hong Kong Ltd
- i-Cable Communications Ltd
- infoisLive.com Ltd
- InfoTalk Corporation Ltd
- Intel Semiconductor Ltd
- irasia.com Ltd
- ITApps Limited
- JOS Technology Group
- Jumpin Gym USA Ltd
- Jusco Stores (Hong Kong) Co Ltd
- KMPG
- Maersk Hong Kong Ltd
- Manulife (International) Ltd
- Marks & Spencer (HK) Ltd
- McDonald's Restaurants (Hong Kong) Ltd
- Ming Pao Holdings Ltd
- Monitor Company
- Moores Rowland
- Morgan Stanley Dean Witter Asia Ltd
- netalone.com (Hong Kong) Ltd
- Ove Arup & Partners Hong Kong Ltd
- Pacific Century Insurance Co Ltd
- Patterson Financial
- PricewaterhouseCoopers
- Procter & Gamble Hong Kong Ltd
- Prudential Assurance Co Ltd
- Q. D. Asia Ltd
- Qcode Information Technology Ltd
- River Trade Terminal Co Ltd
- Shui On Building Contractors Ltd
- Standard Chartered Bank
- Swire Properties Ltd
- Systek Information Technology Ltd
- Television Broadcasts Ltd
- Treasure Land Property Consultants
- Warburg Dillon Read
- Xerox (HK) Ltd
- Yeebo LCD Ltd
- Zen Pacific Construction Ltd

Advertisers from the Fortune :
Global 500 and the World's Most Admired Companies List - 1999-2000

1. Alcatel
2. American International Group, Inc.
3. Apple Computer International Ltd
4. AXA China Region Insurance Co Ltd
5. Bank of America (Asia) Ltd
6. Campbell Soup Asia Ltd
7. Cathay Pacific Airways Ltd
8. Coca-Cola China Ltd
9. Colgate-Palmolive (HK) Ltd
10. Du Pont China Ltd
11. Eli Lilly Asia, Inc
12. General Electric Appliances
13. General Electric Capital (HK) Ltd
14. General Electric International Inc
15. Glaxo Wellcome China Ltd
16. Hewlett - Packard HK Ltd
17. HSBC
18. IBM China / Hong Kong Ltd
19. ING Barings
20. Intel Semiconductor Ltd
21. McDonald's Restaurants (HK) Ltd
22. Merrill Lynch (Asia Pacific) Ltd
23. Metro Broadcast Corporation Ltd
24. Metro-Link Services Co Ltd
25. Mitsubishi Corporation (HK) Ltd
26. Mitsui & Co (HK) Ltd
27. Mitsui High-Tec (HK) Ltd
28. Morgan Stanley Dean Witter Asia Ltd
29. Motorola Asia Pacific Ltd
30. Nestle Dairy Farm Hong Kong Ltd
31. Procter & Gamble Hong Kong Ltd
32. Prudential Assurance Co Ltd
33. Singapore Airlines Ltd
34. Societe Generale
35. Sony Corporation of Hong Kong Ltd
36. Sun Microsystems Inc. System Products (UltraSPARC Processor Group)
37. Swire Coca - Cola HK Ltd
38. Xerox (HK) Ltd

Advertisers from Hong Kong Publicly - Listed Companies 1999-2000

1. ABC Communications (Holdings) Ltd
2. Asia Tele-Net and Technology Corporation Ltd
3. Automated Systems (HK) Ltd
4. Bank of East Asia Ltd
5. Cathay Pacific Airways Ltd
6. Cheung Kong (Holdings) Ltd
7. Chinese Estates Holdings Ltd
8. City Telecom (HK) Ltd
9. CLP Power Hong Kong Ltd
10. Companion Building Material Supplies (HK) Ltd
11. Dao Heng Bank Ltd
12. Decca Ltd
13. Dickson Group of Companies
14. e2-capital
15. e-Business Asia (Holdings) Ltd
16. ehealthcareasia.com Ltd
17. First Pacific Bank Ltd
18. Giordano Ltd
19. Great China Holdings Ltd
20. Group Sense Ltd
21. Hang Seng Bank Ltd
22. Hantec Investment Consultant Ltd
23. HK Telecom Cable & Wireless HKT Ltd
24. HKR International Ltd
25. Hong Kong & China Gas Co Ltd
26. Hong Kong China Development Holdings Ltd
27. Hongkong Electric Holdings Ltd
28. HSBC
29. Hsin Chong Construction Group Ltd
30. Hutchison Whampoa Ltd
31. Johnson Electric Group

