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INSTITUT
BARCELONA
ESTUDIS
INTERNACIONALS

Results of the 2015 Career Development Survey

Report on the labour market, professional conditions and influence of the training received at IBEI. Classes from 2010- 2011 to 2013- 2014.

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Executive Summary

This report presents the results of the IBEI graduate employment, survey for classes ranging from the years 2010 to 2014. It is the second time that the IBEI has undertaken a survey of employment. Its aim is to systematically collect the profile of students who have answered the survey, but in particular to analyze the data corresponding to the current employment of graduates, as well as their degree of satisfaction, and the utility of the programmes offered at IBEI.

The universe of students (total alumni) is increasing every year, but the response rate has remained at 30%. The data set presented in this report, reveals the following:

- that the majority of graduates who responded, mostly women, are satisfied with the training received at IBEI,
- that the time between job search and job finding is not long (less than a year)
- that their responsibilities in their respective jobs have similarities with the training received at IBEI,
- that professional responsibilities vary among graduates, but eventually tend to acquire more complex responsibilities as time goes by (which translates to a higher wage)
- that the majority of graduates are working in global institutions, mostly private.

The following sections of this report further explore these statements (taken from the questionnaire sent), and aim to summarize the most relevant information.

Introduction

The career development survey was conducted in summer 2015. We included all students of our Masters programmes: the Master's in International Relations, the Master's in International Security and the Master's Mundus MAPP in public policy. It was undertaken with all students from the class of 2010 to the class of 2014. Two different survey formats were designed and sent out separately. The first survey was sent to the classes 2010-2011, 2011-2012 and also to the part-time students of these classes, and a second survey was sent to the remaining classes, years 2012-2013 and 2013-2014, as well as to the part-time students of this period.

The questions were the same for all promotions, but varied in number. The second survey included two additional questions that were not in the first, since a survey two years earlier, had included questions such as, 'How long did it take you to find your first job?' or 'Was the Master's useful in finding your job?'. Therefore, to avoid repetition these questions were not present in the first edition.

General overview of data

The survey was sent to a total of 323 students, from whom we obtained a response from 100. This represents 31% of target respondents. The number of responses for classes is shown below, taking into consideration that the first three promotions, namely 2010 - 2011, 2010 - 2012 (PT) and 2011 to 2012, responded to the first survey (i.e. shorter).

Class	Number of students	% students per promotion of total responses
2010-2011	72	22
2010-2012 (PT)	12	4
2011-2012	81	25
2011-2013 (PT)	11	3
2012-2013	67	21
2012-2014 (PT)	10	3
2013-2014	70	22
TOTAL	323	100

Survey	Num. responses	Response rate
Employment Survey 2010-2014	100	31%

The methodology used for conducting the study is based on the answers obtained from an online survey with nine questions. The questions posed are listed below. In all cases, (with two exceptions), questions were closed. Moreover, and as previously mentioned, questions 3 and 5 were omitted from earlier classes.

1. Personal Data

- a. Gender
- b. Age
- c. Place of birth
- d. Previous studies
- e. Class
- f. Programme followed

2. Current job data

- a. Are you currently working?
- b. Current job sector
- c. Size of the organization
- d. Area of action of the organization
- e. Responsibilities in the organization
- f. Type of contract
- g. Wage information
- h. Place of work (city and country). (OPEN QUESTION)

3. Employment Information*

- a. How long did it take you to find a job after completing the Master's?
- b. How did you find the job?
- c. Was the job related to your undergraduate studies?
- d. Was the job related to what you learnt at IBEI?

4. Please, assess the importance of the following factors for your current job

- a. Academic knowledge acquired during the Master's
- b. Practical skills acquired during the Master's
- c. Language teaching / language knowledge
- d. Personality, social skills, communication skills, etc.
- e. Organizational capacity
- f. Ability to work with a team
- g. Name of organization or company (OPEN QUESTION)

5. Please evaluate the training provided by the IBEI Master's in International Relations

- a. Practical training
- b. Speaking
- c. Written skills
- d. Critical thinking
- e. Additional comments (OPEN QUESTION)

6. Would you recommend the Master's to a friend who was in the same position as you when you started the programme?

7. Are you generally satisfied to have studied the Master's in International Relations at IBEI? (from 1 to 5, 5 being the best option)

