Yuzhuo CAI

Enhancing Overseas Chinese Graduate Employability: The Case of Chinese Graduates with Finnish Academic Qualifications

Abstract This paper explores ways to enhance overseas Chinese graduate employability by taking Finnish-educated Chinese students/graduates as an example. In so doing, it understands that graduate employability development is a joint effort of multiple stakeholders including students, graduates, academics, program coordinators, employers, and policymakers. Accordingly, it provides arguments and suggestions for how to enhance the employability of these graduates in terms of the labor market context, employers' beliefs and actions, the responsibilities of higher education institutions, and student/graduate commitment. It also points out two major challenges faced by overseas Chinese graduates as well as their educational providers, which are linked respectively to gaps between what graduates acquire in higher education and what is required in the labor market, as well as gaps from the employers' perspective: areas where employers need to understand more about universities and catch up with new ideas generated by them.

Keywords graduate employability, employers, Finnish higher education, international students, Chinese graduates

---

Introduction

During the period 1978–2013, a total of 3.06 million students and scholars from China studied in over 100 countries and regions all over the world, covering almost all disciplines (Ministry of Education of the People's Republic of China, 2014). Currently students from China represent the largest international student

Yuzhuo CAI (✉)

Higher Education Group, School of Management, University of Tampere, Tampere 33014, Finland

E-mail: yuzhuo.cai@uta.fi

group in the world (OECD¹, 2013), and they will continue to increase their domination of the international student market in the near future (Maslen, 2007, November 4). To attract Chinese students, foreign higher education institutions (HEIs) have paid special attention to the motivations, expectations, and experiences of Chinese students. Therefore one can often find studies on these issues, particularly in the Anglo-Saxon context (see e.g., Bodycott, 2009; Gareth, 2005; Gu, 2009; Turner, 2006; Yang, 2007). In relative terms the employment of overseas Chinese graduates has been less researched.

Regarding studies on employment of returnee overseas Chinese graduates in China, Tian (2003, pp. 33–36) deplored the lack of available research. She found that most of the literature was either in the form of journalists' reports or opinion/position papers without sound empirical evidence. There is only a very limited number of scholarly studies, but these mostly related to job hunting intentions rather than the employment situation.

Since then, the situation has improved only slightly. The past decade has witnessed a growing consensus among Chinese and even international media (see e.g., Chang, 2004; Melik, 2012, August 1; Zhang, 2007) that the employment situation of returnee overseas Chinese graduates of foreign institutions is becoming difficult with Chinese returnees losing their advantage in China's labor market. Many internet sources and magazine articles in Chinese (see e.g., Li, 2009) have cited a report entitled, "The Current Situation of Chinese Overseas Returnees and the Perceptions of Chinese Enterprises." The report investigated 452 Chinese enterprises and 1,216 returnee overseas-educated Chinese. Most Chinese companies participating in the study had negative attitudes towards employing overseas-educated Chinese. The report also shows a continuous decrease in first job salaries of overseas returnees.

However, the study conducted by Cui and Han (2009), one of a very few scholarly studies on the topic, tells a different story. They investigated the employment in China of Chinese returnees with foreign degrees based on both a national-scale survey of Japanese-educated (1,381) and Canadian-educated (529) Chinese graduates who returned to China in 2006, and a survey of 276 returnee overseas-educated Chinese graduates in Guangzhou during the period 2006–2007. The results of this study do not support the prevailing argument in the media that there is a serious problem with the employment in China of overseas-educated

---

¹ OECD stands for Organization for Economic Co-Operation and Development.

Chinese graduates. It shows that overseas-educated graduates find jobs easily and are actually better paid.

Indeed, it is difficult to draw a general conclusion concerning employment prospects of overseas-educated Chinese graduates. How employable these graduates are depends on a number of factors, e.g., where they were educated, their caliber, and the sectors of the labor market in which they seek employment. The general criticism has been that many studies of graduate employment “are based on general, i.e., not country specific assumptions” (Teichler, 2009, p. 198). In the case of the international education to work transition, some key contextual factors are concerned with the specific political and cultural contexts of a national labor market as well as the internationalization of the labor market. This is often documented in reports and studies on immigrant professionals and foreign-educated workers in countries of immigration, such as Australia, New Zealand, and Canada (Hawthorne, 2007, 2011). It has also been reflected in three recent studies on the employability of overseas Chinese graduates with educational qualifications from Australia (Henderson, 2011), Finland (Cai, 2012b), and the UK respectively (Huang, 2013). In all these cases, employability can be generally understood as “a set of achievements—skills, understandings, and personal attributes—that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy” (Yorke, 2004, p. 8).

Henderson (2011) investigated the employability in the Chinese labor market of Chinese bachelor degree graduates in business from Australia from the perspective of Chinese business lecturers, students, and employers. She found that Chinese students and lecturers do not always value these qualifications as employability/workplace skills in the same way as Chinese employers. The results indicate that the skills developed by Australian HEIs according to the standards of demands from Australian employers are not in line with the Chinese labor market needs due to the unique historical and contemporary political context in China. Thus she argued that “pedagogy and curriculum developed and delivered in one context will undergo change when delivered in another context and the modification which occurs is a form of internationalization” (Henderson, 2011, p. 228). It has been concluded that Australian educational providers have much to do to align graduate attributes with the employability skills required in China.

Cai (2012b) studied the employability of Chinese students with Finnish educational qualifications from the perspective of Finnish employers based in China. He found that in general the Finnish employers have positive attitudes to Finnish-educated Chinese graduates (FECGs) as they tend to believe that they are easy to communicate with due to their proficiency in English and understanding of Finnish culture, as well as their professional and hands-on skills. However, some disadvantages of Chinese graduates were also found, indicating gaps in Finnish higher education in equipping Chinese students with relevant skills required by Finnish companies operating in China.

In a study on Chinese students in the field of tourism studies at a British HEI, Huang (2013) focused on the perceptions of students in terms of planning their future careers and their approaches to enhancing their employability. The study shows that employability is a very subjective matter and a relative term: It depends on how it is defined and is subject to the influence of a variety of factors, such as social and economic structures, as well as labor market contexts. Regardless of these, the study finds that employability development and career advancement have been commonly perceived among Chinese students as their own responsibility.

