

Working Paper 2025.1.2.16

- Vol. 1, No. 2

TÁC ĐỘNG CỦA VIỆC THAM GIA ĐI THỰC TẾ TẠI DOANH NGHIỆP ĐẾN KỸ NĂNG LÀM VIỆC CỦA SINH VIÊN CHẤT LƯỢNG CAO TẠI CƠ SỞ II TRƯỜNG ĐẠI HỌC NGOẠI THƯƠNG

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Tóm tắt

Ngày nay, cùng với sự phát triển của công nghệ và toàn cầu hóa, nhu cầu về sinh viên tốt nghiệp có kỹ năng thực tế và kinh nghiệm đã tăng lên. Nghiên cứu này điều tra tác động của các chuyến tham quan doanh nghiệp đến kỹ năng làm việc của 308 sinh viên chương trình chất lượng cao tại Đại học Ngoại thương Cơ sở II Thành phố Hồ Chí Minh. Các tác giả sử dụng các phương pháp định tính (bảng câu hỏi trực tuyến và phỏng vấn) kết hợp với các phương pháp định lượng (Hayes Process Macro, 2017). Kết quả cho thấy tham quan doanh nghiệp có tác động tích cực đến kỹ năng làm việc của sinh viên. Thêm vào đó, thái độ đóng vai trò là nhân tố trung gian một phần ảnh hưởng tích cực giữa tham quan doanh nghiệp và kỹ năng làm việc.

Từ khóa: kỹ năng làm việc, tham quan doanh nghiệp, chương trình chất lượng cao, Đại học Ngoại thương

IMPACTS OF COMPANY VISIT TO EMPLOYABILITY SKILLS OF HIGH-QUALITY PROGRAM STUDENTS AT FOREIGN TRADE UNIVERSITY HO CHI MINH CITY CAMPUS

Abstract

As globalization proceeds, the demand for graduates with practical skills and experience has increased. This study investigates the impacts of company visits on the employability skills of 308

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high-quality program students at the Foreign Trade University, Ho Chi Minh City Campus. The authors use qualitative methods (online questionnaires and interviews) combined with quantitative regression methods (Hayes process macro, 1794). The results show that company visits have a positive impact on students' employability skills. In addition, attitude (learning and professional attitude) as a partial mediator variable impacts positively in the relationship of company visit and employability skill.

Keywords: Company visit, Employability skill, high-quality program, Foreign Trade University

1. Introduction of the rationale and objectives of the research

With the increasing development of technology and globalization, there is a high demand for high-quality human resources with the ability to compete in a multicultural working environment. It can be seen that job competition among graduates is increasing and learners must realize that a university degree is just the beginning of their career journey (Hains-Wesson & Ji, 2020). Since the beginning of 2024, large corporations around the world such as Google, Amazon, Maersk, UPS, ... have laid off a series of employees, of which the number has reached 35% at Amazon (FoxBusiness, 2024). Therefore, improving students' working skills is an important step because it not only solves current problems but also promotes the development of society and the country. To solve the above problem, Foreign Trade University, Campus II, has developed a high-quality training program, where students are trained entirely in English, combined with practical visits to businesses, thereby helping to enhance their ability to work internationally and adapt to practical work in the future. Thus, it can be seen that with a high-quality program associated with practical activities such as business visits, students are able to develop themselves to be able to respond to increasingly complex social needs and contexts. Currently, in Vietnam, cooperation between companies and schools to improve educational resources for students is being promoted, as evidenced by studies by Huu Nang (2023), Phuong Thuy and Thi Ngoc (2023), and Van Dien et al. (2023). However, this topic does not delve into the impact of business visits on students' work skills. For the above reasons, the research team chose the topic "The impact of participating in company visits to enterprises on the working skills of students of high-quality programs at Campus II of Foreign Trade University" with the aim of studying the relationship between visiting enterprises and improving students' working skills and linking theoretical training programs with practice.