8. How would you rate the influence of the Master's in International Relations on your professional development (from 1 to 5, 5 being the best option)

9. In order to improve our program, we would appreciate your comments and suggestions (OPEN QUESTION)

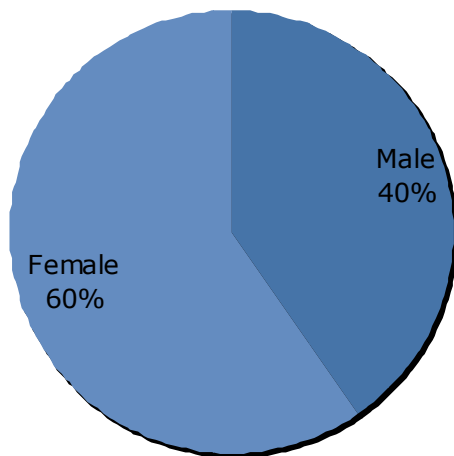
Graduate profile

According to data received from the first question, we can see that the profile of graduates who responded to the survey, is similar to overall data for IBEI students. Respondents are mostly

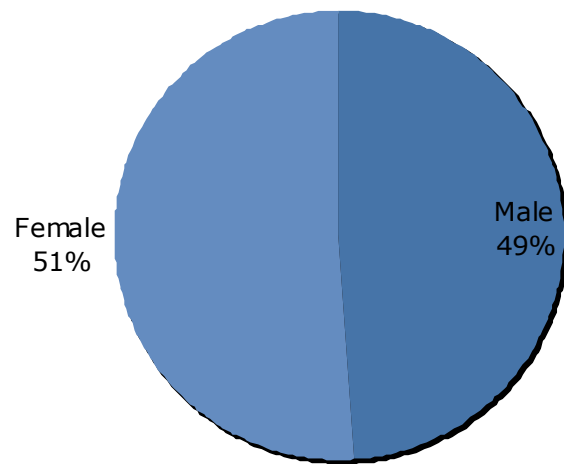
women, aged between 25 and 30 years old, in the field of social sciences. This statement applies to all classes.

Sex

Classes 2010-12

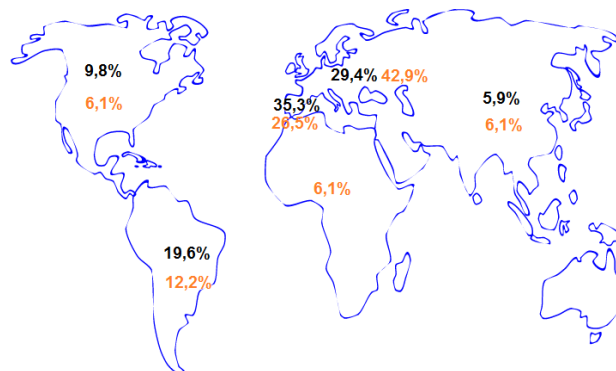


Classes 2012-14



Nationality

Regarding respondents' citizenship, results were as follows: in the case of classes 2010-2012 (numbers in black) the majority of respondents were from Europe, over half of whom were Spanish, followed by Latin America (20%). Close to 10% of respondents were from North America and close to 6% were Asian. In the case of classes from 2012 to 2014 (numbers in orange), most of the people who responded were also Europeans, but unlike previous promotions, the percentage of non-Spanish European graduates was higher than Spanish graduates. An interesting fact was that students from Africa account for 6% of the total.