All these three studies also indicate the importance of enhancing the employability of Chinese graduates for the host HEIs as well as for economic development in both China and the host countries. As evidenced elsewhere, the employability of graduates is often used as a benchmark to measure the quality of higher education (Teichler, 2009) and has thus become a key factor when Chinese students decide where to study abroad (Bodycott, 2009). International students are also a main source of potential global talent (Douglass & Edelstein, 2009; Shachar, 2006; SIU & DAMVAD², 2012), which has become a key determinant for the success of a global knowledge economy (Brown, Lauder, & Ashton, 2008; Raunio & Forsander, 2009). Specifically, Chinese graduates with employable skills needed in both China and the host countries will become good ambassadors for business development between the two sides (Cai, 2012a).

Regardless of the consensus, there are few studies dealing with the employability development of overseas Chinese graduates. It has even been stated that regarding the employability of international graduates in general, there

---

² SIU: Norwegian Centre for International Cooperation in Education; DAMVAD is a specialized Nordic socioeconomic and policy consultancy organization.

is a lack of comprehensive understanding on what influences employability (Shumilova & Cai, 2012). Thus this study is a preliminary effort to fill the gaps. Taking Chinese students in Finland as an example, it aims to understand ways to enhance the employability of Chinese graduates from Finnish HEIs, China being the biggest source country of international students in Finnish higher education.

Finland is a very interesting case because its HEIs are changing their strategies regarding international students, mainly driven by a move towards the possible introduction of tuition fees to students coming from outside the European Union and the European Economic Area (Cai & Kivistö, 2013). To make Finnish HEIs attractive even when tuition fees are introduced, attention has been given to employment prospects and employability development of international graduates. Finland also relies on its international education to compete for global talent. This is in contrast to both Anglo-Saxon countries and emerging economies. The former tend to enhance globalization by absorbing a foreign workforce to participate in their economic development in addition to the role played by their higher education, while the latter accredit their achievements in globalization to graduates returning after studies abroad, and to imported foreign experts (Cai & Jin-Kuusirinne, 2014).

The article starts with an introduction to a framework for understanding graduate employability, which categorizes a wide range of factors associated with graduate employability into four categories, namely higher education institutional factors, (graduate) individual factors, employers' perspectives, and contextual factors. Following the framework it then discusses possible approaches to improving the employability of FECGs. Finally, it concludes with two crucial challenges faced by overseas Chinese graduates as well as their educational providers.

A Framework for Understanding Graduate Employability

In a recent study, Shumilova and Cai (2012) argue that although there is a vast amount of literature dealing with graduate employability, they mainly look at the issues from narrow and diverse perspectives. They stress the need to synthesize the literature to arrive at a comprehensive understanding. Given an understanding that the concept of employability involves "an interaction between the individual and other actors and conditions in the labor market" (McQuaid & Lindsay, 2005,

p. 202), they recognize that employability cannot be a purely individual or institutional achievement, but rather an outcome of the joint efforts of the stakeholders involved, including students, graduates, academics, program coordinators, employers, and policy makers (Crossman & Clarke, 2010; Harvey, 2001). As such, they categorize the existing research on factors affecting graduate employability into four main categories based on a review of the relevant literature (e.g., Cai, 2013; Blasko et al., 2002; Harvey, 2001; Krempkow & Wilke, 2009; Leuze, 2010; Lindberg, 2008; Pavlin, 2010) respectively to HEIs, individual students, employers, and labor market contexts. This forms a framework for analyzing what needs to be considered when it comes to enhancing international graduate employability.

HEIs

HEIs have an admittedly important role in helping students prepare for the labor market by developing their professional expertise and the generic or transferable skills, through methods such as teaching, internships, and other types of education. Meanwhile, HEIs tend to help students prepare their transition to labor markets by providing a variety of career services. It has also been argued that the type of institution attended, the level of the degree obtained and the major subjects studied affect one's career prospects. In major international student destination countries, HEIs have developed practical approaches to preparing international students for future employment, such as embedding employability in curriculum (Yorke & Knight, 2006), promoting entrepreneurship education (Moreland, 2006) and enhancing work-based learning (Little, 2006). Another common strategy is to integrate institutional commitment to international student recruitment with national efforts to attracting highly skilled workers as both are becoming more important to increase the quality of the domestic higher education system and to contribute to the further development of a knowledge economy (Becker & Kolster, 2012).

Individual Students

The development of employability is not only the responsibility of the HEIs but also of the individual students. The individual characteristics, such as the

person's socioeconomic background, job seeking techniques, and access to social networks may become intervening factors in graduate employment (Blasko et al., 2002). In addition, the skills/competences agenda is very prominent in the debates around the factors affecting graduate employability. Following the classification used by Allen and van der Velden (2012) and Hemmer et al. (2011) these skills and competences can be grouped into the following categories: professional expertise, functional flexibility, innovation and knowledge management, technical skills, mobilization of human resources, and international orientation. In the context of international education, it is the country-specific skills (Støren & Wiers-Jenssen, 2010) and intercultural competences (Jones, 2013) that add particular value to its graduates.

Employers

What is included in essential employability skills also depends on employers' belief systems (Jones, 2013; Lowden et al., 2011). In other words, employability is what employers evaluate as such and their perceptions must be considered seriously (Cai, 2013). In the context of cross-border education, the employers' perspectives vary depending on whether they are based in the graduate's home or host country. The employability also depends on the extent to which the prospective employer is involved in international operations. Those companies operating nationally may consider the graduates returning from their studies taken abroad to be overqualified (Garam, 2005) or lacking the necessary social/professional networks (Cai, 2012a).

Labor Market Context

The factors mentioned above are also shaped by the socioeconomic context, work culture, and labor market policies of a specific country. In relation to the general labor market conditions, for instance, there has been a growing concern since the 1970s about the overproduction of an overqualified workforce associated with the massification of HEIs and the subsequent increase in the unemployment rates among HEIs graduates (Leuze, 2010). In the case of the international education to work transition, more specific contextual factors would include the geographical location and culture of the labor market (Krahn

et al., 2000), the degree of internationalization of the labor market (Wiers-Jenssen, 2008), the link between the attraction and retention policies towards foreign talent (including the immigration policies) (Hawthorne, 2011) and the existence of agents or liaisons bridging the relevant stakeholders and striving to help international graduates become more employable (Vehaskari, 2010).