2. Theoretical framework

The ABC theory, also known as Attitude-Behavior-Context theory, was developed by Guagnano et al. in 1995 emphasized and explained the important role of attitude and external factors in an individual behavior. As the authors conduct interviews with students in different fields at the university, teachers and company professionals, the learning attitude and professional attitude are important factors in the relationship between company visits and employability skill. In addition, the research of Kantane et al. (2015), Brahm and Jenert (2015), Erdogan et al. (2018), Huy and Giang (2018), Hoang (2019), Tran et al.(2024) are aligned with this idea. Therefore, the authors establish the theoretical framework that learning and professional attitude serves as an intermediate factor between company visit and employability skills.

2.1. Company visit

The relationship between schools and companies is increasingly receiving attention and development due to the significant benefits. In 2015, Ankrah and Omar's study classified the forms of cooperation between enterprises and universities into 6 types, from low forms of cooperation such as Personal Informal Relationships, to higher forms of cooperation such as Focused Structures. This study clearly shows the close connection between universities and enterprises in the educational aspect including enhancing the learning experience, updating practical knowledge and techniques as well as developing skills for students.

Based on the research of Minh (2021) and Duc (2019) on how to cooperate with businesses at Foreign Trade University, Ho Chi Minh City Campus II, the authors define “company visits” as activities in which groups of students visit and learn about a specific business in a short period of time. This process aims to help students better understand the production process, business operations, corporate culture, and career opportunities at the business. Thus, these cooperative activities not only enhance the learning experience but also provide practical equipment for students to be ready to enter the real working environment (González-Peña et al., 2021).

2.2. Employability skills

Employability skills are used to refer to a set of achievements including skills, understanding and personal attributes that make an individual more likely to secure and succeed in their chosen occupation for the benefit of themselves, the workforce, the community and the economy (Yorke and Knight, 2004).

Many previous studies have summarized the necessary employability skills of new graduates (Wickramasinghe & Perera, 2010; Jackson, 2013). A typical example is the employability skills matrix self-assessment tool of Sambell and Mooore (2017).

Table 1. Employability skills cluster matrix

Soft skills	
Communication skills	Writing skills, speaking skills, listening skills, clarity and conciseness, information literacy skills, digital communication
Social skills	Emotional intelligence, collaboration, teamwork, leadership skills, conflict management skills
Career management skills	Understanding and developing oneself, exploring life skills, exploring careers, developing and managing one’s own career path
Self management skills	Planning and organizing skills, proactive skills, adaptive skills
Hard skills	

Professional skills	Knowledge and experience in the field
Academic skills	Research skills, critical thinking skills, problem solving skills, critical thinking skills, business awareness skills, linking learning to employability skills

Source: Sambell and Mooore (2017)

Based on the competency framework and skills from the overview research articles, the authors focused on five skills: communication skills, career management skills, self-management skills, professional skills and academic skills, which are important skills during the company visit process.

2.3. Professional attitude

According to Erdogan et al. (2018), professional attitudes play an important role in job performance, satisfaction and commitment to the profession. Positive attitudes, reflected in proactive learning, skill development, enthusiasm and efforts to develop oneself, help individuals adapt and succeed in the globalized working environment. In this study, professional attitudes are focused on three aspects: career aspirations, career preparation and the connection between education and career. Career aspirations motivate individuals to pursue career goals and milestones; career preparation reflects the level of readiness and active participation in developing practical skills; and the perception of the connection between education and career affects students' motivation and satisfaction, thereby significantly affecting the effectiveness of practical activities at the enterprise.

2.4. Learning attitude

Studies have shown that positive learning attitudes are closely correlated with learning effectiveness. Hsu (2005) clarified that positive learning attitudes lead to higher academic success. Chang (2013) further demonstrates the role of positive learning attitudes in promoting engagement and initiative. Students with positive learning attitudes tend to participate in learning activities, ask questions, and seek opportunities to improve themselves. To dive deeper into this topic, Brahm & Jenert (2015) applied the ABC theory (affective, behavioral, cognitive) to the learning context of attitude, proving that building a positive learning attitude can promote proactive learning behavior and tends to produce more effective learning outcomes.

