

2015

Student & Graduate Employability Skills Survey

Victoria Business School Report

Abridged version

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EXECUTIVE SUMMARY

This report presents the results of the Victoria Business School's (VBS) section of the 2015 Employability Skills Survey carried out by Victoria University's Careers and Employment Service in June this year.

The goals of the survey were to:

- identify the top ten skills and attributes which employers look for in new graduates and students
- explore the level of competency expected for each of these skills and attributes at the time of hiring
- explore employers' perceptions of the importance of attributes considered as the Victoria Graduate Profile

Survey population

The survey was sent out to 1,378 employers who were actively recruiting, or who have recruited university graduates and/or students within the last two years. We received 435 responses (31% response rate), of which 346 were deemed eligible. Of those, 132 responses were from employers who recruit Victoria Business School students and graduates. To the best of our knowledge, this is the largest response set of an employability skills survey in New Zealand and Australia to date. 8% of the VBS respondents were from local and regional organisations, 25% from national, and 67% from international organisations. The respondent population consisted of 59% private, 30% public, and 11% non-profit organisations.

Skills & attributes ranking

The following skills and attributes were ranked as top ten by the VBS respondents:

- 1) Verbal communication skills
- 2) Work ethic
- 3) Analytical & critical thinking
- 4) Interpersonal skills
- 5) Team work
- 6) Problem solving
- 7) Energy & enthusiasm
- 8) Written communication skills
- 9) Initiative & enterprise
- 10) Self-management

As far as levels of competency for each of the above skills and attributes are concerned, the highest expectations were for competencies related to Work ethic (such as being reliable, being responsible, and committed to high quality of work). Communicating in a clear and sensitive manner to different audiences both in writing and speaking were also areas where respondents expected students and graduates to demonstrate very high levels of competency.

Overall, the top ten list of skills and attributes ranked by the VBS employers align closely with the general results. Verbal communication skills and work ethic are at the top of employers' priorities when it comes to selection criteria. Of note, however, is the high ranking of Work ethic. Even though competencies associated with Work ethic were provided on the lists in previous years, this year's survey is the first time to place it so high. In addition, Energy & enthusiasm was ranked lower by VBS respondents (ranked 7th) in comparison to all respondents (ranked 3rd).

Acknowledgement

Careers and Employment wishes to acknowledge the contribution of the Victoria Business School in supporting this body of work, particularly the analysis relating to employers who recruit students and graduates majoring in commerce subjects offered by the School.

October 2015

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1. INTRODUCTION

In June 2015, a Student & Graduate Employability Skills Survey form was sent to a sample of 1,378 employers who were actively recruiting or who have recruited university graduates and/or students within the last two years (between January 2013 and May 2015).

We received replies from 435 employers (31% response rate), out of which 346 responses were eligible. Out of those, 132 responses were identified from employers who have recruited Victoria Business School students and graduates. To the best of our knowledge, this is the largest response set for an employability skills survey in New Zealand and Australia.

Our objective was to identify the top ten (10) skills and attributes which employers look for in new graduates and students, and to explore the level of competency expected for each of these skills and attributes. Additionally, the survey also aimed to explore employers' perceptions of the importance of Victoria Graduate Profile.

In the first part of the survey, employers answered questions about educational fields and qualification levels that they typically recruit students and/or graduates from, followed by questions about the types of work that is usually offered to students and/or graduates in their organisation.

Part two of the survey focused on employability skills and attributes. Employers were asked to rank in order of priority 20 skills and attributes which have been compiled from lists identified in previous years as well as currently available frameworks¹. The skills/attributes ranked as the top five were then explored in more detail. Employers were asked to indicate the level they would expect students and/or graduates to demonstrate in relation to specific competencies for the top five skills and attributes.

This report presents the results of the survey filtered to those respondents who selected Business/Commerce/Economics as one of the educational fields they recruit students and/or graduates from.

¹ Victoria Careers 2006 Employment Skills Survey; 2013/2014 Graduate Outlook (Australia); [Employers' perception of graduate employability 2010](#); [Core Skills For Work Framework](#) (Australia); [Business Graduate Skill Sets](#) (Jackson & Chapman, 2009) amongst others.

2. SURVEY RESPONDENTS

Using a database of employers drawn from NZUniCareerHub (a centralised online vacancy distribution system managed by Careers Services within 7 NZ universities), we contacted **1,378 employers** who have actively engaged with Victoria and other universities in student and graduate recruitment within the last two years (January 2013-May 2015). We have received a response from 435 employers, out of which **346 responses** were deemed eligible². This report presents findings from **132 respondents** who selected Business/Commerce/Economics as one of the educational fields they recruit from.

Out of the 132 employers, 28 (21%) indicated their organisation size as SMALL (<20 staff), 32 (24%) MEDIUM (21-100 staff), 28 (21%) as LARGE (101-500 staff), and 43 (34%) as ENTERPRISE (>500 staff). In terms of organisation scope, 17 (8%) respondents were from local or regional organisations, 55 (25%) from national, and 60 (67%) from international organisations.



Figure 1 Respondents by organisation scope

41 (30%) respondents indicated that their organisation belonged to the public sector, 77 (59%) to private, and 14 (11%) to non-profit.

In terms of industry, the majority of respondents who answered this question identified their industry within 6 main areas: IT/Computing/Media Communications, Government – Central, Finance/Insurance/Banking, Accounting, Business Services, and Management/Consulting. A detailed list of industries is presented in Figure 5 below.



Figure 2 Survey response numbers

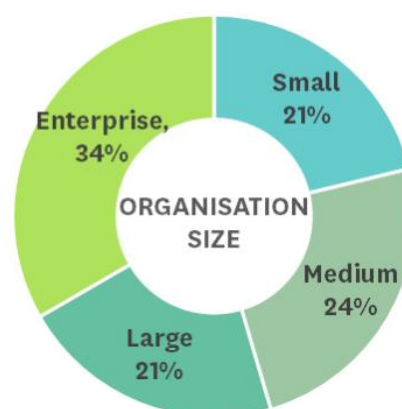


Figure 3 Respondents by organisation size

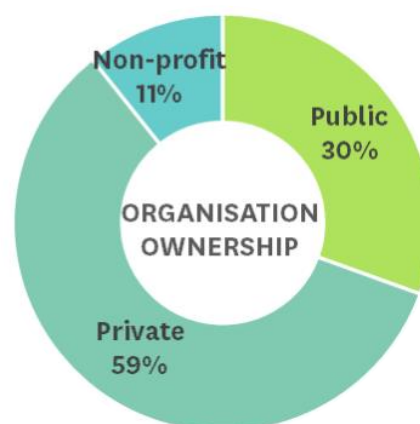


Figure 4 Respondents by ownership type

² A response was deemed eligible if the first two parts of the survey – graduate recruitment and skills grouping/ranking were completed.

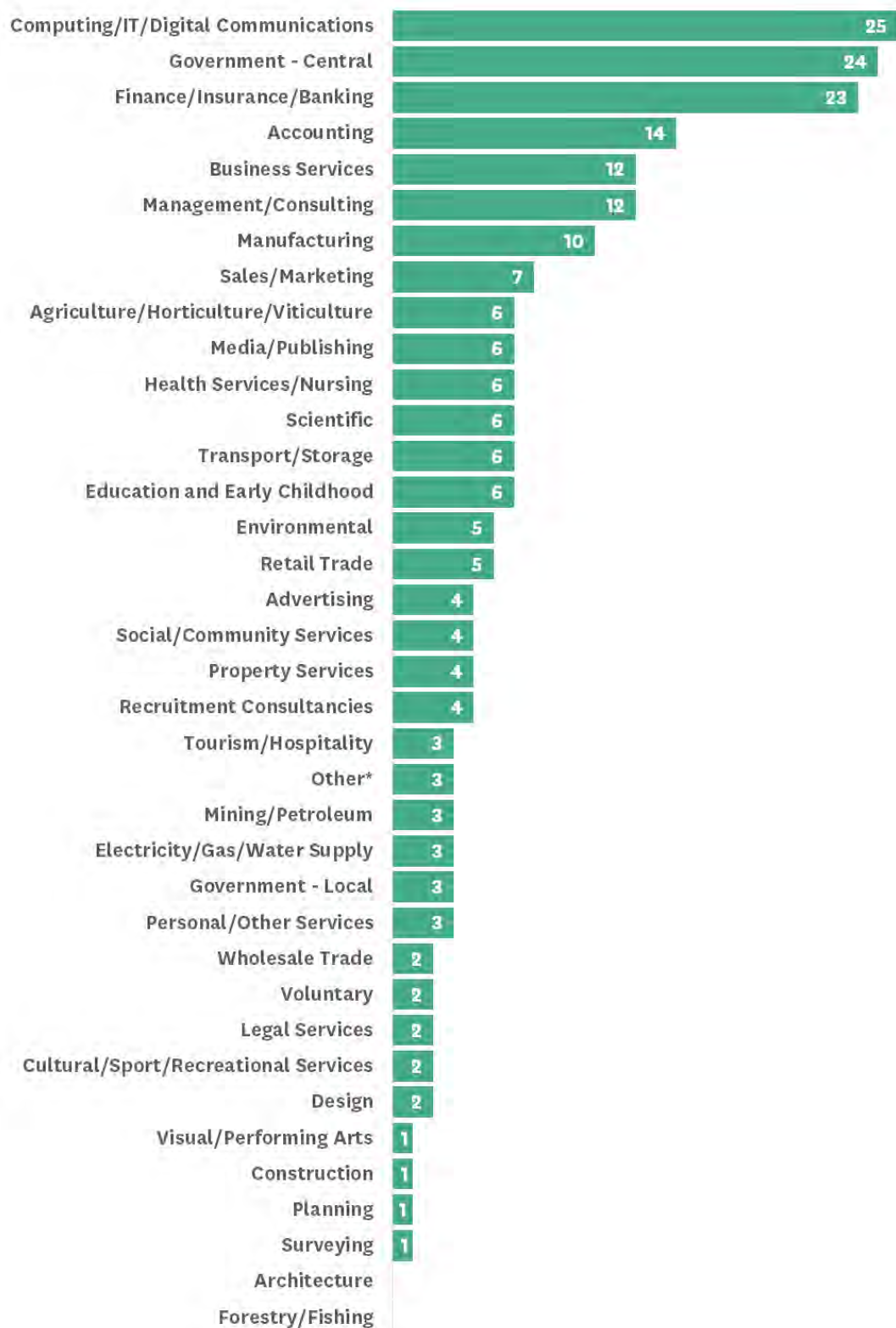


Figure 5 Survey respondents by industry

*Other: e.g., dispute resolution

Please note that totals are over 100% as respondents were able to select more than one option