Approaches to Enhancing the Employability of Chinese Students in Finland

Using the above framework, the paper will discuss how to enhance the employability of FECGs in aspects such as the labor market context, employers' beliefs and actions, responsibilities of HEIs, and student/graduate actions. The discussion is mainly based on findings from the author's interviews with 16 Finnish companies (nine in Shanghai and seven in Beijing) operating in China to ascertain the employment prospects of FECGs in Finnish companies operating in China from the employers' perspectives (Cai, 2012b). The interviews were conducted during the period between 15 November 2010 and 6 December 2010. In some companies, the CEOs (top leaders) agreed to talk with the author, while others arranged for assistants to the CEOs or HR directors to be interviewed. In total, 20 employers were interviewed. All these interviewees played an essential role in making decisions on recruitment. Among them, there were ten CEOs (nine males and one female), seven HR directors (one male and six females), two CEOs' assistants (female) and one subsidiary manager (male). Both the findings as well as possible implications from the original analysis of the interviews (Cai, 2012b) are interpreted here by way of the aforementioned four-dimensional framework.

Where Are the Prospective Labor Markets?

While international graduates' employment is increasingly becoming a concern in terms of both attracting international students to Finnish higher education and meeting the Finnish labor market's needs for economic growth, there is little concrete information available on the subsequent employment of international

graduates. In light of this background, a study commissioned by the VALOA³ project examined the activities, outcomes, and experiences of international students after graduation from Finnish HEIs in the academic year 2009/2010 (Shumilova, Cai, & Pekkola, 2012). The survey of international graduates shows that more than 70% of them intend to stay in Finland for employment after graduation.

Nevertheless, the VALOA report as well as other studies (Kärki, 2005; Raunio & Forsander, 2009; Vehaskari, 2010) identified a number of challenges faced by international students who seek employment in Finland, such as the language barrier, a restrictive bureaucracy regarding residence permits, closed professional networks, difficult family integration, limited career options, and ethnic discrimination in the recruitment process. These challenges are similar to the experiences of international graduates in other countries, such as in Australia (Australian Government/Australian Education International, 2010).

Partly for these reasons, every year around 300 Chinese graduates out of the almost 2,000 studying in Finland leave for China after completing their studies (Cai, 2012b; CIMO⁴, 2010). This may indicate the difficulties faced by Chinese graduates in landing jobs in Finland. As Finnish higher education degrees have not been well recognized by Chinese employers, these graduates may also face challenges in finding satisfactory jobs in China.

Noticing these barriers, it may be more realistic to expect that the Chinese graduates with Finnish qualifications will have better employment prospects in the Finnish companies operating in China (Cai, 2012a). This is based on a general understanding that when employers recruit foreigners, it is easier for them to recognize educational credentials from their own countries than from foreign countries (Krahn et al., 2000; Støren & Wiers-Jenssen, 2010).

When overseas Chinese graduates return home, they normally either work for domestic organizations or foreign employers. In spite of a debate on the employment prospects of returnee overseas Chinese in the labor market in China, there is a general agreement among both Chinese journalist reports and scholarly articles that returnee overseas Chinese with foreign degrees have better employment opportunities in foreign companies operating in China. An

---

³ VALOA is a national project, partly funded by the European Social Fund, promoting the employment opportunities of international degree students in Finland. In June, 2011, the Higher Education Group (HEG) at the University of Tampere won the public tender announced by VALOA to conduct a study on international graduate employability in Finland.

⁴ CIMO stands for Centre for International Mobility.

investigation on overseas Chinese returnees conducted by the Huibo Research Institute (2007, p. 29), affiliated to a consulting company, reports that those Chinese with foreign education experiences are highly appreciated and needed by foreign companies operating in China. Around 70% of foreign companies reported a constant recruitment demand for Chinese overseas returnees. Meanwhile, returnees are often inclined to choose to work in foreign companies. A recent survey of overseas-educated Chinese graduates in Jinan city during the period 2006–2009 showed that 27% found jobs in foreign companies, while the figure in 1998 was only 8.2% (Cui, 2010).

Why do foreign employers favor Chinese returnees? Liu (2007) summarizes four advantages of returnees, namely: 1) broad and inter-cultural perspectives, 2) advanced technological skills, 3) fluency in foreign languages, and 4) independent problem-solving skills. These capabilities are useful in solving the unique problems faced by most foreign companies in China mainly in the cultural dimension. In his doctoral dissertation entitled “Research on the Core Employees Trans-Culture Management of Joint Venture Company in China,” Zhang (2011) surveyed over 200 core employees in joint ventures with investors from North America, Europe, Japan, South Korea, Hong Kong and Taiwan of China. He found that when people from different social systems, cultures, and educational backgrounds work together in Sino-foreign joint ventures in China, cultural conflicts and communication barriers are inevitable. These cultural differences and conflicts result in a negative impact on productivity.

Similar cultural challenges have also been observed in Finnish companies in China. Kultanen (2010) in his bachelor’s thesis analyzed quality concepts in the production process of a Finnish company in China. He also discussed how to develop the company’s existing quality system to better match the local quality culture. He suggested that integrating Chinese and Finnish culture or a mutual understanding of cultures of both sides was a starting point to solving the company’s problems.

In his master’s thesis, Meriläinen (2008) investigated the intercultural adjustment challenges faced by Finnish expatriates in China. He found that the unique features of Chinese culture and communication problems were the most important factors behind the adjustment challenges. Meanwhile, he claimed that support from the company and colleagues as well as the expatriate community are crucial in promoting intercultural adjustment; “the young international

Chinese professionals with university degrees and experience from abroad, even from Finland, are valuable mentors” (p. 73).

In a report published by the Finnish Business and Policy Forum (EVA), the writer Vehaskari points out:

Language skills, knowledge of the new market, contacts to businesses and institutions, and an understanding of foreign political, business and cultural conventions are among the advantages available to Finnish enterprises when they opt to hire a foreign national. And when that foreign national is a Finnish resident, the company also gets someone with knowledge of Finnish life and the ability to create bridges between business cultures. (Vehaskari, 2010, p. 15)

She further stresses that foreign employees with these skills “can significantly increase a company’s ability to step into foreign markets on a more comfortable footing” (p. 15). Chinese people who have studied at Finnish HEIs are expected to have an understanding of both Chinese and Finnish cultures. Such cross-cultural skills can help the Finnish companies operating in China to overcome cultural challenges and to improve work efficiency. Therefore, it can be assumed that the Chinese graduates may bring added value if they work in Finnish companies operating in China. However, the investigation of the 16 Finnish companies operating in China reveals that only a very few FECGs were currently working in Finnish companies (Cai, 2012a). This indicates that to utilize and further develop the potential of Chinese students in Finnish higher education, there is still a long way to go. It requires effort from Finnish employers, HEIs, and Chinese students themselves.