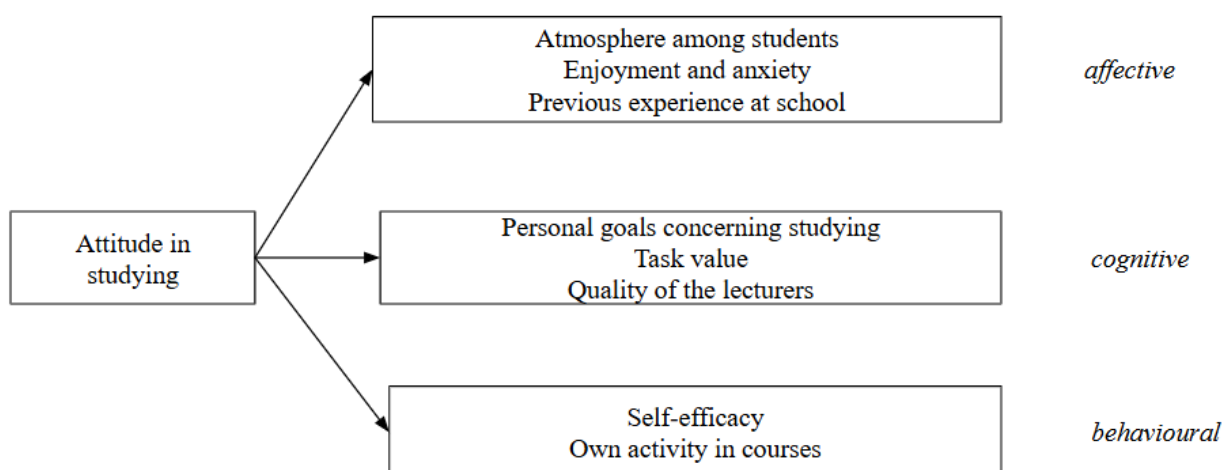


Figure 1: Attitude toward studying

Source: Brahm & Jenert (2015)

Moreover, there is also empirical research such as study from Mainga & Alamil (2022) indicates that company visits can significantly enhance students' employability skills, with attitude serving as a crucial mediating factor. Exposure to real-world work environments during company visits fosters positive attitudes and behaviors, such as self-confidence, initiative, and motivation, which are highly valued by employers. These attitudinal shifts, in turn, enhance employability skills, including communication, problem-solving, and teamwork. Therefore, integrating company visits into educational curricula can effectively bridge the gap between academic learning and practical application, thereby improving students' readiness for the workforce.

3. Theoretical model and research hypothesis

3.1. Theoretical model

To analyze the relationship between company visit and employability skill, the authors use Hayes Process Macro by Hayes (1794; 2017), this model has also been used to analyze employability skill with the mediating of attitude (Kwon, 2019; Alsadig & Zakariya, 2023). Developed by Andrew F. Hayes, this macro functions allow researchers to estimate direct, indirect, and total effects within regression-based models. Unlike traditional methods such as the Sobel test, which relies on the assumption of normality and requires large sample sizes, the Process Macro employs bootstrapping—a resampling technique that enhances statistical power and reduces the risk of Type I errors. Additionally, the Process Macro offers a range of statistical models that accommodate both continuous and dichotomous outcomes, thereby increasing its applicability across diverse research domains. In Hayes Process Macro, partial mediation occurs when the mediator (M) accounts for part of the relationship between the independent variable (X) and the dependent variable (Y) but does not fully explain it. This means that after including the mediator in the model, the direct effect of X on Y remains statistically significant but is reduced compared to the total effect. Hayes Process Macro detects partial mediation through bootstrapping confidence intervals, where a significant indirect effect confirms the presence of mediation. However, if the direct effect remains significant after controlling for M, partial mediation is supported. This approach provides an understanding of causal relationships, allowing researchers to identify whether the mediator plays a complementary role rather than being the sole mechanism driving the effect of X on Y. From the theoretical review above, the author proposed the model below:

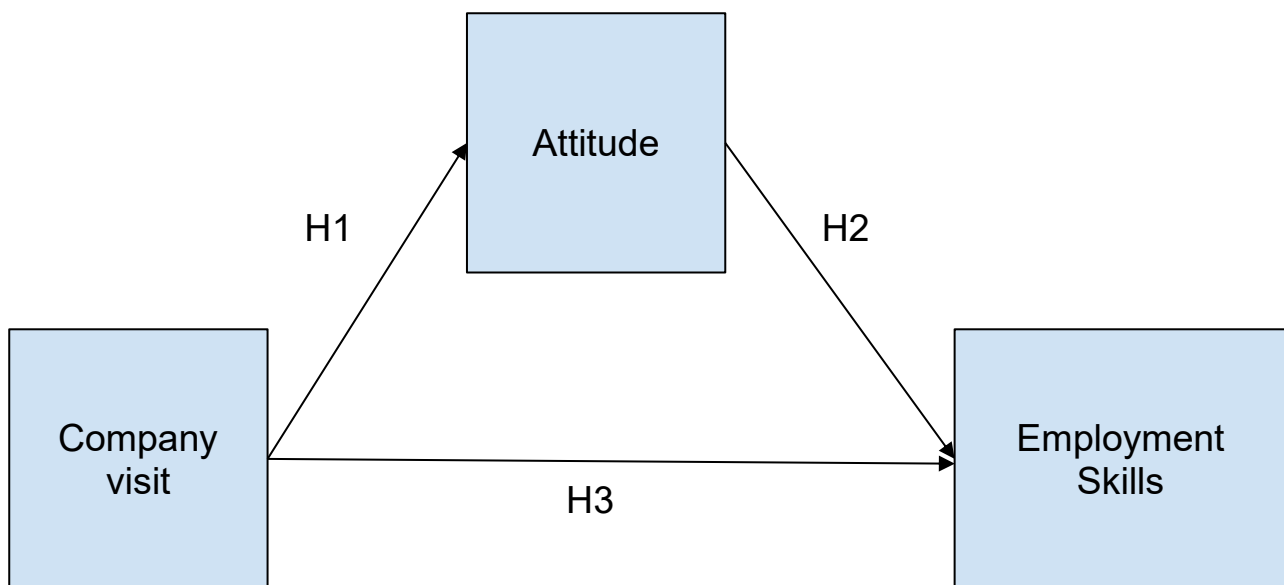


Figure 2. Proposed Research Model

Source: The authors (2025)

3.2. Research hypothesis

Previous research showed that company visits play an important role that positively impacts students' attitudes. Through direct exposure to real-world work environments, students can gain a clearer understanding of their future careers, thereby sparking interest and learning motivation (My Hanh, 2010). As González-Peña, Peña-Ortiz, and Morán-Soto (2021) have demonstrated, this practical experience enhances students' awareness of the connection between theoretical knowledge and practical application, contributing to the development of positive professional attitudes, including career aspirations, career readiness, and the perceived alignment between education and career (Gault et al., 2010; Erdogan, 2018). Witnessing operations within their natural setting not only improves learning effectiveness but also fosters student enthusiasm and engagement (My Hanh, 2010). Therefore, the author proposes the hypothesis:

H1: Company visits have a positive effect on attitude

Attitudes are shown in many researches in positively developing students' employability skills. Hsu (2005) and Chang (2013) have shown that positive learning attitudes encourage active participation in the learning process, helping students develop critical thinking, problem-solving, and lifelong learning skills. Brahm & Jenert (2015) also found that positive attitudes can promote proactive learning behaviors and enhance learning outcomes. Additionally, positive professional attitudes, characterized by proactivity, enthusiasm, and a learning mindset, are foundational for students to develop essential soft skills such as communication, teamwork, and self-management (Jackson, 2013; Wickramasinghe and Perera, 2010). Particularly, the Sambell and Mooore (2017) matrix has summarized the important factors of employment skills mentioned in previous studies include communication skills, career management skills, self-management skills, professional skills and academic skills. Therefore, the author proposes the hypothesis:

H2: Attitude has a positive effect on employability skills

Previous research indicates that company visits positively impact students' employability skills. These visits not only provide opportunities for students to observe and practice job-related skills in real-world settings, enhancing their professional expertise (Gupta et al., 2021), but also enable students to interact with professionals, thereby developing communication, teamwork, and networking skills (Jackson and Bridgstock, 2021). Furthermore, company visits help students better understand labor market demands, guiding them to develop relevant skills and improve their job prospects (Huu Nang, 2023; Phuc Quan, 2024). Trong Hop et al. (2022) also emphasize that exposure to corporate environments helps students identify areas for improvement, encouraging them to proactively enhance their capabilities. Therefore, the author proposes the hypothesis:

H3: Company visits have a positive effect on employability skills

3.3. Questionnaire development and research scale selection

The questionnaire is shown below.