3. STUDENT AND GRADUATE RECRUITMENT

Respondents were asked to share information regarding student and/or graduate recruitment in their organisation in order to help us consider the relationship between educational fields, majors, degree levels, types of role and/or employment and the skills and attributes required.

3.1. Majors and degree levels

The top five majors that employers tend to recruit from were Accounting, Information Systems, Finance, Marketing, and Management. Only one respondent indicated that they recruit from Tourism Management, which could be due to the characteristics of the respondent population. Figure 6 below illustrates the breakdown of majors within Business/Commerce/Economics that respondents recruit students and graduates from most often.

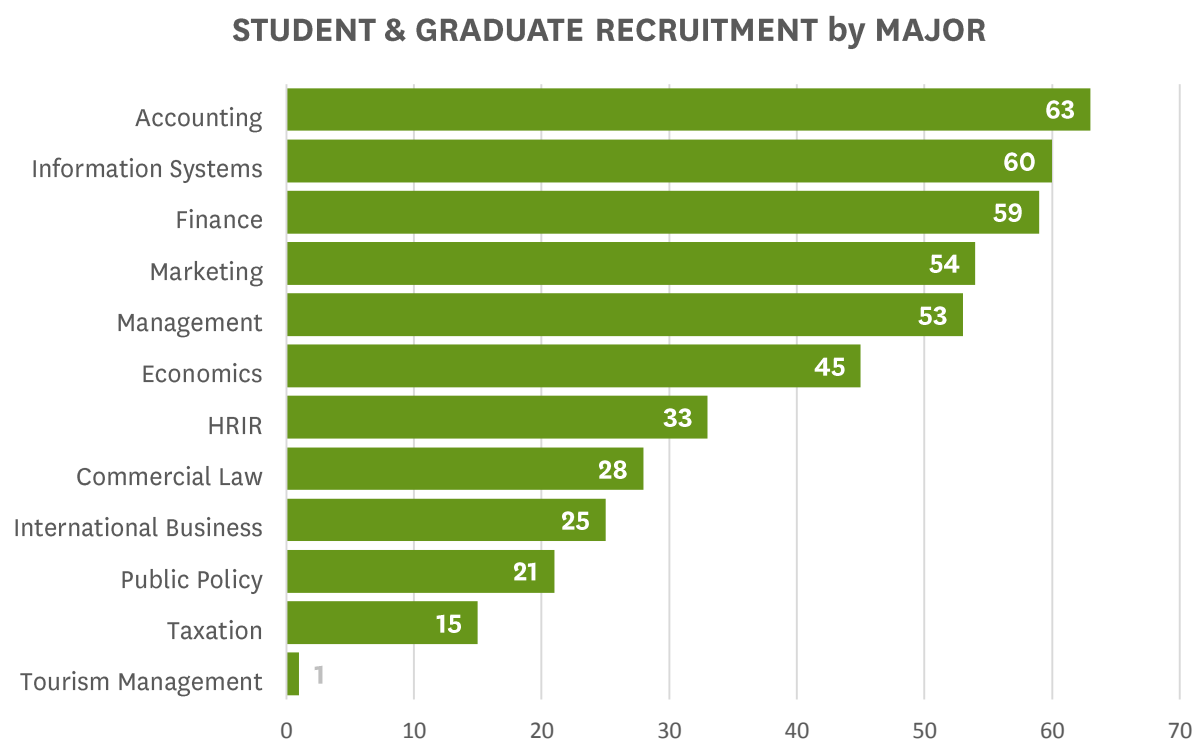


Figure 6 Student and graduate recruitment by VBS major

The majority of respondents indicated that they recruit students and/or graduates at Bachelors and Bachelors (Honours) level. Approximately 25% of VBS respondents also selected a 'no preference' option. Figure 7 below illustrates in more detail the degree level that respondents indicated they recruit students and/or graduates with.

GRADUATE & STUDENT RECRUITMENT BY DEGREE LEVEL

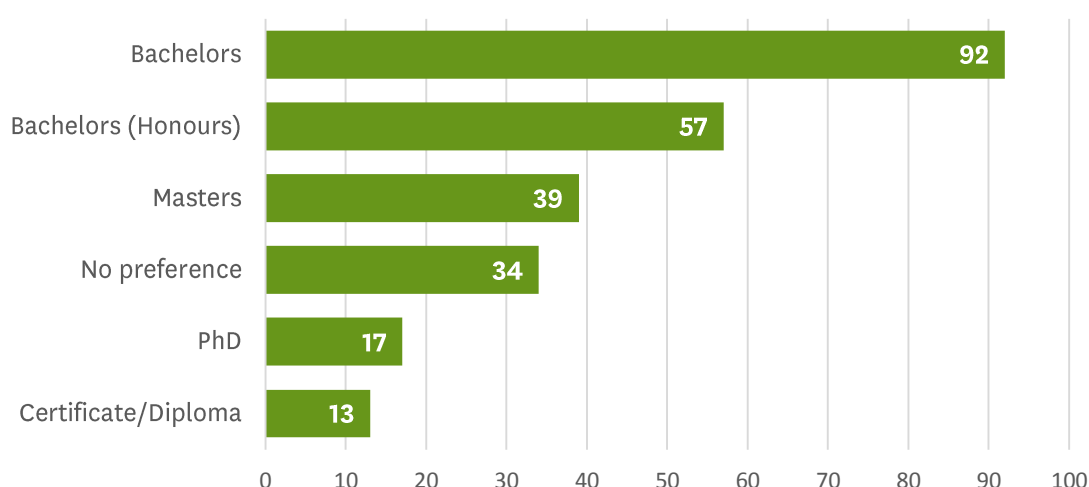


Figure 7 Student and graduate recruitment by degree level

3.2. Types of roles and types of employment offered

We asked the respondents to provide information about the types of roles that they most often recruit students and/or graduates into. Almost half of the respondents indicated ICT roles as typical positions that they recruit students/graduates into, followed by Accounting (35%), and Marketing/Media/Communications (31%).

Respondents were also asked to indicate what type of employment was offered to students and/or graduates in the types of roles they indicated. Figure 8 below illustrates the breakdown of the different types of employment for each type of role. Respondents most often reported recruiting into Graduate Programmes for Accounting, ICT, Banking/Finance/Insurance, Management, and Marketing/Media/Communications roles. Similarly, Internships were most often offered in ICT, Marketing/Media/Communications, Accounting, and Banking/Finance/Insurance roles. Respondents indicated that full-time immediate employment was most often available in ICT, Accounting, Administration/Office Support, and Customer Service roles. Part-time or Casual employment was reported to be most predominantly offered in Administration/Office Support roles, with a number of employers also indicating this type of employment for ICT, and Marketing/Media/Communications roles.