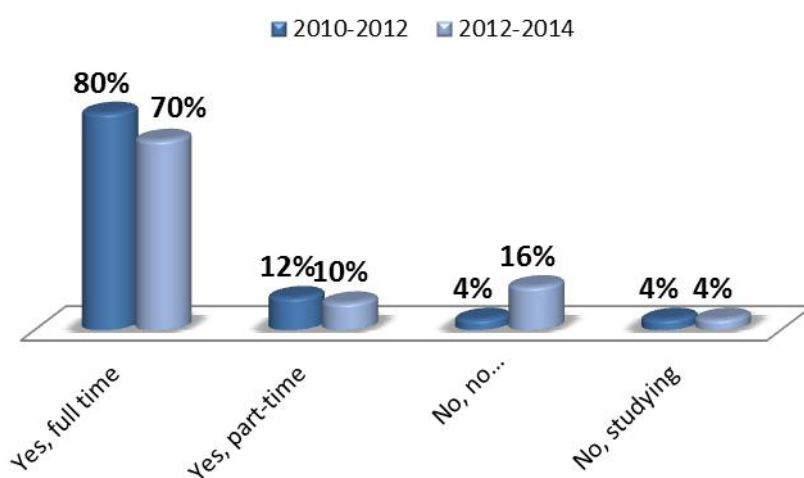


Current employment data

The second question of the survey, which referred to the specific labour situation for each graduate, was not mandatory. Hence, the data obtained might be slightly biased compared to the current situation of all graduates as a whole.

Current employment situation

From a total of 100 responses to this question, 75% of participants have a job and are working full time. Not least, it should be noted that the remaining 10% is currently unemployed. The data presented below is disaggregated by promotion.



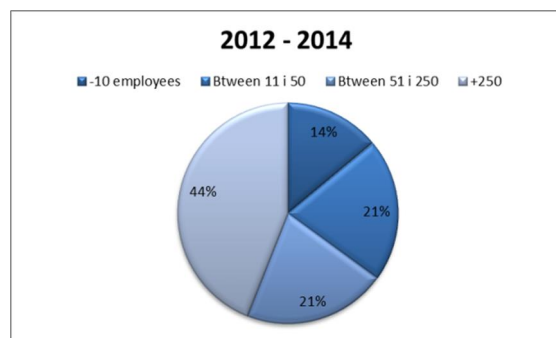
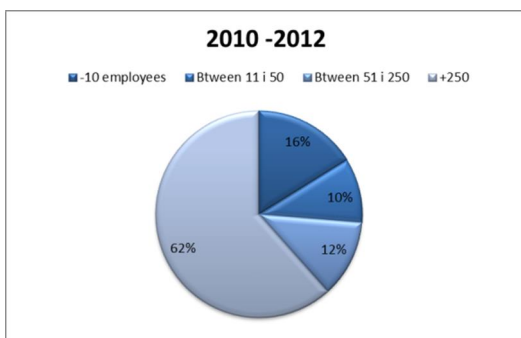
The following figures represent the question of the current employment situation for each academic class:

	Classes 2010 to 2012		Classes 2012 to 2014		TOTAL	
	Absolute	%	Absolute	%	Absolute	%
Yes, full-time	41	80%	34	70%	75	75%
Yes, part-time	6	12%	5	10%	11	11%
No job and/or looking for a job	2	4%	8	16%	10	10%
No, studying	2	4%	2	4%	4	4%
TOTAL	51	100%	49	100%	100	100%

Data shows that over time, graduate students get better jobs and as such the unemployment percentage is lower.

Organization Size

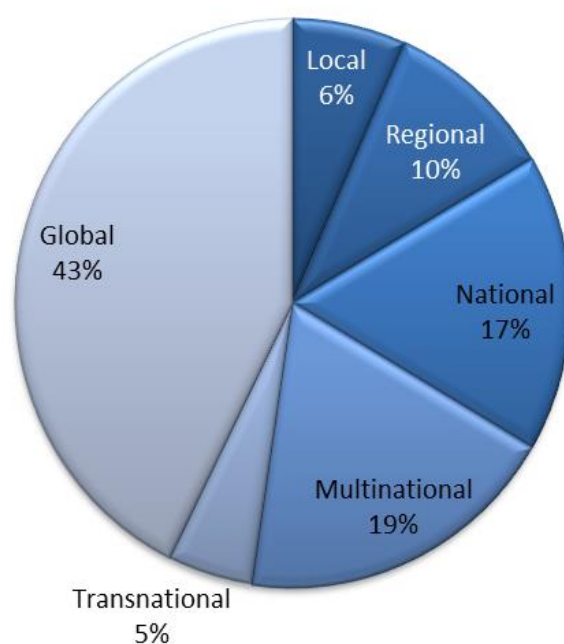
Most of the graduates work in large organizations. We understand a large organization as an institution with more than 250 employees. There are not major differences among classes, although those alumni who graduated earlier strengthen this statement more than those who graduated more recently.