What Do Finnish Employers Think of FECGs?

The findings of the interviews show that the employers in Finnish companies operating in China have positive attitudes to FECGs as they tend to believe that the FECGs are easy to communicate with due to their proficiency in English and understanding of Finnish culture; they could thus help the companies to overcome cultural challenges through cross-cultural perspectives. Moreover they have good professional knowledge and hands-on skills. In addition, some other skills of FECGs are deemed an advantage by different Finnish employers. These skills include the ability to work independently, adaptability, an outgoing

personality, initiative, good work motivation, team spirit, leadership skills, and sense of responsibility. For these reasons, most employers would like to offer job interview opportunities to Chinese job applicants with Finnish degrees.

Meanwhile, some employers also pointed out disadvantages of FECGs, among which the most crucial one was a lack of work experience. Moreover, the quality of FECGs varies among individuals. To some employers, many Chinese students enrolled in Finnish HEIs were not of high academic caliber to begin with. Often they came to Finland to study because they could not access good universities in China. It was generally agreed that not all FECGs had sufficient cross-cultural skills. Studying in Finland may offer Chinese graduates a cultural advantage but the long absence from home may result in their having difficulties adapting to the Chinese business environment. Another barrier to FECGs' employment is that they reportedly asked for higher salaries than employers could afford.

In addition, the attractiveness of FECGs for a Finnish company also depended on the company's business area, particular challenges, nature of the work, nationality of the CEO, and even the feelings of locally educated employees in the company. Accordingly, some general conclusions can be drawn: 1) The more cultural challenges employers face in China, the more they need FECGs as their employees; 2) FECGs are more suitable for managerial, administrative, and technical positions than for sales positions; 3) Finnish employers place more value on the Finnish educational background of Chinese job-seekers than those of other nationalities; 4) when there are tensions between Finnish-educated Chinese employees and locally trained Chinese employees, the employers have to balance the benefits and costs of recruiting FECGs.

It has also been found that the relatively small number of FECGs working in Finnish companies is to a large extent due to information barriers between the two sides. It is difficult for the FECGs to search for Finnish companies operating in China as potential workplaces. They are not even aware that there are so many Finnish companies operating in China. Meanwhile, similar challenges are faced by Finnish companies in finding FECGs.

How Should Finnish Employers Respond?

What can Finnish employers do in order to fully utilize the potential of FECGs? Finnish employers have not developed mature perceptions of FECGs due to

limited contact with them. Rather, the initial beliefs of Finnish employers regarding FECGs are mainly based on their perceptions of Finnish higher education and of Finnish university graduates. The minority of employers with some experience of hiring FECGs have had opportunities to adjust their initial beliefs based on their evaluation of employees' performance outcomes. However, their experience is far from enough to help them find the true value of the workers. Therefore, a "signal fit" has not yet been achieved, which is defined as the extent to which the signal corresponds to the sought-after quality of the signaler (Connelly et al., 2011, p. 52).

To achieve the signal fit, the Finnish employers certainly need to meet more FECGs. Therefore, they must purposefully promote the attractiveness of their companies in the job market. In addition, three measures are suggested. First, the Finnish employers could intentionally and actively get more information on FECGs. For instance, participating in activities involving Finnish universities and international students is one efficient way of making close contact with them. Reading reports concerning international students (and the Chinese in particular) is also useful for the employers' understanding. Second, the employers need to have more experience of hiring FECGs, but learning through trial-and-error is expensive. Third, a cheaper alternative for the employers to learn more about the quality of FECGs is through public learning. They should utilize the professional and social networks of Finnish companies operating in China more and organize focused discussions on FECGs in Finnish companies operating in China.

The Finnish employers should realize that the FECGs' skills sometimes cannot be accurately observed or predicted. As the Finnish employers face information asymmetry, many characteristics of the FECG employees may be uncovered by the employers. Therefore, the employees may demonstrate some unexpected (hopefully positive) skills after recruitment. Also many FECGs have either established business networks in China or have various links to the networks, which are more than valuable to the Finnish employers. As such, FECGs may make a greater contribution than what is expected through a simple match between particular skills and technical requirements. In the last decade China has become an important destination for Finnish business investment, with an intention of moving the two end points of the value chain to China. However, most Finnish companies mainly utilize the advantage of China at the beginning of the value chain, such as cheap material and workforce. They have not really

entered into the local market at the end point. It was indicated by the companies interviewed that the majority of them mainly conduct business with foreign companies or joint ventures in China rather than with local clients. The FECGs may have a potential role in helping the companies to localize their business at the other end of the value chain.

Moreover, Finnish employers can utilize the Finnish universities for training their prospective employees. There is a convergent view among Finnish employers that Finnish higher education has done a good job in equipping the students with sufficient professional and practical skills in line with the requirements of Finnish companies operating in China. In spite of divided opinions on whether the Finnish education experience could necessarily guarantee the students' profound understanding of Finnish culture, certainly studying in Finland is the best way for them to acquire cross-cultural skills. It is also believed that those employees with experience of studying and living in Finland are likely to be more loyal to Finnish companies than those without such experience.

Thus the training at Finnish HEIs can apparently meet the expectations of the Finnish employers in terms of developing the necessary skills and emotional ties to Finland and Finns. The question is how Finnish HEIs can better perform such a function, becoming places for training prospective employees for Finnish companies operating in China. Two approaches can be used.

First, Finnish companies can contact and develop partnerships with Finnish HEIs. Under the partnership, the former informs the latter of the skills needed in potential employees, so that the latter can adjust their curricula and training methods to meet the demand from the labor market. Meanwhile, the companies can participate directly in the educational activities of Finnish HEIs by offering lectures and providing internship positions for students. In so doing, the Finnish companies could motivate the students to see the potential of working in their companies after graduation, and understand how the companies function. This would lead the students to a better commitment and motivation when they are employed in the companies.

Second, Finnish companies can select talented employees in China and send them to study in HEIs in Finland. Specifically, a Finnish company may have an agreement with a potential employee, which provides that the company will offer financial support for the person to study in Finland, and the student must serve

the company once he or she graduates.

How Should Finnish HEIs React?