TYPES OF EMPLOYMENT OFFERED

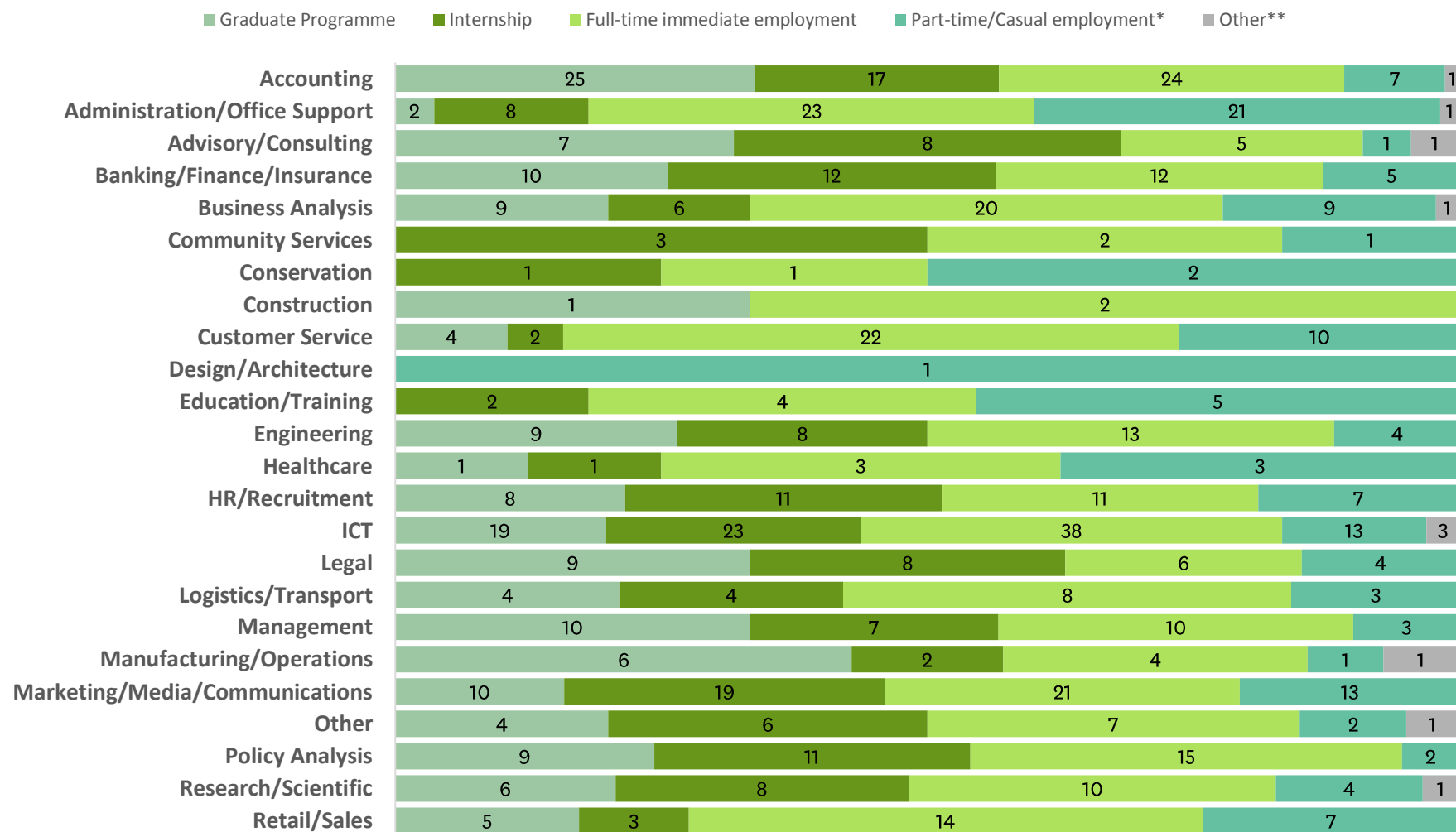


Figure 8 Student and graduate recruitment: Types of employment offered by types of role

Numbers indicate number of employers who selected this option

*Part-time/Casual employment related to student/graduate's study area, or an entry level graduate role (i.e. NOT babysitting, or housekeeping)

**Other included cadetship, summer work, work experience, internship that leads to full-time employment

4. SKILLS & ATTRIBUTES

In this part of the survey, respondents were presented with a list of 20 skills and attributes derived from current frameworks used in Australia (Jackson, 2014; [Core Skills for Work Developmental Framework](#)), previous survey done by Victoria Careers (in 2006), as well as employability surveys carried out internationally within the last 5 years³.

Respondents were asked to group and rank these skills and attributes based on their perceived importance at the time of recruitment. Detailed information is presented regarding grouping, as well as overall ranking for each skill area.

Following on from grouping and ranking, respondents were asked to rate the levels of competency they would expect students and/or graduates to demonstrate for the skills and attributes they thought were 'extremely important'. Detailed information about competency levels is presented for each of the top ten skills and attributes.

Skills & attributes survey list (20 general categories)

- Ability to sell and/or influence others
- Academic achievement
- Analytical & critical thinking
- Computer/IT skills
- Degree-specific skills
- Energy & enthusiasm
- Initiative & enterprise
- Interpersonal skills
- Leadership skills
- Numeracy & quantitative analysis skills
- Organisational skills
- Problem solving
- Resilience & adaptability
- Self-awareness
- Self-management
- Team work
- Verbal communication skills
- Work ethic
- Work experience
- Written communication skills

4.1. Top ten skills and attributes

Respondents were presented with 20 skills & attributes (see above) in random order, and asked to arrange all of them in four groups: 'extremely important', 'important', 'less important', and 'least important'. They were also asked to arrange these skills and attributes within each group in order of importance.

The overall ranking of the skills and attributes, based on the respondents' grouping and ranking within the groups is illustrated in Figure 9. The numbers indicate the mean based on ranking 1-20 (4 groups, 5 ranks in each; the lower the mean, the higher the overall ranking of the skill or attribute).

³ 2013/2014 Graduate Outlook (Australia); [Employers' perception of graduate employability 2010](#); [Business Graduate Skill Sets](#) (Jackson & Chapman, 2009) among others.

SKILLS & ATTRIBUTES: Ranking by means



Figure 9 Skills and attributes by ranking means

Based on employers' comments regarding difficulty in ranking the skills and attributes within each group, we decided to run an additional analysis that took into account grouping only. The overall top ten skills and attributes, based on the respondents' grouping as 'extremely important' and 'important' are illustrated in Figure 10 below. The numbers indicate the percentage of respondents who grouped the skill/attribute within 'extremely important' or 'important' category. This result does not take into account respondents' ranking within each group.

While the list of top ten employability skills remains the same, a number of interesting differences emerged. Most noticeably, 84% of the employers indicated Work ethic as either extremely important or important, and a similar percentage of employers chose Verbal communication skills as either extremely important or important (83%). Interpersonal skills and Analytical & critical thinking also move up, with 82% and 73% employers grouping these attributes as either extremely important or important. Interestingly, ranking means for Self-management place it in 10th position, while grouping only puts it down to 11th, shifting Resilience and adaptability to the 10th position.

Figure 11 illustrates overall groupings for each of the 20 skills and attributes across all four categories – 'extremely important', 'important', 'less important', and 'least important'.

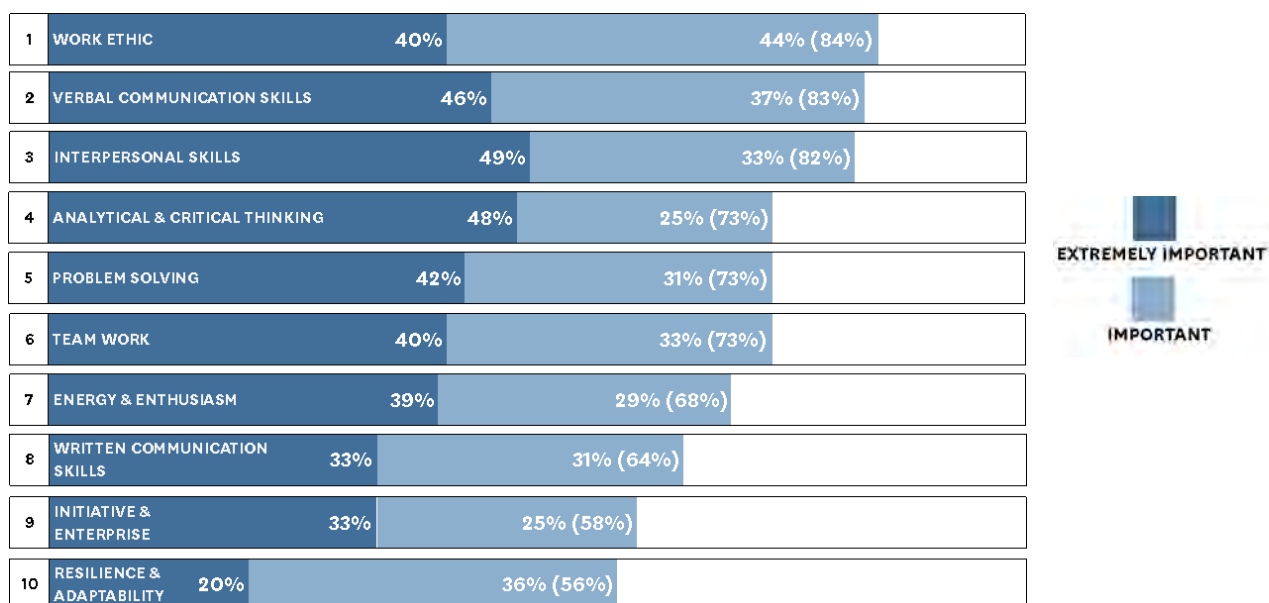


Figure 10 Top ten skills & attributes by 'extremely important' and 'important' grouping

A note needs to be made regarding 'Academic achievement'. The ranking of this particular attribute might not reflect the actual selection criteria that respondents use in graduate recruitment in particular. In our conversations with a number of employers prior to sending out the survey, each mentioned a grade average as one of the criteria that they select candidates on. As one employer put it, 'grads need to be high academic achievers' and their academic record acts as critical evidence of this attribute. This was reflected in similar comments made by several other graduate recruiters we spoke to. Another employer commented that a 'straight 'A' graduate might not necessarily be what we are looking for – as they might not enjoy the work', adding that evidence of genuine interest in the area was often sought beyond course marks. This expectation that the student/graduate will demonstrate skills and attributes beyond good marks at university is also reflected in employers' approach to evaluating graduate applications - 'very good marks are not enough – there is an expectation that students will have been involved with extracurricular activities within their study area' (as pointed out by a large graduate employer).