n° employees	Classes from 2010 to 2012		Classes from 2012 to 2014		TOTAL	
	Absolute	%	Absolute	%	Absolute	%
Less than 10	8	16%	6	14%	14	15%
bw 11 & 50	5	10%	9	21%	14	15%
bw 51 & 250	6	12%	9	21%	15	17%
More than 250	30	62%	18	44%	48	53%
TOTAL	49	100%	42	100%	91	100%

Scope

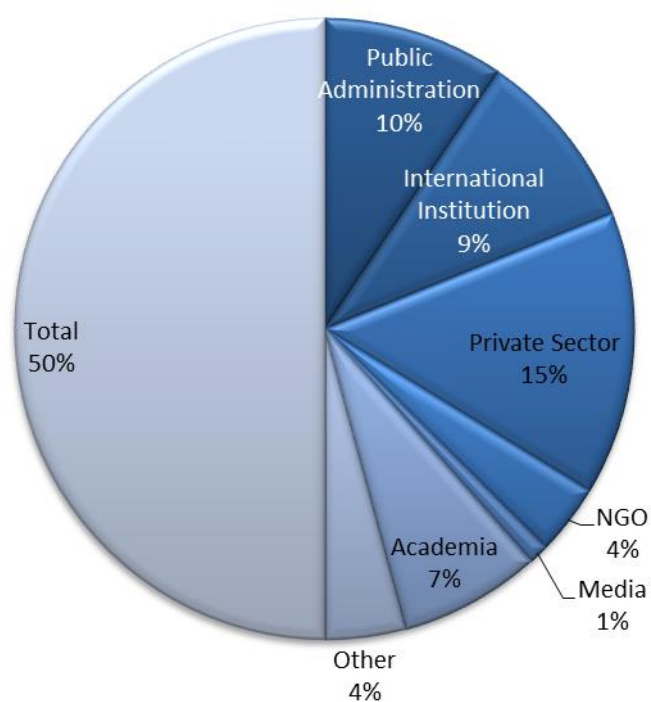
The scope is clearly international, given that the majority of graduates work in global and multinational companies. This feature is repeated in all promotions surveyed.



	Classes from 2010 to 2012		Classes from 2012 to 2014		TOTAL	
	Absolut	%	Absolut	%	Absolut	%
Local	1	2%	5	2%	6	7%
Regional	7	15%	2	15%	9	10%
National	7	15%	8	15%	15	17%
Multinational	10	21%	7	21%	17	19%
Transnational	4	9%	0	9%	4	5%
Global	18	38%	20	38%	38	43%
Total	47	100%	42	100%	89	100%

Scope of the organization

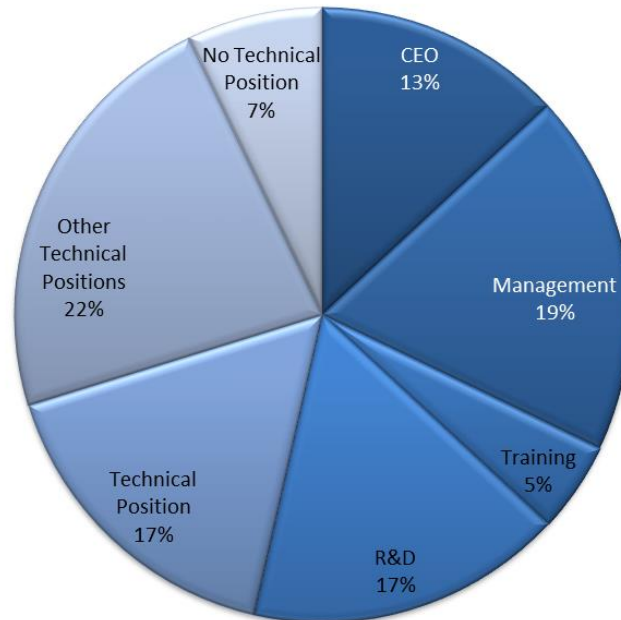
Most students work in the private sector, although a significant number of graduates work in an international institution and in the academic world.



