Internationalisation and the Development of Global Graduates

Helen Spencer-Oatey

Key themes

- What are employers looking for?
- Is the diversity of staff & students helping foster ‘global graduates’?
- How can we know?
- How can we plan strategically with a good evidence base?
Employer Perspectives on ‘Global graduates’
Employer perspectives

1. "Competing across borders: How cultural and communication barriers affect business" - A report from the Economist Intelligence Unit
2. "HELPING THE UK THRIVE: CBI/PEARSON EDUCATION AND SKILLS SURVEY 2017"
3. "Global Graduates: Global Graduates into Global Leaders"
Employer perspectives

EIU Report (2012) *Competing across Borders*

- Survey completed by 572 executives from companies with either an international presence or plans for international expansion;
- In-depth interviews with 8 independent experts/executives from around the world.
Employer perspectives

Chart 5

Please state the extent to which you agree or disagree with the following statements:

(% respondents)

- Strongly agree/agree
- Neutral
- Disagree/strongly disagree

- **64%**: Better cross-border collaboration has been a critical factor in the improvement of our organisation's performance in the past three years
- **67%**: The multicultural nature of cross-border teams breeds innovation
- **51%**: Cultural and linguistic diversity can make it difficult to collaborate internally across borders and with our external partners

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How do cultural factors or differences such as language and local customs affect your company's plans for international expansion?

- Hampers a lot/somewhat
- Does not affect at all
- Helps our plans for international expansion

- **UK**: 10% Hampers, 28% Helps, 62% Does not affect
- **Nordics**: 27% Hampers, 36% Helps, 37% Does not affect
- **Russia**: 8% Hampers, 3% Helps, 89% Does not affect
- **US**: 18% Hampers, 27% Helps, 55% Does not affect
- **France**: 14% Hampers, 23% Helps, 63% Does not affect
- **Italy**: 17% Hampers, 20% Helps, 63% Does not affect
- **Spain**: 9% Hampers, 3% Helps, 98% Does not affect
- **Brazil**: 15% Hampers, 15% Helps, 70% Does not affect
- **China**: 21% Hampers, 12% Helps, 67% Does not affect
Introduction: 2 Key EIU findings

1. Organisations with international ambitions increasingly expect prospective employees to be fluent in key foreign languages;

2. Misunderstandings rooted in cultural differences present the greatest obstacle to productive cross-border collaboration.
Internationalisation and ‘Global graduate’ skills
True or false?

A. The more diverse our body of students and staff, the more internationalised we are.
True or false?

B. The more international/diverse our campus, the better is our students' study experience.
True or false?

C. Student satisfaction is an indicator of successful internationalisation.
# Internationalisation Ranking Criteria

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Organisation</th>
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<tr>
<td></td>
<td>THE</td>
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<tr>
<td>Composition: international students</td>
<td>✓</td>
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<tr>
<td>Composition: international staff</td>
<td>✓</td>
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<tr>
<td>Composition: international diversity</td>
<td>✓</td>
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<tr>
<td>Incoming &amp; outgoing student mobility</td>
<td>✓</td>
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<tr>
<td>International student support (religious facilities)</td>
<td>✓</td>
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<tr>
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Internationalisation & integration

“simply having a diverse student body does not mean the education or even the campus is global in nature. What comes as an essential part of a global education is the inclusion of international students in communities and classes.”

British Council
Integration of international students: A UK perspective
2014
Internationalisation & integration

- Why is integration important for fostering ‘global graduate’ skills & qualities?
  - For the answer, we need to understand how growth in intercultural competence takes place.
Global PAD Growth Model

Contexts for Growth

Routes to Growth

Manifestations of Growth

MOTIVATION/ATTITUDES FOR GROWTH

EXPERIENCES OF DIFFERENCE

COPING PROCESS

LEARNING PROCESS

IC COMMUNICATION SKILLS

IC RAPPORT SKILLS

IC KNOWLEDGE

IC QUALITIES

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Internationalisation & integration

Experiencing difference/moving out of comfort zone is critically important

Many types of opportunities; e.g.