The absence of 'Academic achievement' from the top ten skills and attributes list can therefore be explained by the fact that in many cases, grades are taken as a given (i.e. there is a basic requirement from the employer that applicants will have a defined minimum grade average), but do not tend to be assessed on their own – that is, recruiters will likely look for evidence of other skills and attributes that can provide more context to the student/graduate's academic record.

GROUPING OF ALL SKILLS & ATTRIBUTES

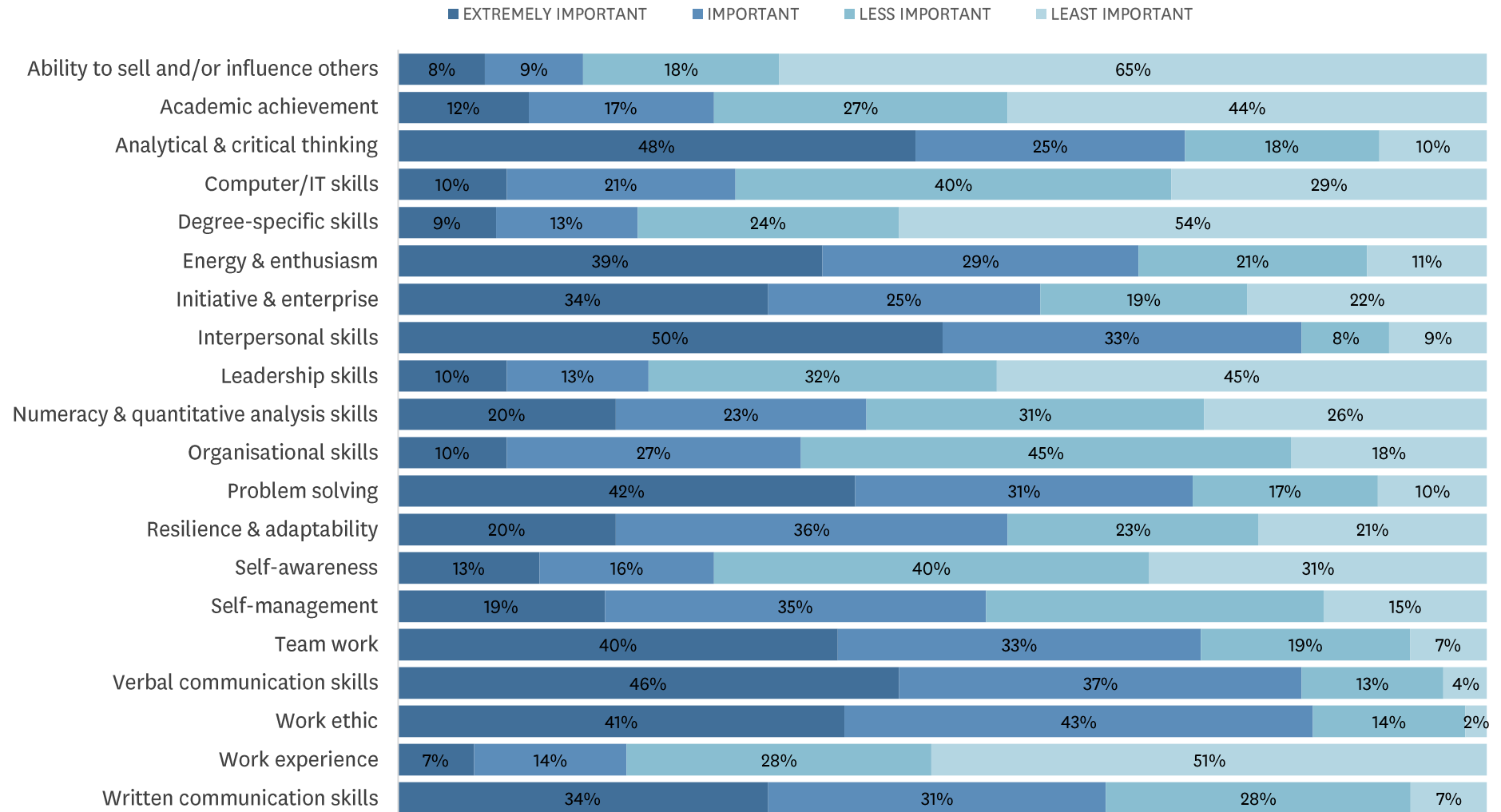


Figure 11 Respondent grouping of all skills & attributes

4.2.Skills & attributes: Expected competency levels

Following the grouping of the general skills and attributes, respondents were asked to indicate their expectations regarding the level of ability for specific competencies and behaviours for the skills and attributes they grouped as 'extremely important'. A 10-point Likert scale was used, with 1 meaning a basic ability (a competency to be developed through work), and 10 meaning a highly developed ability (highly developed at the time of recruitment). The graphs below illustrate mean ratings for the competencies and behaviours that form the top ten skills and attributes.

Please note that 'Energy & enthusiasm' is not included here as this particular skill was not broken down into competencies or behaviours.

Respondents indicated the highest expectations for work ethic in general (each competency mean within this skill area is 8.5 or above). The highest rated competencies were Responsibility (Work ethic), and Positive attitude (Resilience & adaptability), with a mean of 8.8 each.

Almost equally high levels of competency were expected for Reliability (Work ethic), at 8.7 mean, Commitment (Work ethic), at 8.6 mean, and Work Quality (Work ethic), at 8.5 mean. Adaptability (Resilience & adaptability) was also rated closely at 8.4 mean.

Interestingly, respondents also indicated high expectations regarding student and graduate ability to produce written work with correct Spelling, punctuation & grammar (Written communication skills), at 8.1 mean. Equally high were expectations regarding Drive (Initiative & enterprise) – an individual's willingness to go beyond the call of duty, including undertaking menial tasks if required by the business.

RESPONDENT COMMENT:

We need people who can fail well, learn from the experience and develop a better outcome as a result. This requires working hard when there is no immediate gold star in sight and having the ability to leverage own weaknesses and take on board constructive criticism.

RESPONDENT COMMENT:

Initiative and taking responsibility are increasingly hard qualities to find.

Table 1 Skills & attributes overall means for expected competency levels

SKILLS & ATTRIBUTES	MEAN
Work ethic	8.7
Written communication skills	7.8
Self-management	7.6
Problem solving	7.5
Team work	7.4
Initiative & enterprise	7.3
Interpersonal skills	7.0
Analytical & critical thinking	6.9
Verbal communication skills	6.6
Energy & enthusiasm*	-

*Energy & enthusiasm were not broken into competencies

Table 2 Competencies with highest levels of expectations

COMPETENCIES	MEAN
Responsibility (Work ethic)	8.8
Reliability (Work ethic)	8.7
Commitment (Work ethic)	8.6
Work quality (Work ethic)	8.5
Positive attitude (Self-management)	8.3
Orthography (Written communication skills)	8.1
Drive (Initiative & enterprise)	8.1
Life-long learning (Self-management)	8
Diversity awareness (Interpersonal skills)	8
Verbal communication (Verbal communication)	8
Analysing & diagnosing (Problem solving)	7.8
Reasoning (Problem solving)	7.8

The lowest expectations within the top ten skills were within Verbal communication skill – Public speaking in particular, at 5.4 mean. This skill area was the most varied in terms of respondent expectations, with high expectations regarding communicating clearly and sensitively to different audiences (8.0 mean), and somewhat lower for Meeting participation (at 6.1 mean). This result indicates that while students and graduates are expected to be able to communicate clearly in varied contexts at the time of recruitment, there is some space for them to develop other verbal communication skills such as meeting participation or public speaking through work.

Table 3 Competencies with lowest levels of expectations

COMPETENCY	MEAN
Pragmatic awareness (Interpersonal skills)	6.5
Abstract thinking (Analytical & critical thinking)	6.5
Conflict resolution (Interpersonal skills)	6.4
Meeting participation (Verbal communication skills)	6.1
Public speaking (Verbal communication skills)	5.4

RESPONDENT COMMENT:

We look for potential in people – what they may be capable of doing. By having a degree a candidate is showing us that they have the ability to learn, take on information, and are able to apply that information to a certain degree.

Detailed ranking means for each competency for all top ten employability skills are illustrated in Fig. 12-20.