Table 2. Research questionnaire

Code	Questionnaire	Sources
COM	A. Company visit	
COM1	The suitability between the company visit with the field of study	Chen (2022)
	After the visit, how do you rate	Gupta et al. (2021)
		Markom et al.(2011)
COM1.1	1. Company visit fits into the subjects at the university	
COM1.2	2. Information obtained from company visit is relevant to career orientation	
COM1.3	3. Company visit helps to visualize more clearly the knowledge you learned in class.	
COM1.4	4. The information provided by the business helps you understand the operating process of the field you are studying.	
COM1.5	5. You understand more about the field you are studying	
COM2	The quality of the company visit	
	After the visit, how do you rate	
COM2.1	1. The company visit is well-organized	Carbone et al (2020)

Code	Questionnaire	Sources
COM2.2	2. The content of the company visit is valuable and rich (The program combines introductions to the business, production processes, and corporate culture)	
COM2.3	3. You get to interact with employees	
COM2.4	4. You understand more about career opportunities	
COM2.5	5. You understand more about necessary career skills	
TD	B. Attitude measurement	
TD1	Learning attitude After the company visit, how do you rate	Brahm and Jenert (2015)
TD1.1	1. You find the company visit interesting and want to enjoy it	
TD1.2	2. You are worried that the activity will not be effective for you	
TD1.3	3. You are satisfied with similar experiences in the past	
TD1.4	4. You have a clear goal when participating in the company visit	
TD1.5	5. You find the visit useful and important for your personal development	
TD1.6	6. You can understand and grasp the content during the company visit	
TD1.7	7. You actively participate in activities (e.g., discussion, asking questions, giving opinions, etc.) during the company visit	
TD2	Professional attitude After the company visit, how do you rate	

Code	Questionnaire	Sources
TD2.1	1. Do you have specific and clear goals for your career path?	Rahman and Islam (2021)
TD2.2	2. Do you want to achieve great things in your career or field?	Asante and Alhassan (2018)
TD2.3	3. Do you actively participate in training courses, seminars or skills development programs?	EAB (2020)
TD2.4	4. Do you actively seek internship or practical work opportunities related to your field of study?	
TD2.5	5. Do you feel that the knowledge and skills you learn at university support your career path well?	
KNG	C. Skill measurement	
KNG1	Communication skill	
	After the company visit, how do you rate	
KNG1.1	1. Express yourself clearly and perceptively, appropriate to different audiences and levels	Jackson (2013) Duke (2002)
KNG1.2	2. Suggest and receive feedback appropriately and constructively	
KNG1.3	3. Speak in public, communicate effectively and confidently	
KNG1.4	4. Participate in discussions in a positive and constructive manner	
KNG1.5	5. Present professionally, coherently, structured and clearly in written forms	
KNG1.6	6. Develop your active listening skills, leading to better understanding and feedback	

Code	Questionnaire	Sources
KNG1.7	7. Explain technical concepts to non-technical people more effectively	
KNG1.8	8. Communicate with appropriate level of detail	
KNG1.9	9. Manage information flow within a team	
KNG1.10	10. Summarize issues	
KNG2	Career management skills After the company visit, how do you rate	
KNG2.1	1. You want to learn more information related to your field of study	Cedere et al.(2020)
KNG2.2	2. You want to find companies to intern	
KNG2.3	3. You want to participate in the following seminars related to your field of study/future career orientation	
KNG2.4	4. You want to connect with experts in the field to learn	
KNG3	Self-management skills After the company visit, you will be able to	Claro and Loeb (2019)
KNG3.1	1. Conduct research and learn about the tasks you are about to undertake	
KNG3.2	2. Create a clearer schedule for your activities	
KNG3.3	3. Actively ask questions and learn more about the issues around you	
KNG3.4	4. Actively apply the knowledge you have learned to your daily activities	
KNG3.5	5. Change your expectations and goals of your plan after problems arise beyond your control	