	Classes 2010 to 2012		Classes 2012 to 2014		TOTAL	
	Absolute	%	Absolute	%	Absolute	%
Public Administration	8	16	10	23	18	19
International Institution	8	16	8	18	18	19
Private Sector	17	35	11	25	28	30
NGO	3	6	4	9	7	7
Media	0	0	2	5	2	2
Academia	8	16	6	14	14	15
Others	5	11	3	7	8	8
Total	49	100	44	100	95	100

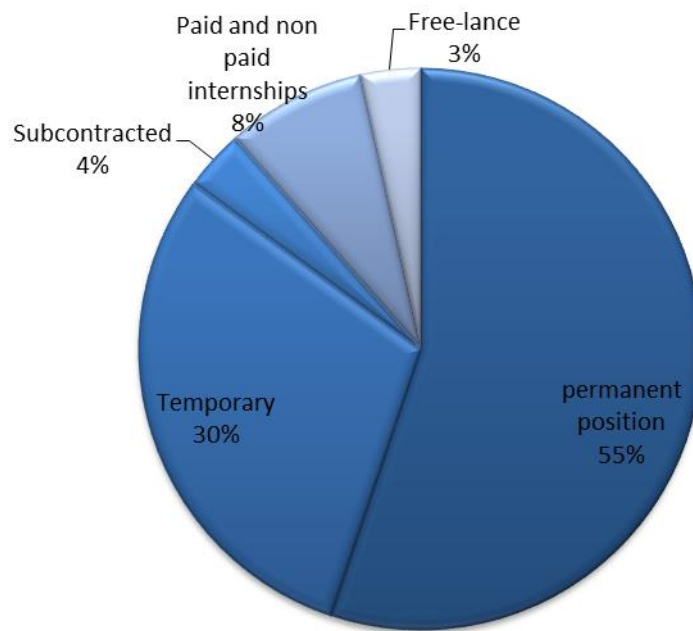
Responsibilities in the Organization

Most respondents have responsibilities as middle managers. It is interesting to see the significant number of people, who are involved in research and development activities, as well as a notable percentage who occupy jobs in the fields of training and management.

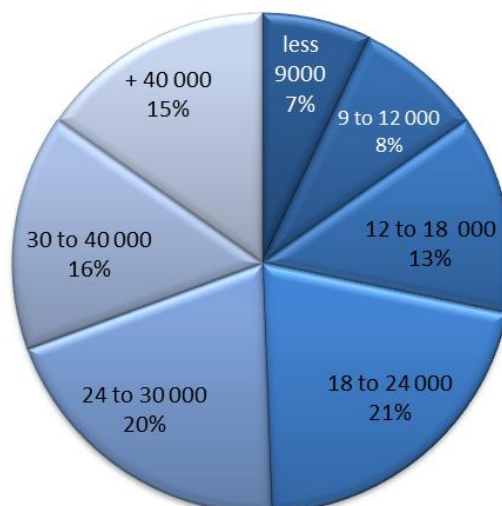


Information on contracts and wage

The great majority of respondents have a permanent contract. Promotions that graduated more recently represent 42% of permanent contracts. They also represent a higher percentage of temporary contracts, most likely due to a more recent graduation date. 12.5% of graduates that are doing internships are in a stage of transition between study and employment.



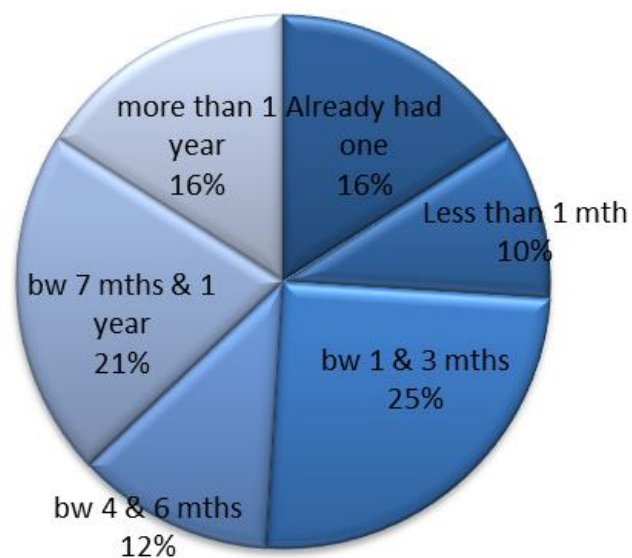
From the salary levels provided and an overall analysis, it can be seen that 40% of people who responded to the survey have a salary between 18000 and 30000” per year. Although not a substantial difference, as shown by the graph, it is not surprising that the percentage of graduates with higher wages is those who graduated earlier. While there are certainly other factors that explain their higher salary, more time pursuing a certain career path may help to explain higher wages.