1 = basic ability (a competency to be developed through work),

10 = highly developed ability (highly developed at the time of recruitment)

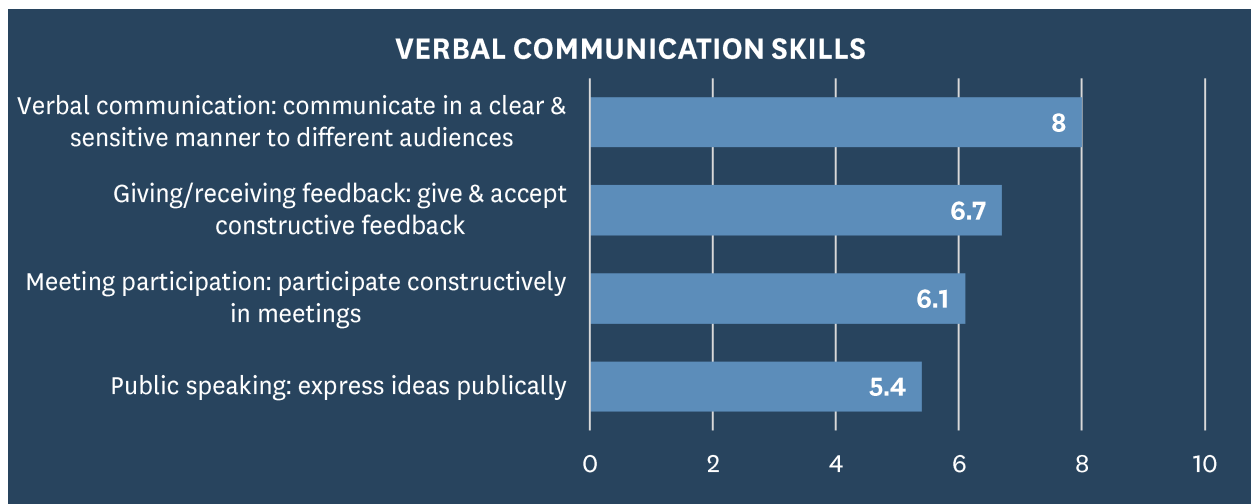


Figure 12 Expected competency levels: verbal communication skills



Figure 13 Expected competency levels: work ethic

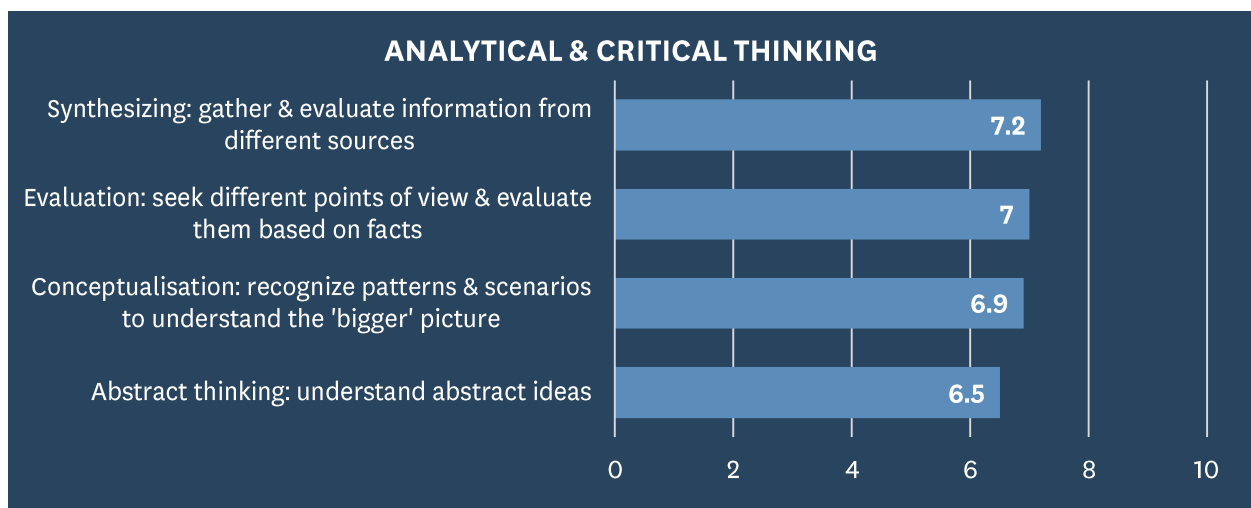


Figure 14 Expected competency levels: analytical & critical thinking

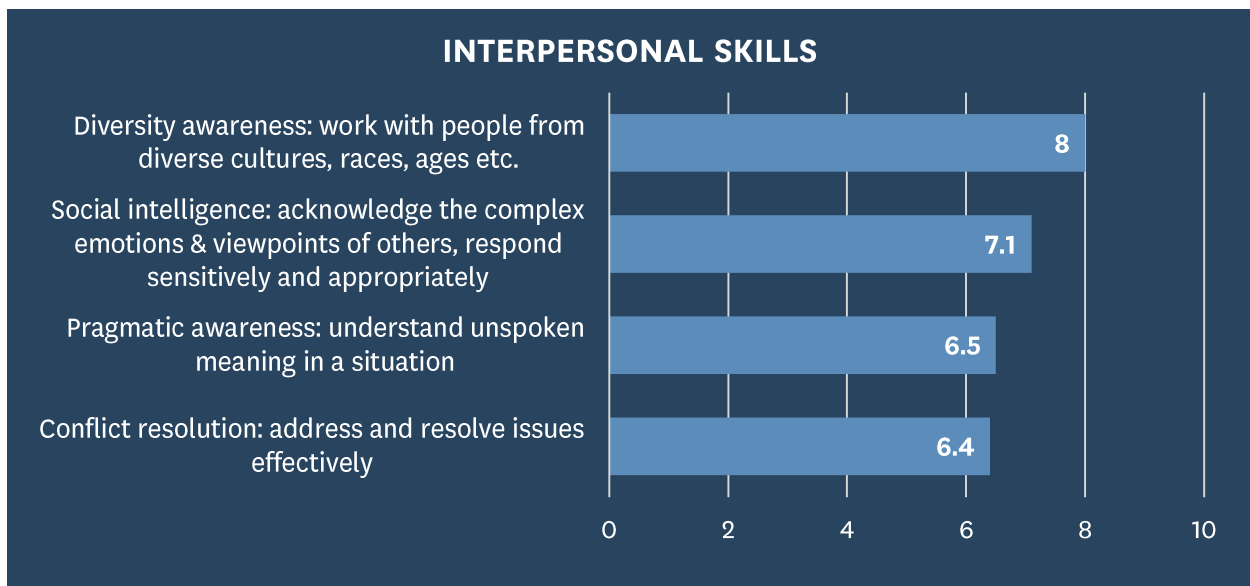


Figure 15 Expected competency levels: interpersonal skills

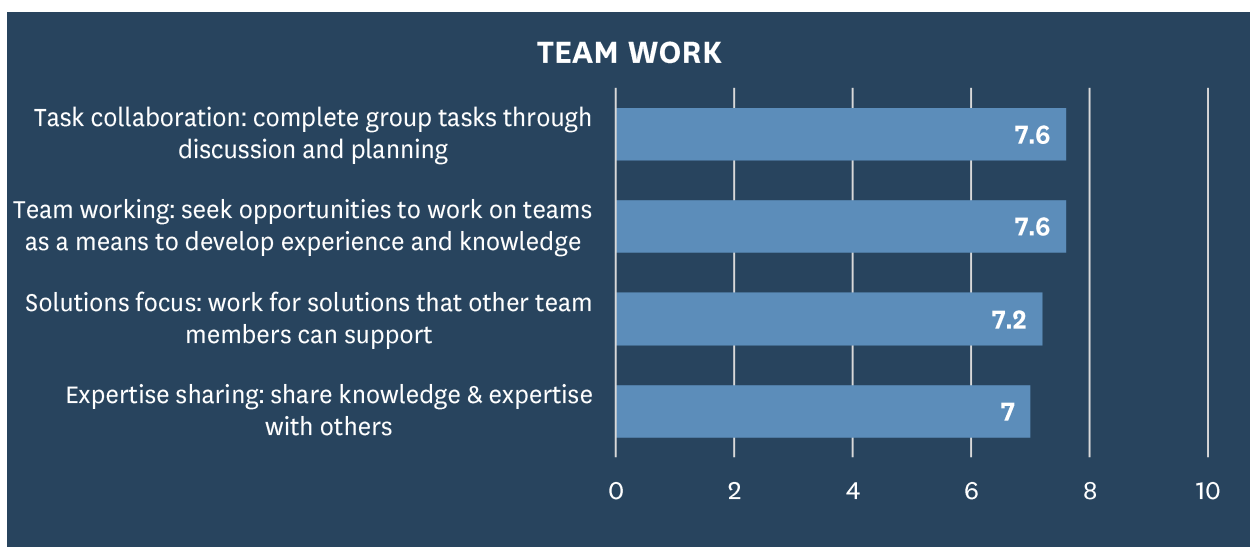


Figure 16 Expected competency levels: team work

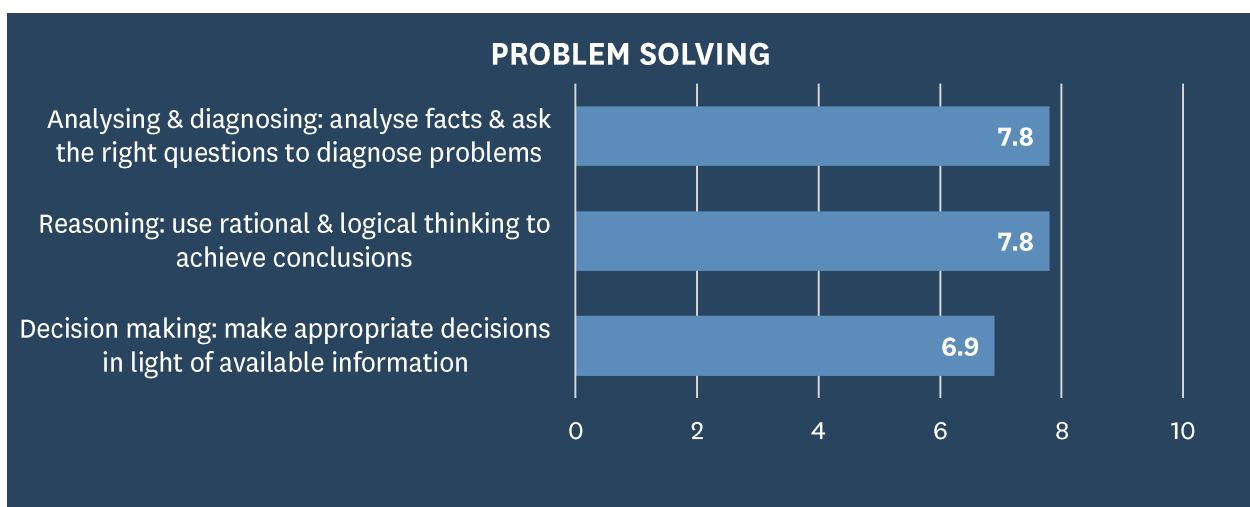


Figure 17 Expected competency levels: problem solving

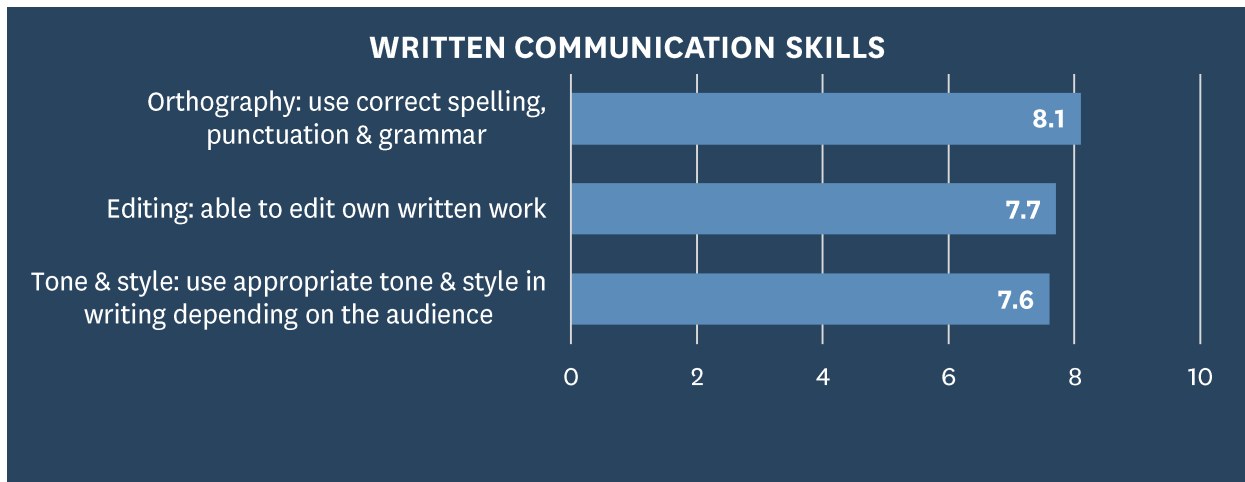


Figure 18 Expected competency levels: written communication skills

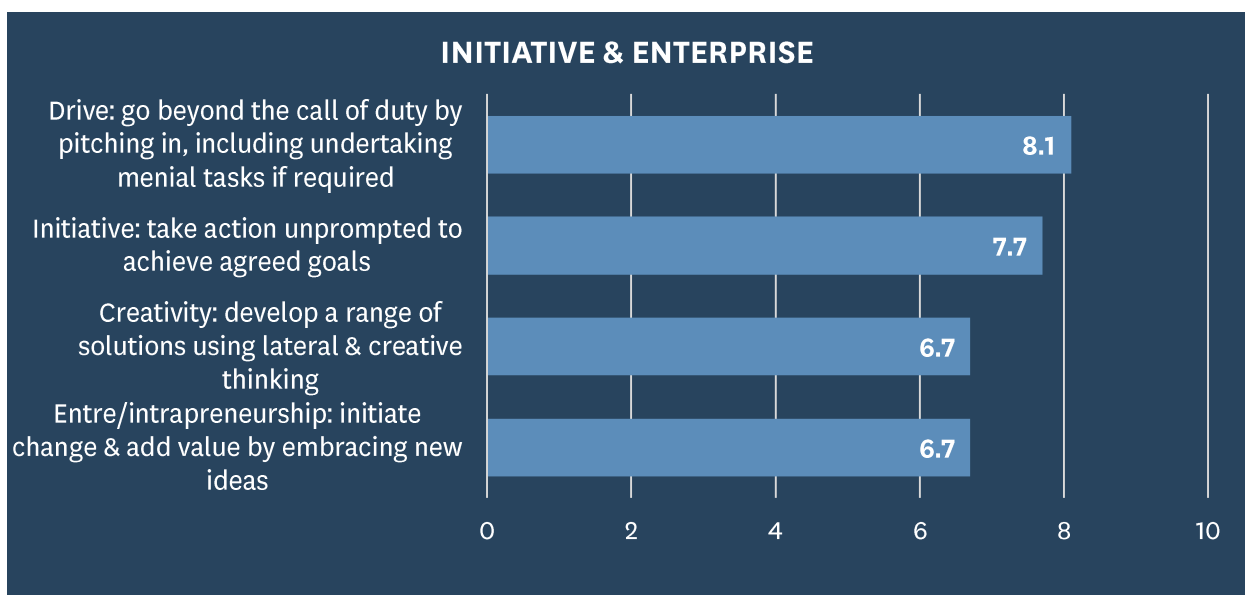


Figure 19 Expected competency levels: Initiative & enterprise

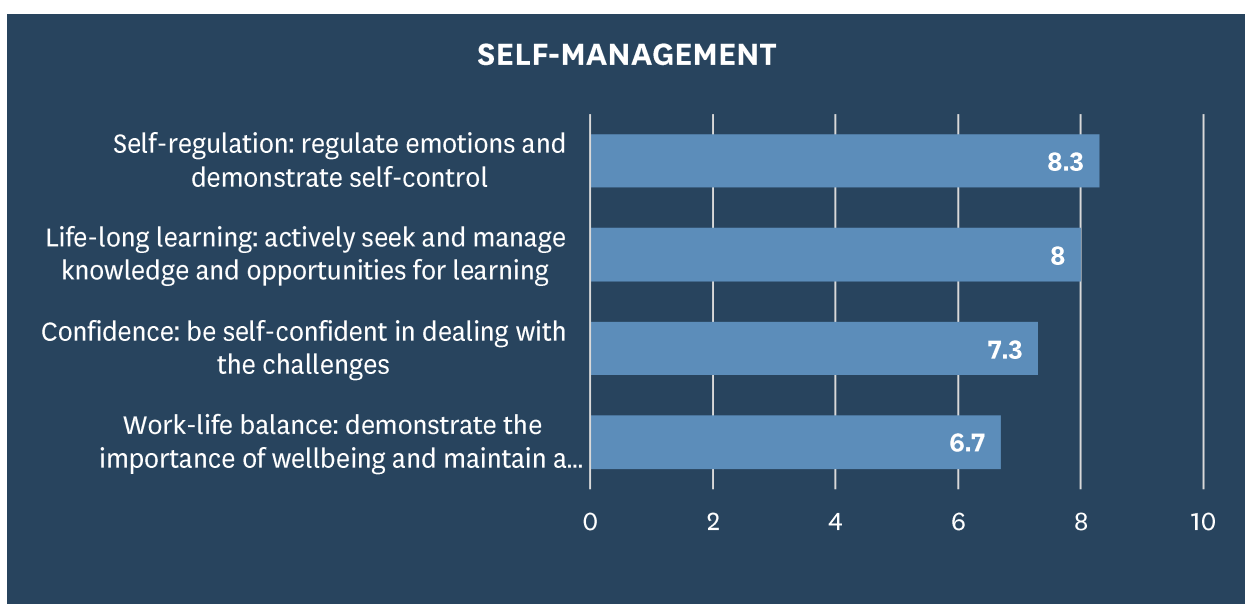


Figure 20 Expected competency levels: resilience & adaptability

5. PERCEPTIONS OF VICTORIA GRADUATE PROFILE

In order to explore employers' perceptions of the importance of attributes listed under Victoria Graduate Profile, respondents were presented with 12 Victoria Graduate Profile attributes in random order, and asked to arrange them in four groups: 'extremely important', 'important', 'less important', and 'least important'. They were also asked to arrange these skills and attributes within each group in order of importance.

Victoria Graduate Profile

- Ability to communicate complex ideas clearly & accurately
- Ability to set and achieve personal and professional goals
- Ability to work both independently and collaboratively
- Commercial perspective
- Community engagement
- Creative thinking
- Critical thinking
- Degree-related knowledge & skills
- Global perspective
- Intellectual autonomy/independent thinking
- Intellectual integrity & understanding of ethics
- Multicultural perspective

The overall results, based on the respondents' grouping and ranking within the groups are illustrated in Figure 21. The numbers indicate the mean based on ranking 1-12 (4 groups, 3 ranks in each; the lower the mean, the higher the overall ranking of the attribute).

As with the employability skills and attributes above, we decided to run an additional analysis that took into account grouping only. The result based on grouping provides some more insight into the perceived importance of particular attributes, as illustrated in Figure 22. Additionally, Figure 23 illustrates overall groupings for each of the 12 Victoria Graduate Profile attributes across all four categories – 'extremely important', 'important', 'less important', and 'least important'.