Although the Finnish employers have to a large extent affirmed the quality of Finnish higher education in spite of some negative views of the Chinese graduates, the reality is that only a very few FECGs are currently working in Finnish companies and neither the employers nor the students know how to find each other. Finnish HEIs need to think about what they can do to facilitate the information exchange between their graduates and potential employers. They need to provide the employers with information on their graduates and also let the graduates know who the possible employers are. Another challenge concerning information transfer is how to inform both prospective students and their potential employers about the true value of Finnish higher education and the quality of their graduates in order to succeed in both student recruitment and graduate employment. Finnish HEIs need to further develop their functions in career services for international graduates and activities for promoting their graduates to employers.

Bringing the gaps between the skills/characteristics of FECGs and the demands on the part of the Finnish employers certainly requires students' commitment. However, it is also the Finnish HEIs' responsibility to equip students with the skills needed in the labor market. Finnish HEIs have not so far paid sufficient attention to improving the international students' employability as demanded by potential employers. In a tuition-free system, the Finnish HEIs mainly deal with three tasks with international students: recruiting them, educating them, and ensuring that they graduate. However, after the tuition fee reform, Finnish HEIs will be under greater pressure to rethink their strategies on international education (Cai & Kivistö, 2013). To succeed in the international student markets, Finnish HEIs should pay more attention to employers' wishes. As Bailly (2008) has argued, the educational output becomes dependent on employers' beliefs and representations and on potentially multiple evaluations. For purposes of both improving the relevance of education to the labor market and promoting information exchange between students and employers, the HEIs need to partner with potential employers in their education and training activities (p. 963). This aspect has been overlooked and underdeveloped in Finland. With

more dialogue and interaction with the employers, Finnish HEIs can easily learn how to enhance the relevance of their degree programs to the labor market, become aware of what kinds of international programs need to be developed, how to equip students with relevant skills, and what particular training and services should be arranged for students' career development.

In addition, the Finnish HEIs need to carefully plan whom to recruit. To be competitive in the labor market, the quality of student intake is also important. Currently some of the Chinese students, who come to study in Finland, as indicated by some interviewees, are those who cannot gain access to good Chinese universities, though the generally good quality of Chinese graduates from Finland was confirmed by the majority of employers. To avoid a situation in which less gifted students apply to study in Finland, the Finnish HEIs must be active and invest in student recruitment. At the moment, Finnish HEIs are still quite passive in this respect. To improve the employment opportunities of the Chinese graduates, work experience is often crucial. Therefore in some programs the Finnish institutions could consider the applicants' work experience when making their recruitment selection. This is already the case in the master's programs of Finnish universities in applied sciences. More importantly, the Finnish institutions need to provide effective help for their students to find internship placements in Finland, as internship experience in Finland is regarded as work experience by many of the employers interviewed.

This raises issues concerning how to set criteria for selecting international students as well as quality assurance for the studies of international students. In this respect, a recent report on the intentions to remain of international students in five EU countries distinguishes two models. The first model is demonstrated by the UK and the Netherlands, which apply stricter selection criteria at the point of entry to higher education and also closely monitor the study period. In contrast, the cases of France and Germany are regarded as representing the other model, with less control over student recruitment and during studies (Sykes & Chaoimh, 2012). If Finland intends to fully utilize the potential of international graduates as a supplement to its labor market, the Dutch and British experience is worth learning from. In so doing, the Finnish policy-makers must be aware of the four approaches to international higher education, namely "revenue-generating," "skilled migration," "capacity building," and "mutual understanding" (OECD, 2004, p. 4). It has been argued that given the unique Finnish context, more

attention could be paid to the “skilled migration” and “mutual understanding” approaches rather than “revenue generating” (Cai & Kivistö, 2013).

What Should Chinese Students Do?

A few Finnish employers point out that some Chinese students studying in Finland are less academically gifted, to lack an understanding of Finnish culture after years of studying and living in Finland and tend to overestimate their value (by demanding high salaries) in the workplace. Although these may not be generalized, at least Chinese students should be aware that gaining a Finnish diploma without actually increasing their knowledge and skills will not make them successful in the labor market.

According to Finnish employers, Chinese students in Finland are expected to develop the following skills: professional knowledge, ability to solve practical problems, language skills, cross-cultural perspectives, and work experience. The Chinese students in Finland should pay special attention to developing these skills and experiences. A report on international students’ adaptation to a foreign study environment (Zimmerman, 1995) indicates that communication is crucial for international students’ cultural adaptation. It also reveals that international students often lack opportunities to communicate with local students, academics, or even other international students from different countries and cultures. For many Chinese students in Finland, due to poor Finnish language skills and the great distance between the original and host cultures, they tend to withdraw socially into the Chinese community. Staying in the Chinese community does make their lives easier in Finland, but does not help them to enrich their understanding of Finnish culture. This has probably hampered their development of cross-cultural skills. If the Chinese students want to gain advantages for working in Finnish companies operating in China, this is the challenge they need to overcome.

If some Chinese students have already worked in China before coming to Finland to study, this would definitely be a plus in the job market. Those without prior work experience should try to find any kind of work opportunities during their studies in Finland, as in the recruitment process internship and summer jobs in Finland are equated by many Finnish employers with real work experience.

When the Chinese students have developed sufficient skills in line with the

requirements of the Finnish employers, they also need to send corresponding signals to their potential employers. In the recruitment process, a student can send signals to potential employers by acquiring a Finnish education diploma. How the potential employers receive the signals depends on their beliefs regarding the output of Finnish higher education. Basically, the students can influence the employers' beliefs in two ways. First, when some FECGs are employed by Finnish companies operating in China, their actual performance outcomes will directly influence the employers' beliefs. Second, the students or graduates can be actively involved in the processes of influencing employers' beliefs through purposeful and collective action. For instance, they can develop alumni associations. Through the associations' activities, such as seminars, information dissemination etc., they can promote their skills to Finnish companies operating in China and even to other employers.