- Study abroad
- Volunteering
- Work placements ...
- Mixing with people from diverse backgrounds, socially and academically, is a very important element. i.e. student integration
Stages of Internationalising HEIs

- **Pre-Internationalization**
  - Culturally homogeneous campus community

- **Structural Internationalization**
  - Culturally diverse students & staff: *limited* intercultural interaction, integration and personal growth

- **Community Internationalization**
  - Culturally diverse university community: *high levels* of intercultural interaction, integration and personal growth

- **Competency Internationalization**
  - Interculturally competent staff and students
Internationalisation & integration

Experiencing difference

- How integrated are our student communities?
Social mixing (Warwick ISB/SB)

Satisfaction with making friends

- From my home country:
  - China: 92%
  - EEA: 87%
  - UK: 89%
  - Other overseas: 63%

- From this country:
  - China: 94%
  - EEA: 79%
  - UK: 70%

- From other countries:
  - China: 80%
  - EEA: 80%
  - UK: 80%
  - Other overseas: 88%
Social mixing (Warwick ISB/SB)
(additional item)

I find it difficult to socialise with people who are from different countries

![Bar chart showing the percentage of respondents who find it difficult to socialise with people from different countries by region. The chart includes data for China, EEA, UK, and Other overseas, with different percentages for the entire sample and PGT.](chart.png)
How can we develop a strategic plan for GG skills growth?
Needs analysis

- Development of ‘Global Graduates’ entails more than social mixing;
  - We’ve developed the **Global Education Profiler (GE-P)** to help probe a range of aspects, each in greater depth than the ISB/SB.
  - Now licensed to i-Graduate.
## Measuring internationalisation

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<th>Traditional</th>
<th>GE-P</th>
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<tbody>
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<td>✓</td>
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<tr>
<td>Global graduate skills &amp; support</td>
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Needs analysis

What does the GE-P offer?

- Respondents rate items in two ways: Importance and Actual experience.
- Identifies students’ aspirations for integration and for developing ‘Global Graduate’ skills;
- Identifies students’ actual experiences of integration, opportunities and support for developing ‘Global Graduate’ skills;
- Shows the gap between the two;
- Provides vital information for strategic planning for internationalisation.
GE-P: The GAP matrix

Importance to me (IMP)

LOW IMPORTANCE

HIGH IMPORTANCE

LOW

HIGH
GE-P: The GAP matrix

HIGH

My actual experience (EXP)

HIGH EXPERIENCE

LOW EXPERIENCE

LOW
GE-P: The GAP matrix

Students' experience

Importance to students

OVERDELIVER

UNDERDELIVER

45° diagonal line = zero gap

Experiences meet importance
Further information

- Dashboard with data from about 4000 students from 7 universities in 5 countries available here: www.globalpad.net/ge-p
  - Quantitative data
  - Open comments
- GE-P available from i-Graduate
A Case Study
Case study background

University in Europe:
- Strong international outlook;
- Courses taught in English;
- 359 respondents taking 4 year integrated masters in Engineering Technology;
- Intercultural skills very important to them for employability reasons;
- Strategic timing – half-way through the 4 year course.
Communication Skills

Nurturing 7%
Flourishing 55%
Stagnating 17%
Dissatisfying 21%

Trimeans:
IMP: 4.03 (4.78)
EXP: 3.76 (4.15)
GAP: -0.27 (-0.62)

Items rated as the most important

- I am getting better at explaining my ideas clearly to others (CS)
- I am developing the communication skills I need for working in global contexts (CS)
- If I don’t understand what someone says, I find ways of clarifying what I mean (CS)
Strategic interpretation (CS)

- Reassuring – communication is distinctive feature of the programme
  - Specific module on communication each term and also woven into all modules;
  - Students are responding positively to it.
- Plans for curriculum reform (from a higher level) are putting communication modules under threat.
  - This finding indicates they’d be unwise to make such changes.
Strategic interpretation (CS)

- **For follow up:** (Analyse open comments for insights)
  - What is it about the communication element that students particularly appreciate?
  - How can the experience be further improved?
  - Reconsider the curriculum reform plans.
Items with largest gap between aspiration and experience