VICTORIA GRADUATE PROFILE: Ranking by means

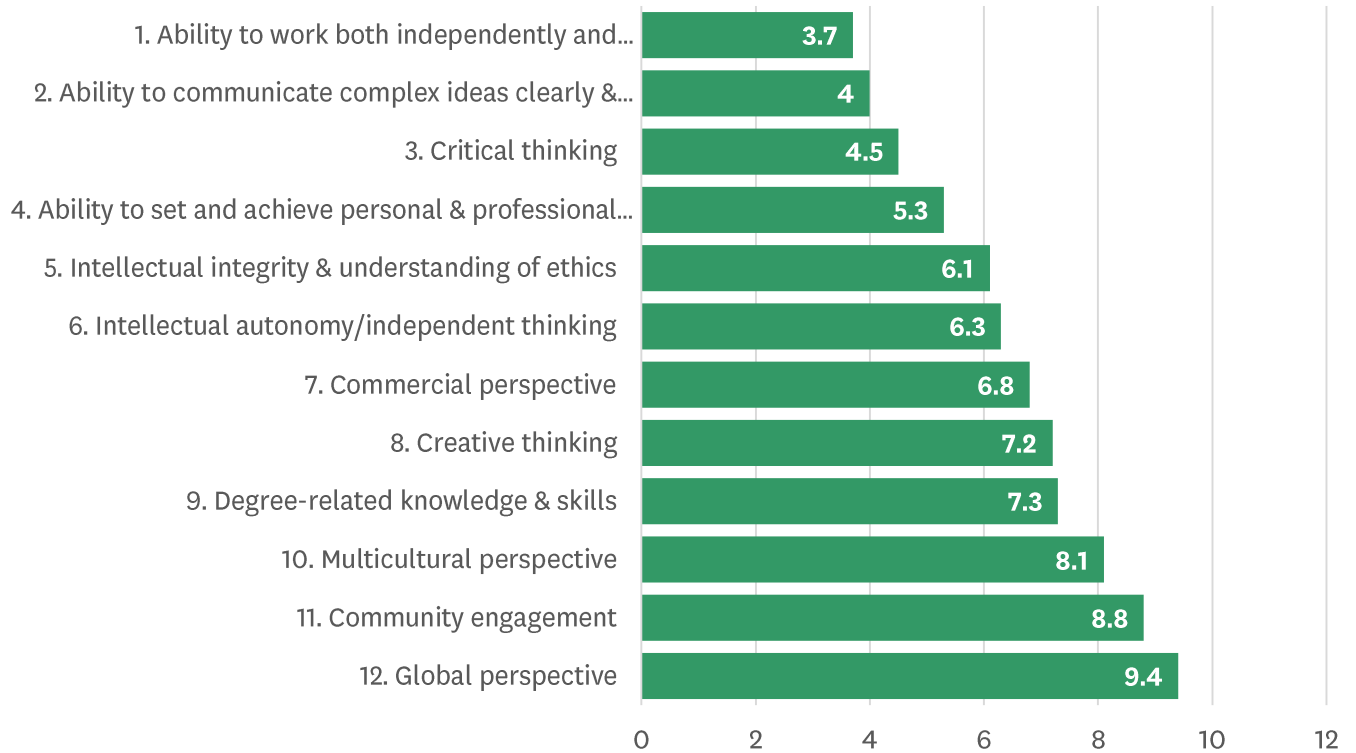


Figure 21 Employers perceptions of the Victoria Graduate Profile by ranking means

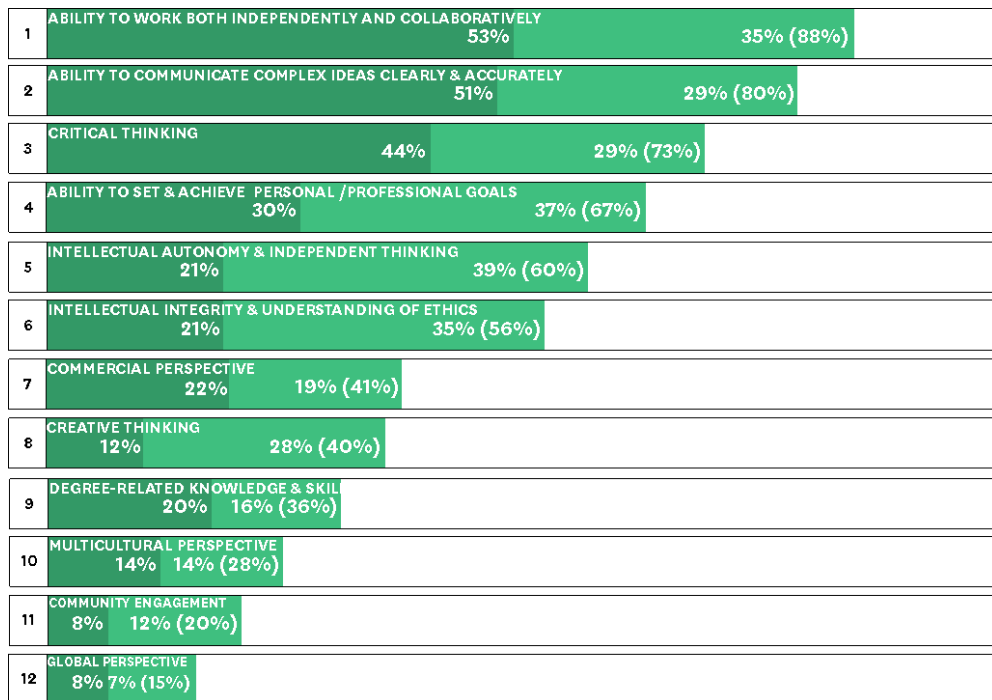


Figure 22 Victoria Graduate Profile perceptions of importance by grouping only

VICTORIA GRADUATE PROFILE

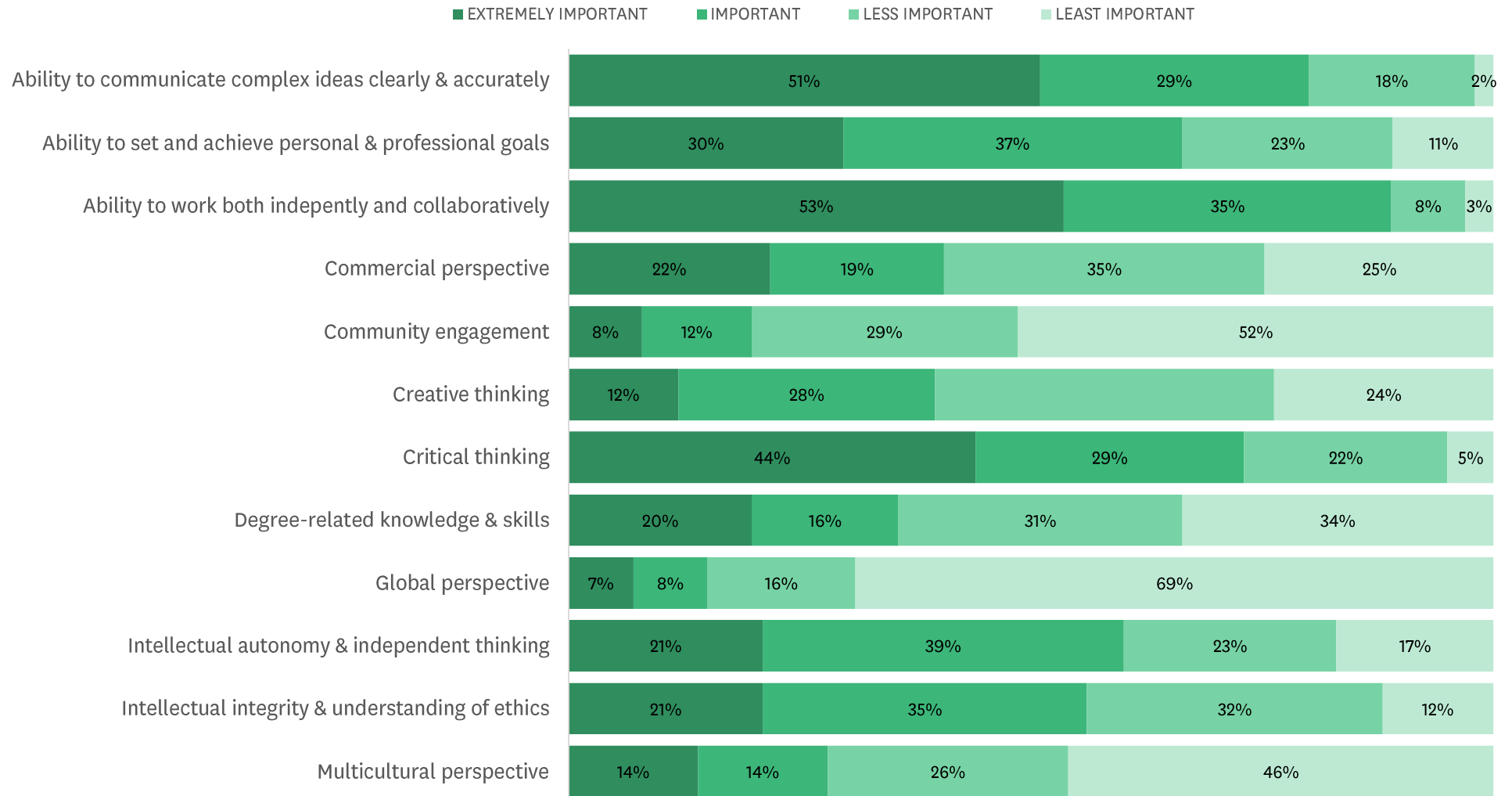


Figure 23 Victoria Graduate Profile: respondents' perceptions of importance

6. TOP TEN SKILLS & ATTRIBUTES: COMPARISONS

6.1. Skills & attributes ranking: VBS vs. All respondents

TOP TEN SKILLS & ATTRIBUTES		
ALL RESPONDENTS		RESPONDENTS RECRUITING WITHIN VBS
WORK ETHIC	1	VERBAL COMMUNICATION SKILLS
VERBAL COMMUNICATION SKILLS	2	WORK ETHIC
ENERGY & ENTHUSIASM	3	ANALYTICAL & CRITICAL THINKING
ANALYTICAL & CRITICAL THINKING	4	INTERPERSONAL SKILLS
PROBLEM SOLVING	5	TEAM WORK
TEAM WORK	6	PROBLEM SOLVING
INTERPERSONAL SKILLS	7	ENERGY & ENTHUSIASM
WRITTEN COMMUNICATION SKILLS	8	WRITTEN COMMUNICATION SKILLS
SELF-MANAGEMENT	9	INITIATIVE & ENTERPRISE
INITIATIVE & ENTERPRISE	10	SELF-MANAGEMENT