What was discussed and suggested above is mainly about how to make a match between the skills of FECGs and the demands of Finnish employers. Here, I propose an approach that goes beyond the traditional perspective. It is an entrepreneurial job-seeking approach. With the skills needed by Finnish companies operating in China, the graduates often have a good basis to start their own companies for doing business between Finland and China. However, being an entrepreneur also requires financial and mental conditions. To pursue self-employment is relevant, but may not necessarily be relevant to all graduates. The entrepreneurial job-seeking approach here suggests that a job-seeker could strategically and innovatively create and optimize employment opportunities in the job market. In a traditional model of finding a job, a job-seeker normally looks for a job advertisement, reads the requirements and then submits an application. The entrepreneurial approach is different. In this model, job-seekers go through the following steps when seeking a job opportunity: 1) discover and develop their own (preferably unique) advantages; 2) accordingly, identify potential employers and understand their needs and interests; 3) develop plans or proposals on how the potential employers can achieve new economic growth points by utilizing the job-seekers' special skills and advantages; 4) try to promote and sell these ideas to the potential employers by all kinds of means; 5) when the employers accept the ideas, the job-seekers are likely to have roles in the employers' companies.

This approach is based on two assumptions. First, although having similar

educational experience in Finland, each individual may have his or her own unique personal characteristics and merits. Second, as the Finnish employers' knowledge about FECGs is in general quite limited, it is possible that some of the graduates' skills have not been discovered by the employers. The employers are therefore unlikely to be aware of some potential business opportunities to be exploited by utilizing these skills.

The use of this approach in the employment market is beneficial for both sides, but there are also challenges. On the one hand, it requires the job-seekers to discover and develop their potential in active and creative ways. On the other hand, more communication channels need to be established between Chinese students in Finland and Finnish employers. Normally those who tend to adopt such an entrepreneurial approach already have clear motivations and objectives at the beginning of their studies or at least during their studies.

Concluding Remarks

While discussing the approaches to enhance FECGs' employability, the above discussion also draws attention to two crucial challenges faced by overseas Chinese graduates as well as their educational providers. One challenge is about the gaps between what the graduates acquired in higher education and what is required in the world of the work. To bridge these gaps, universities are trying to ascertain what particular skills and competencies are needed by employers and how they evaluate the graduates in the recruitment process. Based on the assumption that employers' perceptions reflect the needs of the labor market, universities accordingly adjust their educational programs and related activities.

However, employers' views are not the only information source for universities to predict the labor market need for two reasons. First, employers may sometimes be wrong in identifying prospective employees, understanding the competencies and potential of graduates, and predicting possible added value brought by the graduates. This is especially likely to happen in an international context, for example, when graduates are originally from or educated in systems and cultures that are unfamiliar to the employers. Second, the missions of universities are not confined to preparing students for the future needs in the labor market, but also about transforming the future of the labor market and bringing new values into society. As argued by Evans (2012), "education is not

about skills or entry to the middle class: It is part of a much greater concept that involves understanding the world in which we live.” In this respect, many employers may be short-sighted. Universities’ long term objective in preparing students to change society may be inconsistent with employers’ demands based on the short-term needs of business development.

Therefore, the other challenge is related to the gaps on the employers’ side, meaning that employers need to understand more about universities and catch up with new ideas generated by universities. Employers can hardly do so by themselves and universities must play an active role in “bending” employers’ perceptions in a desired direction. Yet, it is extremely difficult, if not impossible, for universities to change employers’ thinking. As being “right” or “wrong” is basically a matter of subjective judgment, universities cannot simply impose on employers something they believe to be right.

Instead of changing employers’ minds, universities should cooperate with employers in developing common belief systems based on mutual understandings. In so doing, both the gap on the part of the universities in understanding the demands of employers and the gap on the part of the employers regarding the missions and activities of universities can be bridged to the optimal extent. For such a purpose, universities need to engage with employers in order to gain a grounded understanding of how their perceptions about graduates’ capabilities are developed and accordingly get involved in the processes where employers’ beliefs are formed. Through joining the processes, universities can “influence” employers’ beliefs in more purposeful and strategic ways.

Limitations

The lessons drawn in this study will hopefully be useful for understanding the employability of other overseas Chinese graduates from other countries, particularly where the native language is not English. Nevertheless it focuses only on the case of Chinese graduates from Finnish HEIs and more studies on Chinese international students in other similar countries should be explored to corroborate the argument in this paper. Even with the case of Chinese students educated in Finland, more empirical studies are also needed.

In this study employability is perceived as “a set of achievements—skills, understandings and personal attributes—that make graduates more likely to gain

employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy” (Yorke, 2004, p. 8). This basically reflects a “possessive” perspective on employability in Holmes (2013) categories, in which he distinguishes it from two other perspectives, namely “positioning” and “processual.” The possessive approach treats skills or competencies as if they are amenable to being processed or used. The positioning approach regards employability as part of the process of societal production by universities. While criticizing the first two approaches, Holmes advocates the processual perspective with a strong emphasis on the concept of “graduate identity” (Hinchliffe & Jolly, 2011). In this perspective, a graduate’s employability is dependent on the identity of being a person worthy of being employed. The identity is assigned by others, particularly gatekeepers of employment opportunities. Although this paper has somehow touched upon the identity approach by taking into account employers’ perspectives, the graduate identity approach may offer a new perspective to re-examine the issues which have been discussed in this paper.

References

- Allen, J., & van der Velden, R. (2012). *Skills for the 21st century: Implications for education*. Maastricht, The Netherlands: ROA, Maastricht University School of Business and Economics.
- Australian Government/Australian Education International. (2010). *International graduate outcomes and employer perceptions*: Canberra, Australia: Author.
- Bailly, F. (2008). The role of employers’ beliefs in the evaluation of educational output. *Journal of Socio-Economics*, 37(3), 959–968. doi: 10.1016/j.socec.2006.12.083
- Becker, R., & Kolster, R. (2012). *International student recruitment: Policies and developments in selected countries*. The Hague: The Netherlands: Netherlands Organisation for International Cooperation in Higher Education (NUFFIC).
- Blasko, Z., Brennan, J., Little, B., & Shah, T. (2002). *Access to what: Analysis of factors determining graduate employability. A report to the HEFCE: The Centre for Higher Education Research and Information (CHERI)*. London, England: HEFCE.
- Bodycott, P. (2009). Choosing a higher education study abroad destination: What mainland Chinese parents and students rate as important. *Journal of Research in International Education*, 8(3), 349–373. doi: 10.1177/1475240909345818
- Brown, P., Lauder, H., & Ashton, D. (2008). *Education, globalisation and the knowledge economy: A commentary by the teaching and learning research program*. London, England: TLRP.