Code	Questionnaire	Sources
KNG3.6	6. Remain calm and flexible when things are beyond your control	
KNG4	Professional skills After the company visit, you will be able to	Claro and Loeb (2019)
KNG4.1	1. You have the necessary skills for your career	
KNG4.2	2. You have the necessary knowledge for your career	
KNG4.3	3. You can relate to the knowledge you have learned	
KNG5	Academic skills After the company visit, you will be able to	Lee et al.(2020)
KNG5.1	1. You know what you need to learn for your future career	
KNG5.2	2. You know where to learn about career knowledge	

Source: The authors (2025)

4. Data Analysis Method and Research Results

4.1. Analysis Software

The SPSS 20 software is used in this research for analysing data.

4.2. Research Results

4.2.1. Descriptive Statistics

The authors collected 308 valid questionnaires from students studying at the Foreign Trade University Ho Chi Minh City Campus.

Table 3. Descriptive statistics

Criteria	Components	Quantity	Proportion (%)
Grade	K59 (Year 5)	1	0.33%
	K60 (Year 4)	110	35.83%

	K61 (Year 3)	22	7.17%
	K62 (Year 2)	90	29.32%
	K63 (Year 1)	84	27.36%
Field of study	International business	109	35.50%
	International business management	57	18.57%
	International finance	66	21.50%
	Integrated Marketing communications	18	5.86%
	Logistics and supply chains	57	18.57%
No. of company visit	1	143	46.58%
	2	60	19.54%
	3	57	18.57%
	4	23	7.49%
	5 and bove	24	7.82%

Source: The authors (2025)

4.2.2. Preliminary scale evaluation results

Table 4. Preliminary scale evaluation results

Factor (Number of Observed Variables)	Cronbach's Alpha	Total Variable Correlation Minimum	KMO	p-value	Average Variance Extracted
<i>COM1</i> - The suitability between the company visit with the field of study	0.945	0.827	0.897	0.000	82.085
<i>COM2</i> - The quality of the company visit	0.916	0.762	0.858	0.000	74.937
<i>TD1</i> - Learning attitude	0.907	0.400	0.912	0.000	66.297
<i>TD2</i> - Professional attitude	0.923	0.754	0.895	0.000	76.587
<i>KNG1</i> - Communication skill	0.974	0.843	0.963	0.000	80.843
<i>KNG2</i> - Career management skills	0.923	0.804	0.851	0.000	81.325
<i>KNG3</i> - Self-management skills	0.933	0.778	0.858	0.000	75.081
<i>KNG4</i> - Professional skills	0.925	0.816	0.753	0.000	87.018
<i>KNG5</i> - Academic skills	0.902	0.822	0.500	0.000	91.087

Source: The authors (2025)

Based on the preliminary scale evaluation results table above, we can see that all factors have Cronbach's Alpha values exceeding 0.7, proving that the scale has good reliability. In terms of the total variable correlation minimum, the factors with the minimum total variable correlation values ranged from 0.4 to 0.843, all above 0.3, proving that the observed variables are well correlated with the overall scale. In addition, when considering the suitability of factor analysis using the KMO coefficient (Kaiser-Meyer-Olkin), the results all gave indexes greater than 0.5, proving that it can be concluded that factor analysis is appropriate. The Bartlett test results with a significant level of $\text{sig.} = 0.000 < 0.05$, proving that the data used for factor analysis is also completely appropriate. The Eigenvalue coefficient is greater than 1, completely satisfying the initial proposal of the research

team; the extracted variance value is over 50% shows that the factor groups reflect over 50% of the variation of the observed variables included.