- I regularly spend time with fluent speakers of the foreign language I am learning (LS)
- I have been given helpful tips on strategies for foreign language learning (LS)
- The university provides good opportunities for me to learn the foreign language of my choice (LS)
Strategic interpretation (LS)

- Somewhat surprising
  - 58% attach importance to foreign language skills
  - Most feel university is under delivering (below the diagonal)

- For follow up: (Analyse open comments for insights + maybe focus group discussions)
  - What exactly is it that students feel is missing?
Social Integration

- Nurturing: 10%
- Flourishing: 21%
- Stagnating: 51%
- Dissatisfying: 18%

Trimeans:
- IMP: 3.28 (4.45)
- EXP: 3.15 (3.60)
- GAP: -0.13 (-0.85)

Academic Integration

- Nurturing: 15%
- Flourishing: 25%
- Stagnating: 48%
- Dissatisfying: 12%

Trimeans:
- IMP: 3.30 (4.47)
- EXP: 3.30 (3.70)
- GAP: 0 (-0.77)
Items rated as the least important

- In lectures and seminars, I regularly sit next to people from different cultural backgrounds (AI)
- I regularly take part in events that bring people together from diverse cultural backgrounds (SI)
- The academic and administrative staff in my department are from many cultural backgrounds (AI)
Strategic interpretation (SI, AI)

- Worrying because
  - Program gives emphasis to internationalisation
  - Stream taught in English has plenty of students of different nationalities/backgrounds

- **For follow up:** (Analyse open comments for insights + maybe focus group discussions)
  - Why is so little importance attached to social and academic integration?
  - Are there nationality/regional differences?
European (n=289)

- Nurturing: 10%
- Flourishing: 17%
- Stagnating: 57%
- Dissatisfying: 16%

Trimeans:
- IMP: 3.18 (4.18)
- EXP: 3.10 (3.73)
- GAP: -0.08 (-0.45)

Asian (n=43)

- Nurturing: 8%
- Flourishing: 43%
- Stagnating: 18%
- Dissatisfying: 31%

Trimeans:
- IMP: 4.03 (4.83)
- EXP: 3.59 (3.67)
- GAP: -0.43 (-1.16)
Strategic interpretation (SI, AI)

- Clear nationality differences
  - Europeans have an aspiration problem
  - Asians have an experience problem

- **For follow up:** (Analyse open comments for insights + maybe focus group discussions)
  - Why European students attach so little importance to social and academic integration?
  - What difficulties Asian students perceive in integrating?
Case study reflections

Senior staff now wish to:

- Dig more deeply into the data to
  - Gain more insights;
  - Understand better what students want
- Use the data to help them in their strategic decision-making (e.g. around the provision of courses on communication)
- Identify the areas that most need allocation of resources
- Monitor strategic initiatives – plan to run the GE-P again in students’ final year.
Complementary steps
Complementary resources/tools

For university students:

- GoGlobal 3-stage training (especially for study abroad)
- e-Capsules
  - Asking questions
  - Working in groups
  - ... [More under development]
Developing IC competence

Global PAD tools to foster IC development:
- **3R** tool (Report, Reflect, Re-evaluate)
- Global Dexterity **Stretch** tool

Available at
www.warwick.ac.uk/globalpadintercultural
Intercultural Learning Cycle

Disorienting Encounter

MONITOR & REVIEW

A
- Manage Emotional Reaction

B
- Observe
- Consult cultural mediator

C
- Report
- Reflect,
- Re-evaluate
(3R Process)

ACT on Insights

B & C
- Plan and implement growth strategy
- Try out different behaviour(s)

 Adjustment

A
- Emotional reaction (partially) subsides

B
- Behaviour (partially) adjusted

C
- Perspective (partially) transformed

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Complementary tools/resources

For GE-P for staff:

- Academic/Teaching + Admin/Management;
- Important complementary perspective to the GE-P for students;
- Currently being piloted on a larger scale;
- Free piloting + confidential feedback report for any university interested.
Thank you!

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