	Promociions 2010 a 2012		Promociions 2012 a 2014		TOTAL	
	Absolut	%	Absolut	%	Absolut	%
menys de 9000	0	0	6	15	6	7
9 a 12 mil	3	6	4	10	7	8
12 a 18 mil	7	16	4	10	11	13
18 a 24 mil	10	22	8	20	18	21
24 a 30 mil	10	22	7	18	17	20
30 a 40 mil	7	16	6	15	13	15
+de 40 mil	8	18	5	12	13	15
	45	100	40	100	85	100

Time spent looking for a job and how it was found

The average time spent looking for a job is between one and three months, which represents 25% of all responses. However, a high percentage (20%), indicated that the search for a job took between seven months and a year. This question was only posed to recent graduates, as the information for earlier graduates was already available.



Moreover, the same respondents were asked how they had found their job, and what methods they had used. The majority of respondents highlighted the use of personal contacts and job offers on the internet, whilst a quarter of survey participants had found jobs through previous internships.

Where do graduates work?

The majority of the graduates who responded to the survey are working in Spain (33% and 29.3% respectively). There are almost twenty respondents who are working in the United States and other countries, which represents a considerable number of total graduates in: Colombia, Great Britain, Paraguay, New Zealand, Mexico and Italy.

The importance of certain factors in their current job

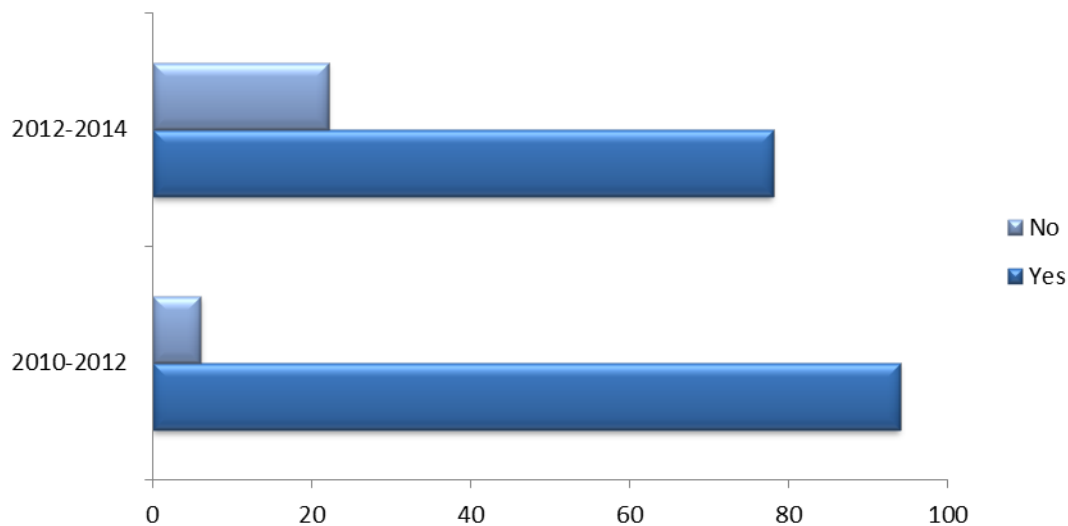
The programme has positively influenced the professional world of the IBEI graduates. The areas in which it has had the greatest influence are mainly in the field of languages, work organisation, and personal skills. The academic aspect was also evaluated positively, although recent graduates valued it more positively than previous ones.