- Cai, Y. Z. (2012a). International graduates from Finland: Do they satisfy the needs of Finnish employers abroad? *Journal of Research in International Education*, 11(1), 19–31. doi: 10.1177/1475240911434340
- Cai, Y. Z. (2012b). *Understanding employers' perceptions of international graduates: An investigation of the employment prospects of Finnish-educated Chinese graduates in Finnish companies operating in China*. Tampere, Finland: Tampere University Press.
- Cai, Y. Z. (2013). Graduate employability: A conceptual framework for understanding employers' perceptions. *Higher Education*, 65(4), 457–469. doi: 10.1007/s10734-012-9556-x
- Cai, Y. Z., & Jin-Kuusirinne, T. Y. (2014). *The role that Finnish universities have in a globalising economy*. Retrieved June 3, 2014, from <http://www.helsinkitimes.fi/columns/columns/viewpoint/9048-the-role-that-finnish-universities-have-in-a-globalising-economy-2.html>
- Cai, Y. Z., & Kivistö, J. (2013). Tuition fees for international students in Finland: Where to go from here? *Journal of Studies in International Education*, 17(1), 55–78. doi: 10.1177/1028315311429001
- Chang, H. (2004). 冷看“海龟”变“海带”: 一个才市时代的理性回归 [An objective review on the unemployment of returned overseas Chinese: A rational return in talent market era]. 人才资源 [Human Resources], (8).
- CIMO. (2010). *The most common nationalities of international degree students in Finland 2001–2009*. Retrieved December 31, 2010, from http://www.cimo.fi/dman/Document.phx/~public/Julkaisut+ja+tilastot/tilastoja/en/Degree3_CommonNationalities.pdf?folderId=~public%2FJulkaisut%2Bja%2Btilastot%2Ftilastoja%2Fen&cmd=download
- Connelly, B. L., Certo, S. T., Ireland, R. D., & Reutzel, C. R. (2011). Signaling theory: A review and assessment. *Journal of Management*, 37(1), 39–67. doi: 10.1177/0149206310388419
- Crossman, J. E., & Clarke, M. (2010). International experience and graduate employability: Stakeholder perceptions on the connection. *Higher Education*, 59(5), 599–613. doi: 10.1007/s10734-009-9268-z
- Cui, Y. (2010). 我国海外热菜回流现状: 问题及对策研究 [China's reverse brain drain overseas study: Present situation, problems, and counter measures] (Unpublished master's thesis). 山东大学, 济南, 中国 [Shandong University, Jinan, China].
- Cui, D. W., & Han, D. L. (2009). “海龟”还是“海带”? 海外回国留学生的就业问题研究 [Research on the employment of overseas educated Chinese]. In H. Y. Wang (Ed.), 中国留学人才发展报告 2009 [The report on the development of Chinese overseas educated talents 2009] (pp. 279–294). 北京, 中国: 机械工业出版社 [Beijing, China: China Machine Press].
- Douglass, J. A., & Edelstein, R. (2009). The global competition for talent: The rapidly changing market for international students and the need for a strategic approach in the US. *Center for Studies in Higher Education: Research & Occasional Paper Series*, 8(9), 1–22.

- Evans, M. (2012). Low on big ideas and rhetoric, labor must tackle class inequality. *Times Higher Education*. Retrieved June 7, 2014, from <http://www.timeshighereducation.co.uk/421274.article>
- Garam, I. (2005). Study on the relevance of international student mobility to work and employment: Finnish employers' views on benefits of studying and work placements abroad (English summary). Retrieved June 7, 2014, from http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/15626_relevance_of_student_mobility_summary.pdf
- Gareth, D. (2005). Chinese students' motivations for studying abroad. *International Journal of Private Higher Education*, 2, 16–21.
- Gu, Q. (2009). Maturity and interculturality: Chinese students' experiences in UK higher education. *European Journal of Education*, 44(1), 37–52. doi: 10.1111/j.1465-3435.2008.01369.x
- Harvey, L. (2001). Defining and measuring employability. *Quality in Higher Education*, 7(2), 97–109. doi: 10.1080/13538320120059990
- Hawthorne, L. (2007). *Labor market outcomes for migrant professionals: Canada and Australia compared*. Ottawa, Canada: Government of Canada.
- Hawthorne, L. (2011). *Competing for skills: Migration policies and trends in New Zealand and Australia*. Sydney, Australia: Australian Government.
- Hemmer, S., Pommer, S., Knabl, J., Calmand, J., Hallier, P., & Boudier, A. (2011). *Erasmus Mundus: Clustering Erasmus Mundus masters courses and attractiveness projects. Lot 2: Employability. Survey results*. Retrieved June 7, 2014, from http://eacea.ec.europa.eu/erasmus_mundus/clusters/documents/publication_version_employability_survey_results.pdf
- Henderson, F. (2011). *Connecting higher education and the Chinese workplace: What makes a Chinese graduate with an Australian qualification employable in China?* (Unpublished doctoral dissertation). Victoria University, Melbourne, Australia.
- Hinchliffe, G. W., & Jolly, A. (2011). Graduate identity and employability. *British Educational Research Journal*, 37(4), 563–584. doi: 10.1080/01411926.2010.482200
- Holmes, L. (2013). Competing perspectives on graduate employability: Possession, position or process? *Studies in Higher Education*, 38(4), 538–554. doi: 10.1080/03075079.2011.587140
- Huang, R. (2013). International experience and graduate employability: Perceptions of Chinese international students in the UK. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 13, 87–96. doi: 10.1016/j.jhlste.2013.07.001
- Huibo Research Institute. (2007). 海归人才现状调查报告 [Research report on the employment situation of Chinese returnees]. 慧博研究 [Huibo Research], 3(1), 21–33.
- Jones, E. (2013). Internationalization and employability: The role of intercultural experiences in the development of transferable skills. *Public Money and Management*, 33(2), 95–104. doi: 10.1080/09540962.2013.763416
- Kärki, J. (2005). "If I had to pay I would require value for my money": A study on foreign degree students at the Universities of Helsinki, Tampere, Turku, Jyväskylä and Helsinki