(Cont'd)

32. Jusco Stores (HK) Co Ltd
33. Liu Chong Hing Bank Ltd
34. Manulife (International) Ltd
35. Mei Ah (HK) Co Ltd
36. Midas Printing Ltd
37. Ming Pao Enterprise Corporation Ltd
38. Netalone.com (HK) Ltd
39. New World Cyberbase
40. Next Media Group
41. Online Credit Card Ltd
42. Orient Power Electronics Ltd
43. Oriental Press Group
44. Pacific Century Insurance Co Ltd
45. Power Hong Kong Ltd
46. QPL Ltd
47. Ryoden (Holdings) Ltd
48. SCMP.com Ltd
49. Shell Electric Mfg (Holdings) Co Ltd
50. Shui On Building Contractors Ltd
51. Shun Tak Group of Companies
52. Sing Tao Group
53. Sino Land Co Ltd
54. Sun Hung Kai & Co Ltd
55. Television Broadcasts Ltd
56. Tung Fong Hung
57. Wharf Ltd
58. Yeebo LCD Ltd
59. Yu Ming Investment Management Ltd
60. Zhong Hua Land

**EMPLOYMENT STATISTICS
(1999 BACHELOR'S DEGREE)
(Full-time Students only)**

Appendix VI (a)

Faculty/School	Population	Respondents	Employed	Unemployed	Further Studies	Emigrated/ Returned to Home Country	Not Seeking Employment
Architecture	116	111 95.7%	102 91.9%	1 0.9%	7 6.3%	/	1 0.9%
Arts	515	481 93.4%	380 79.0%	13 2.7%	79 16.4%	4 0.8%	5 1.0%
Business	124	122 98.4%	115 94.3%	1 0.8%	6 4.9%	/	/
Dentistry	50	45 90.0%	42 93.3%	3 6.7%	/	/	/
Education	56	55 98.2%	54 98.2%	/	1 1.8%	/	/
Engineering	521	502 96.4%	420 83.7%	16 3.2%	66 13.1%	/	/
Law	144	137 95.1%	9 6.6%	/	128 93.4%	/	/
Medicine	205	191 93.2%	189 99.0%	1 0.5%	1 0.5%	/	/
Science	464	429 92.5%	294 68.5%	22 5.1%	113 26.3%	/	/
Social Sciences	425	402 94.6%	323 80.3%	22 5.5%	54 13.4%	/	3 0.7%
TOTAL	2620	2475 94.5%	1928 77.9%	79 3.2%	455 18.4%	4 0.2%	9 0.4%

**EMPLOYMENT STATISTICS
(1999 RESEARCH & TAUGHT POSTGRADUATE PROGRAMMES)
(Full-time Students Only)**

	Population	Respondents	Employed	Unemployed	Further Studies	Emigrated/ Returned to Home Country	Not Seeking Employment
<i>Research Programmes :</i> (by programme title)							
Ph.D.	85	34	29	2	2	/	1
M.Phil.	140	113	86	7	19	0.9%	/
M.D.	2	2	100.0%	/	/	/	/
M.S.	3	3	100.0%	/	/	/	/
Sub-total	230	152	78.9%	9	21	13.8%	1
<i>Taught Postgraduate Programmes :</i> (by faculty/school)							
Architecture	112	107	95.5%	6	1	0.9%	/
Arts	22	6	27.3%	/	1	16.7%	1
Dentistry	14	10	71.4%	/	2	20.0%	/
Education	173	156	90.2%	8	6	3.8%	1
Engineering	11	9	81.8%	/	/	/	/
Law	206	154	74.8%	1	21	13.6%	1
Medicine	6	5	83.3%	1	2	40.0%	1
Social Sciences	58	49	84.5%	2	4	8.2%	/
Professional & Continuing Education	107	79	73.8%	5	2	2.5%	/
Sub-total	709	575	81.1%	23	39	6.8%	4
TOTAL	939	727	77.4%	32	60	8.3%	5

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