6.2.Skills & attributes ranking: 2015 VBS results vs. 2006 general results

TOP TEN SKILLS & ATTRIBUTES		
2015 VBS RESULTS		2006 GENERAL RESULTS
VERBAL COMMUNICATION SKILLS	1	INTERPERSONAL SKILLS
WORK ETHIC	2	VERBAL COMMUNICATION SKILLS
ANALYTICAL & CRITICAL THINKING	3	WRITTEN COMMUNICATION SKILLS
INTERPERSONAL SKILLS	4	FLEXIBILITY & ADAPTABILITY
TEAM WORK	5	ACADEMIC ACHIEVEMENT
PROBLEM SOLVING	6	SELF-MANAGEMENT
ENERGY & ENTHUSIASM	7	TEAM WORK
WRITTEN COMMUNICATION SKILLS	8	ENERGY & ENTHUSIASM
INITIATIVE & ENTERPRISE	9	PROBLEM SOLVING
SELF-MANAGEMENT	10	ANALYTICAL & CRITICAL THINKING

7. FILTERED RESULTS

7.1. Top ten skills & attributes: by organisation size

SMALL	LARGE
1) Work ethic	1) Verbal communication skills
2) Problem solving	2) Work ethic
3) Energy & enthusiasm	3) Interpersonal skills
4) Verbal communication skills	4) Analytical & critical thinking
5) Self-management	5) Energy & enthusiasm
6) Team work	6) Team work
7) Analytical & critical thinking	7) Written communication skills
8) Initiative & enterprise	8) Problem solving
9) Written communication skills	9) Initiative & enterprise
10) Interpersonal skills	10) Resilience & adaptability
MEDIUM	ENTERPRISE
1) Analytical & critical thinking	1) Team work
2) Verbal communication skills	2) Verbal communication skills
3) Work ethic	3) Analytical & critical thinking
4) Problem solving	4) Energy & enthusiasm
5) Energy & enthusiasm	5) Work ethic
6) Team work	6) Interpersonal skills
7) Interpersonal skills	7) Problem solving
8) Written communication skills	8) Self-management
9) Initiative & enterprise	9) Resilience & adaptability
10) Self-management	10) Written communication skills

7.2. Top ten skills & attributes: by organisation scope

LOCAL & REGIONAL	INTERNATIONAL
1) Work ethic	Work ethic
2) Energy & enthusiasm	Analytical & critical thinking
3) Verbal communication skills	Problem solving
4) Problem solving	Team work
5) Team work	Verbal communication skills
6) Analytical & critical thinking	Energy & enthusiasm
7) Interpersonal skills	Interpersonal skills
8) Written communication skills	Written communication skills
9) Initiative & enterprise	Initiative & enterprise
10) Self-management	Self-management
NATIONAL	
1) Verbal communication skills	
2) Work ethic	
3) Interpersonal skills	
4) Energy & enthusiasm	
5) Team work	
6) Written communication skills	
7) Analytical & critical thinking	
8) Problem solving	
9) Self-management	
10) Initiative & enterprise	

7.3. Top ten skills & attributes: by type of ownership

PUBLIC	NON-PROFIT
1) Team work	1) Work ethic
2) Analytical & critical thinking	2) Verbal communication skills
3) Verbal communication skills	3) Energy & enthusiasm
4) Energy & enthusiasm	4) Interpersonal skills
5) Interpersonal skills	5) Self-management
6) Work ethic	6) Initiative & enterprise
7) Problem solving	7) Team work
8) Written communication skills	8) Written communication skills
9) Resilience & adaptability	9) Organisational skills
10) Self-management	10) Problem solving
PRIVATE	
1) Work ethic	
2) Problem solving	
3) Verbal communication skills	
4) Analytical & critical thinking	
5) Energy & enthusiasm	
6) Team work	
7) Interpersonal skills	
8) Written communication skills	
9) Self-management	
10) Initiative & enterprise	

7.4. Top ten skills & attributes: by industry

COMPUTING/IT/DIGITAL COMMUNICATIONS	FINANCE/INSURANCE/BANKING
1) Problem solving	1) Verbal communication skills
2) Work ethic	2) Interpersonal skills
3) Analytical & critical thinking	3) Analytical & critical thinking
4) Energy & enthusiasm	4) Work ethic
5) Team work	5) Team work
6) Verbal communication skills	6) Written communication skills
7) Computer/IT skills	7) Energy & enthusiasm
8) Interpersonal skills	8) Problem solving
9) Initiative & enterprise	9) Initiative & enterprise
10) Self-management	10) Resilience & adaptability
GOVERNMENT (CENTRAL & LOCAL)	BUSINESS SERVICES
1) Analytical & critical thinking	1) Verbal communication skills
2) Written communication skills	2) Analytical & critical thinking
3) Verbal communication skills	3) Interpersonal skills
4) Team work	4) Work ethic
5) Interpersonal skills	5) Self-management
6) Energy & enthusiasm	6) Problem solving
7) Work ethic	7) Initiative & enterprise
8) Problem solving	8) Energy & enthusiasm
9) Initiative & enterprise	9) Team work
10) Resilience & adaptability	10) Resilience & adaptability

MANAGEMENT/CONSULTING	ACCOUNTING
1) Verbal communication skills	1) Interpersonal skills
2) Interpersonal skills	2) Verbal communication skills
3) Team work	3) Team work
4) Work ethic	4) Analytical & critical thinking
5) Analytical & critical thinking	5) Work ethic
6) Energy & enthusiasm	6) Resilience & adaptability
7) Problem solving	7) Problem solving
8) Written communication skills	8) Written communication skills
9) Self-management	9) Energy & enthusiasm
10) Initiative & enterprise	10) Self-management

8. RESPONDENT ORGANISATION LIST

AA Insurance, Accenture, Accor Hotels, Aciea, Actrix, ADInstruments Ltd, AECOM NZ Ltd, AFS New Zealand, All Accounted For Limited, ANZ, Aryzta, ASB, Asparona, Audit New Zealand, BDO Wellington, BNZ, Boris Financial, BP Australia, British High Commission Wellington, Broadcast M.A.P., Chamber Music New Zealand, Chris Matthews and Associates Ltd, Commerce Commission, Compass Health, Computer Accounting Services Ltd, CONLINXX LIMITED, Creditor.nz Ltd., Crowe Horwath (NZ) Ltd, Datacom Systems Limited, David Trim and Associates, Defence Recruiting, Deloitte, Deloitte Asparona, Department of Conservation, Department of Corrections, Department of Internal Affairs, DTZ, East By West, Education NZ, Electricity and Gas Complaints Commissioner Scheme, Environmental Protection Authority, Equitise, Execucare New Zealand, Exeed Limited, EY, First NZ Capital, FNZ, Foodstuffs, Forsyth Barr, Goodman Fielder New Zealand, Greater Wellington Regional Council, HealthTrader Affiliate Network, Heartland Bank, Hutt Valley District Health Board, IBM New Zealand (Ltd.), In Transit, INFOMACE INTERNATIONAL, Inland Revenue, Integration QA, INTENT Group Ltd, iPredict, Jones Lang Lasalle, KPMG, Lendon NZ, LIANZA, Lightning Lab, Livestock Improvement Corporation, Mainfreight, MBM, McAlpine Consulting, McGregor Bailey, Media Co Global, MFH International Institute, Microsoft, Ministry for Culture & Heritage, Ministry for the Environment, Ministry of Foreign Affairs and Trade, Ministry of Health, Ministry of Justice, Ministry of Transport, Mitre 10 (NZ) Ltd, Motu Economic and Public Policy Research, Movio, Murphy Buses Ltd, MyCareerBrand.net, Natural Health Trading Ltd, Nestle New Zealand, New Zealand Fire Service, Nexus Logistics Ltd, Northern Regional Alliance, NZIER, Oceana Gold, OMD, OSPRI New Zealand, Oxfam, Parliamentary Counsel Office, Paymark, PHARMAC, PikPok, Planit Software Testing, Plant Hawke's Bay Ltd, PricewaterhouseCoopers, Progressive Enterprises, Publons, QBE Insurance, Ravensdown Fertiliser Co-op LTD, Red Stag Timber Ltd, Research New Zealand, Reserve Bank of New Zealand, Securitease, Sport NZ, Staples Rodway, Statistics New Zealand, Summerset Group Holdings Ltd, Suncorp Group, Taranaki Bio Extracts Ltd, TaxTeam, Teachers Council, TenderLink, The Warehouse, The Warehouse Group, The Treasury, Toll NZ, Toyota New Zealand, Transparency International New Zealand, Trustpower Limited, Two Degrees Mobile Limited, Wellington City Council, Woolworths, Z Energy