4.2.3. Formal Evaluation Results

For regression analysis, a composite variable are calculated as below:

Suitability of Company visit (COM1) = mean (COM1.1,COM1.2, COM1.3,COM1.4,COM1.5)

Quality of Company visit (COM2) =mean (COM2.1,COM2.2,COM2.3,COM2.4)

Learning Attitudes (TD1) = mean (TD1.1, TD1.2, TD1.3, TD1.4, TD1.5, TD1.6, TD1.7)

Employment Attitudes (TD2) = mean (TD2.1,TD2.2, TD2.3, TD2.4, TD2.5)

Communication skill (KNG1) = mean (KNG1.1,KNG1.2,KNG1.3,KNG1.4)

Career management skills (KNG2) = mean(KNG2.1, KNG2.2, KNG2.3, KNG2.4)

Self-management skills (KNG3) = mean(KNG3.1, KNG3.2, KNG3.3, KNG3.4, KNG3.5, KNG3.6)

Professional skills (KNG4) = mean(KNG4.1, KNG4.2, KNG4.3)

Academic skills (KNG5) = mean(KNG5.1, KNG5.2)

The 3 hypothesis was tested with 308 results from the survey for the proposed research model through Hayes Process Model 6 (2017) uses regression analysis to analyse the direct and indirect effects, the result is shown in the Table 5 below. Hence, there is partial serial mediation of learning attitude and employment attitude on the relationship between company visit and employability skill.

Table 5. Effects of COM1 and COM2 on KNG1-KNG5 through Mediator Variables

Total Effect (p- value)	Direct Effect (p- value)	Relationship	Indirec t Effect	Confidence Interval		t - statistics	Conclusion
				Lower Bound	Upper Bound		
0.5609 (0.0000)	0.2159 (0.0000)	Suitability -> Learning -> Employment Attitudes -> Communication Skill	0.1345	0.0616	0.2160	3.449	Direct effect and Partial Mediation

Total Effect (p-value)	Direct Effect (p-value)	Relationship	Indirect Effect	Confidence Interval		t - statistics	Conclusion
0.6685 (0.0000)	0.2259 (0.0000)	Quality -> Learning -> Employment Attitudes -> Communication Skill	0.1147	0.0458	0.1953	3.092	Direct effect and Partial Mediation
0.5117 (0.0000)	0.1398 (0.0004)	Suitability -> Learning -> Employment Attitudes -> Career Management Skills	0.1706	0.0997	0.2497	4.5132	Direct effect and Partial Mediation
0.6434 (0.0000)	0.1766 (0.0000)	Quality -> Learning -> Employment Attitudes -> Career Management Skills	0.1506	0.0839	0.2234	4.1833	Direct effect and Partial Mediation
0.4950 (0.0000)	0.1590 (0.0000)	Suitability -> Learning -> Employment Attitudes -> Self- Management Skills	0.1239	0.0651	0.1915	3.8478	Direct effect and Partial Mediation
0.5721 (0.0000)	0.0979 (0.0601)	Quality -> Learning -> Employment Attitudes -> Self- Management Skills	0.1174	0.0566	0.1847	3.5793	Direct effect and Partial Mediation
0.6057 (0.0000)	0.2911 (0.0000)	Suitability -> Learning -> Employment Attitudes -> Professional Skills	0.1339	0.0615	0.2111	3.6287	Direct effect and Partial Mediation

Total Effect (p-value)	Direct Effect (p-value)	Relationship	Indirect Effect	Confidence Interval	t - statistics	Conclusion
0.6762 (0.0000)	0.2292 (0.0002)	Quality -> Learning -> Employment Attitudes -> Professional Skills	0.1191	0.0502 0.1893	3.3549	Direct effect and Partial Mediation
0.5549 (0.0000)	0.2440 (0.0000)	Suitability -> Learning -> Employment Attitudes -> Academic Skills	0.1341	0.0734 0.2013	4.0636	Direct effect and Partial Mediation
0.6618 (0.0000)	0.2761 (0.0000)	Quality -> Learning -> Employment Attitudes -> Academic Skills	0.1097	0.0453 0.1773	3.2552	Direct effect and Partial Mediation

Source: The Authors (2025)

The table above shows the significant direct effect of suitability and quality of a company visit on employment skills, and the indirect effect through learning attitudes and employment attitudes variables.