- University of Technology*. Retrieved June 6, 2014, from <http://www.helsinki.fi/hyy/tiedotus/dok/Ulkkariselvitys.pdf>
- Krahn, H., Derwing, T., Mulder, M., & Wilkinson, L. (2000). Educated and underemployed: Refugee integration into the Canadian labor market. *Journal of International Migration and Integration*, 1(1), 59–84. doi: 10.1007/s12134-000-1008-2
- Krempkow, R., & Wilke, U. (2009). *Graduate surveys as an outcome evaluation*. Paper presented at the the 31st Annual EAIR Forum, Vilnius, Lithuania.
- Kultanen, M. (2010). *Quality concepts and systems in China: Quality system and its development in Elecster Ltd. factory in China* (Unpublished bachelor's thesis). University of Vaasa, Vaasa, Finland.
- Leuze, K. (2010). *Smooth path or long and winding road? How institutions shape the transition from higher education to work*. Opladen, Germany & Farmington Hills, MI: Budrich UniPress.
- Li, X. L. (2009). 四问留学热 [Hot topics on studying abroad]. 中国大学就业 [Chinese College Graduates' Employment], (17), 34–37.
- Lindberg, M. E. (2008). “At the frontier of graduate surveys.” Assessing participation and employability of graduates with master's degree in nine European countries. *Higher Education*, 53(5), 623–644. doi: 10.1007/s10734-005-1672-4
- Little, B. (2006). *Employability and work-based learning*. York, England: The Higher Education Academy.
- Liu, B. L. (2007). 外资企业需要什么样的“海归” [What kinds of overseas returnees are needed in foreign companies in China]. 神州学人 [China Scholars], (2), 50.
- Lowden, K., Hall, S., Elliot, D. D., & Lewin, J. (2011). *Employers' perceptions of the employability skills of new graduates*. London, England: Edge Foundation.
- Maslen, G. (2007, November 4). *China: Chinese students to dominate world market*. Retrieved May 14, 2014, from <http://www.universityworldnews.com/article.php?story=20071101150549773>
- McQuaid, R. W., & Lindsay, C. (2005). The concept of employability. *Urban Studies*, 42(2), 197–219. doi: 10.1080/0042098042000316100
- Melik, J. (2012, August 1). *China: The paradox of foreign education*. Retrieved May 14, 2014, from <http://www.bbc.co.uk/news/business-19076873>
- Meriläinen, T. (2008). *Intercultural adjustment challenges in China: The case of Finnish expatriates* (Unpublished master's thesis). University of Jyväskylä, Jyväskylä, Finland.
- Ministry of Education of People's Republic of China. (2014). 2013 年度我国出国留学人员情况统计 [The statistics of Chinese overseas students and scholars in 2013]. Retrieved June 8, 2014, from <http://www.chsi.com.cn/jyzz/201402/20140224/779530964.html>
- Moreland, N. (2006). *Entrepreneurship and higher education: An employability perspective*. York, England: The Higher Education Academy.
- OECD. (2004). *Policy brief: Internationalisation of higher education*. Paris, France: OECD.
- OECD. (2013). *Education at a glance 2009: OECD indicators*. Paris, France: OECD.

- Pavlin, S. (2010). Higher education and employability issues. *DECOWE Working Papers Series*. Retrieved June 6, 2014, from http://www.decowe.org/static/uploaded/htmlarea/test/DECOWEWorkingpaper_201012Pavlin.pdf
- Raunio, M., & Forsander, A. (2009). *The welfare state in competition for global talent: From national protectionism to regional connectivity. The case of Finland*. Frankfurt am Main, Germany: Peter Lang.
- Shachar, A. (2006). The race for talent: Highly skilled migrants and competitive immigration regimes. *New York University Law Review*, 81, 148–206.
- Shumilova, Y., & Cai, Y. Z. (2012). *Employment and professional capabilities of international graduates from Finnish higher education institutions*. Paper presented at the 2nd DEHEMS International Conference: Employability of Graduates & Higher Education Management Systems, Ljubljana, Slovenia.
- Shumilova, Y., Cai, Y. Z., & Pekkola, E. (2012). *Employability of international graduates educated in Finnish higher education institutions*. Retrieved June 6, 2014, from <http://www.helsinki.fi/urapalvelut/valoasurvey/pubData/source/VALOA09.pdf>
- SIU, & DAMVAD. (2012). *Integrating global talent in Norway: What do we know? Inspiration report with literature and data*. Oslo, Norway: DAMVAD.
- Støren, L. A., & Wiers-Jenssen, J. (2010). Foreign diploma versus immigrant background: Determinants of labor market success or failure? *Journal of Studies in International Education*, 14(1), 29–49. doi: 10.1177/1028315308327951
- Sykes, B., & Chaoimh, E. N. (2012). *Mobile talent? The staying intentions of international students in five EU countries*. Berlin, Germany: Sachverständigenrat deutscher Stiftungen für Integration und Migration.
- Teichler, U. (2009). *Higher education and the world of work: Conceptual frameworks, comparative perspectives, empirical findings*. Rotterdam, The Netherlands: Sense Publishers.
- Tian, L. (2003). 中国高等教育对外交流现状研究 [Research on international exchange of Chinese higher education]. 北京, 中国: 民族出版社 [Beijing, China: The Ethnic Publishing House].
- Turner, Y. (2006). Chinese students in a UK business school: Hearing the student voice in reflective teaching and learning practice. *Higher Education Quarterly*, 60(1), 27–51. doi: 10.1111/j.1468-2273.2006.00306.x
- Vehaskari, A. (2010). *Talent available: Tapping the expat talent pool*. Helsinki, Finland: Taloustieto Oy.
- Wiers-Jenssen, J. (2008). Does higher education attained abroad lead to international jobs? *Journal of Studies in International Education*, 12(2), 101–130. doi: 10.1177/1028315307307656
- Yang, M. (2007). What attracts mainland Chinese students to Australian higher education. *Studies in Learning, Evaluation Innovation and Development*, 4(2), 1–12.
- Yorke, M. (2004). *Employability in higher education: What it is, what it is not* (Vol. 1). York, England: The Higher Education Academy.

- Yorke, M., & Knight, P. T. (2006). *Embedding employability into the curriculum*. York, England: The Higher Education Academy.
- Zhang, G. Y. (2011). 在华合资企业核心员工跨文化管理问题研究 [*Research on the core employees trans-culture management of joint venture company in China*]. 北京, 中国: 经济管理出版社 [Beijing, China: Economy & Management Publishing House].
- Zhang, M. (2007). “海归”内地就业窘境 [Predicament of the employment of returned overseas in Chinese mainland]. 中国外资 [*Foreign Investment in China*], (10), 88–90.
- Zimmerman, S. (1995). Perceptions of intercultural communication competence and international student adaptation to an American campus. *Communication Education*, 44(4), 321–335. doi: 10.1080/03634529509379022