	2010-2012		2012-2014	
	absolute numbers	%	absolute numbers	%
Academic knowledge acquired during the Master's Programme				
Not at all important or influential	7	15.6%	7	14.3%
Somewhat important or influential	6	13.3%	15	30.6%
Important or influential	12	26.7%	13	26.5%
Quite important or influential	9	20%	7	14.3%
Very important or influential	11	24.4%	7	14.3%
Practical skills acquired during the Master's Programme				
Not at all important or influential	7	15.9%	7	14.3%
Somewhat important or influential	3	6.8%	10	20.4%
Important or influential	16	36.4%	15	30.6%
Quite important or influential	11	25%	14	28.6%
Very important or influential	7	15.9%	3	6.1%
Language Training / knowledge of languages				
Not at all important or influential	4	9.1%	4	8.3%
Somewhat important or influential	1	2.3%	1	2.1%
Important or influential	9	20.5%	12	25%
Quite important or influential	11	25%	10	20.8%
Very important or influential	19	43.2%	21	43.8%
Personal character: personality, social skills, communication skills, etc.				
Not at all important or influential	1	2.3%	1	2%
Somewhat important or influential	1	2.3%	6	12.2%
Important or influential	7	15.9%	7	14.3%
Quite important or influential	12	27.3%	16	32.7%
Very important or influential	23	52.3%	19	38.8%
Organizational skills				
Not at all important or influential	1	2.3%	2	4.1%
Somewhat important or influential	1	2.3%	4	8.2%
Important or influential	9	20.5%	6	12.2%
Quite important or influential	14	31.8%	14	28.6%
Very important or influential	19	43.2%	23	46.9%
Ability to work				
Not at all important or influential	1	2.3%	2	4.3%
Somewhat important or influential	1	2.3%	6	12.8%
Important or influential	4	9.1%	2	4.3%
Quite important or influential	13	29.5%	14	29.8%
Very important or influential	25	56.8%	23	48.9%

Evaluation of the IBEI Master's in International Relations

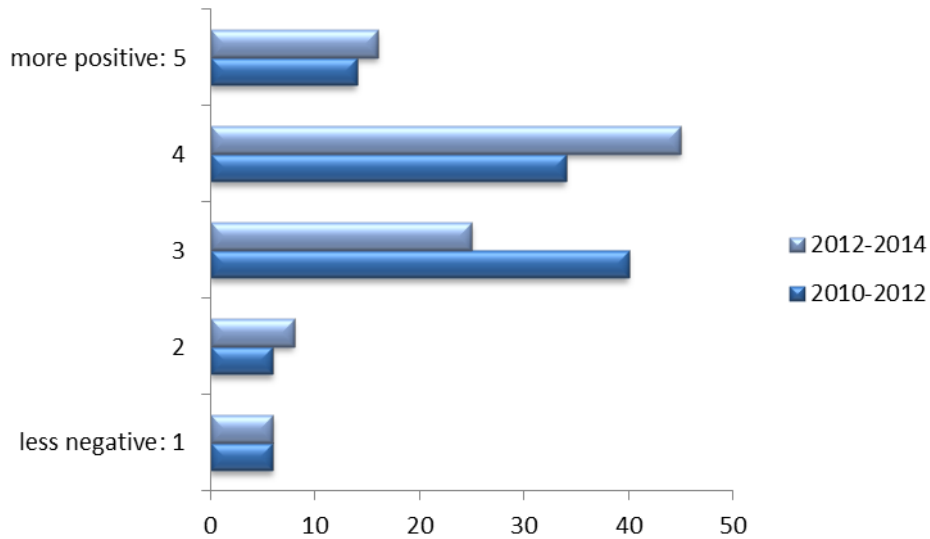
Instruction provided

The students surveyed clearly recommend the Master's in International Relations. The earlier the student graduated, the more positive the evaluation. The reason for this is likely to be that they are currently in the labour market, and are more satisfied with their situation. Later graduates are also in favour of recommending the Master's, but to a lesser extent. This may be due to aforementioned reasons. Results are presented as percentages.



Do you positively value the Master's degree?

Most students, from both promotions positively value having completed the Master's. Thus, the graph highlights that most students have indicated a '4' or a '5' when evaluating the program, where 1 stands for the most negative and 5 for the most positive assessment.



How would you rate the influence of the Master's in your professional development?

On a scale of 1 to 5, 1 being the most negative rating, and 5 the most positive assessment, the percentage of students who have recently completed the Master's, qualify the programme with a positive influence of 4, in relation to their professional development. Promotions that graduated earlier value the Master's with a '3'.