For the indirect path through attitude, the confidence interval is not including 0, b is varied from 0.1097 to 0.1706, t-statistic is higher than 2.0 (Field, 2013) which shows there is partial mediation effect in the learning attitudes and employment attitudes on mediating the relationship between the two variables being tested. In addition, the total effects are significant with p value < 0.0001 and the direct effects also significant with most cases of zero p value, as the total effect and direct effect together qualify the mediation of the attitude. Hence, supporting H1 and H2.

For the direct path from company visit to employment skills, the quality and suitability of the company visit have a significant impact on communication skills, career management skills, self-management skills, professional skills and academic skills. To be specific, for suitability and quality of the company visit variable, we can see that the direct effect of suitability and quality on communication skill was significant ($b = 0.2159$, $p < 0.001$; $b = 0.2259$, $p < 0.001$). Coming to the effect on career management skills, the result is $b = 0.1398$, $t = 4.5132$ and $b = 0.1766$, $t = 4.1833$. Similarly, on profession and academic skills with b varied from 2.292 to 2.276 and $p < 0.0001$. On self-management skills, for the suitability path, the direct effect is 0.1590, $p < 0.001$. Even though the quality path shows a direct effect of 0.0979 ($p = 0.0601$, which is marginally significant) but with a confidence interval of [0.0566, 0.1847] and $t = 3.5793$ together confirms the positive direct effect

relationship between the quality of the company visit and self-management skills. Thus, H3 is supported.

From the regression result, we can see that communication skills and career management skills are most strongly affected. Communication skills (KNG1) are greatly affected by the suitability of the company visit and the quality of the tour program, with total impacts of 0.5609 and 0.6685, respectively. The company visit helps students practice communication skills, listening, asking questions and handling situations in the business environment. Career management skills (KNG2) are also significantly affected by COM1 (0.5117) and COM2 (0.6434), helping students plan their careers, build a development roadmap and adapt to the labor market. Professional skills (KNG4) are improved thanks to the connection between theory and practice, with the total impact of COM1 and COM2 from 0.5721 to 0.6762. Students have the opportunity to access real working processes, improving problem-solving thinking. Academic skills (KNG5) also have significant improvements (0.5721 - 0.6618), helping students develop critical thinking, research and information processing skills as tours promote self-study spirit and improve independent research capacity. Self-management skills (KNG3) is influenced by COM1 and COM2 but at a lower level than other skills. To increase effectiveness, it is necessary to add activities such as personal planning, time management, and soft skills training. The quality of the program (COM2) has a stronger impact, especially on communication skills and career management. Although COM2 has a greater impact, COM1 still plays an important role in career management skills. Combining both factors will help optimize the effectiveness of skill development for students.

5. Conclusion

Company visits and their effects on employability skills at Foreign Trade University – Ho Chi Minh City Campus are analyzed in this study. Results showed that all students surveyed participated in at least one visit, with many participating in several trips. Initially, five important factors: suitability of company visit, quality of company visit, learning attitude, professional attitude, and employment skills (comprising communication, career management, self-management, professional and academic skills) were validated to be reliable.

The regression analysis provided stronger verification of the links above, with company visits positively enhancing students' employment skills, while the attitude is partially mediated. This could be explained through the process of participation in visiting the company, the students improve their employment skills directly through interaction with the human resource department and the company's organizer, having the environment to express ideas and listening from the company visit facilitator, and having teamwork activities through the company visit.

To derive maximum benefits from company visits, students are encouraged to actively engage, interact with industry professionals, ask questions, and introspect on their experience to reinforce skill development. The university on the other side should weave visits into the syllabus to align with course objectives and facilitate pre-trip orientations, post-trip debriefings, and more academic support. Securing adequate funding and establishing a feedback system from the students, faculty, and industry partners on these programs will further enhance it. In short, to improve the effectiveness of the business tour program, it is necessary to ensure that the content is suitable for the major and

improve the quality of the organization. This is the foundation to help students comprehensively develop their skills and better prepare for the labor market.

However, the study is limited by focusing on Foreign Trade University in Ho Chi Minh and only employment skills. Therefore, future research could widen the research to various universities and in different contexts, cover more influencing factors, and study the impact of company visits on various skills.

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