

The background features a blue-toned graphic with silhouettes of people in various poses, some holding hands, and a globe. The overall theme is global and interconnected.

# **The Globally-Oriented Curriculum: *Using an Intercultural Competency Framework to develop Students' Ability to Work & Communicate across Cultures***

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# Overview

- **Internationalisation Policy Context**
  - The need for mid-level conceptualisation
- **Global People Competency Approach**
  - Rooted in extensive research into real-life samples of intercultural interaction

# Internationalisation Policy Context

**Context**

**High-level Rhetoric**

**Conceptual Gap**

**Grass-roots Activities**

# Context

## High-level Rhetoric

Internationalisation demands prioritisation at institutional level, and must be a part of the university's long-term strategy, owned by management and governing body alike.

Drummond Bone

Add more/better quotes??

# Context

## Grass-roots Activities:

### Examples:

- Orientation programmes
- Student mobility programmes
- One-world Week
- Cultural clubs and societies
- International Careers' Fairs

**Context**

**High-level Rhetoric**

??????

**Grass-roots Activities**

# Context: Mid-level Possibilities

## Preferences for an internationalised curriculum (Caruana 2010)

- equip graduates with the requisite cross-cultural skills, knowledge and attitudes to enhance their employability
- develop graduates as global citizens, who are aware of world issues and are empowered to bring about change towards a more just, sustainable society.



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# Global People Competency Approach

# Competency Approach

## Based in Centre for Applied Linguistics

- “Using an intercultural competency framework to develop students’ ability to work and communicate across cultures”
- Focus is on identifying ways in which we can support undergraduates to understand and develop intercultural competencies

# Competency Approach

- Rooted in extensive research and the outputs from the Global People project
- Motivated by a concern to provide practical tools for individuals to improve their effectiveness at working across cultures
- Interested in identifying some areas of activity at Warwick for productive interventions

# Competency Approach

- A sub-set of a larger competency list created to focus on the priorities of undergraduates
- Manageable in size and able to be tailored for local activities
- Each competency has observable behaviours
- Behaviours grouped by appropriate stage in the undergraduate journey

# Competency Approach

- Competencies are not exclusively about culture and language
- Generic competencies that underpin intercultural effectiveness e.g.
  - Flexible Thinking
  - Rapport Building
  - Spirit of Adventure

# Competency Approach

- *Initiate contact and show interest in people from unfamiliar cultures*
- *Develop connections on a personal level*
- *Exhibit warmth & friendliness*
- *Maintain and extend working relationships*
- *Be willing to focus on long-term trust-building*

# Competency Approach

## Competencies applied to 3 key needs:

- Dealing with transitions
- Managing participation
- Preparing for employment



# Competency Approach

## Pilot Applications of the Framework:

- developing cultural awareness within an international business module
- structuring an undergraduate personal development programme
- supporting the training of staff and postgraduate tutors
- preparing students for study abroad

# The Global People Team



## Centre for Applied Linguistics

Helen Spencer-Oatey, Stuart Reid, Stefanie Stadler and  
Nigel Ewington

# Further Information

<http://www.globalpeople.org.uk/>

- Competency framework with authentic examples + life cycle model + learning model + tools (focused on international teams)
- Competency framework + other resources will be available in Summer 2010

# Further Information

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