Fostering Global Graduates:

What are the routes to intercultural competence?

WARWICK
APPLIED LINGUISTICS

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Key questions

- Introduction: Why 'global graduates'?

- How can we best conceptualise intercultural competence?

- How well is internationalisation fostering 'global graduates'?

- How can we best address the issues?

Introduction: Why 'global graduates'?

Introduction

Why the emphasis on 'global graduates'?

- Employability for a globalising world;
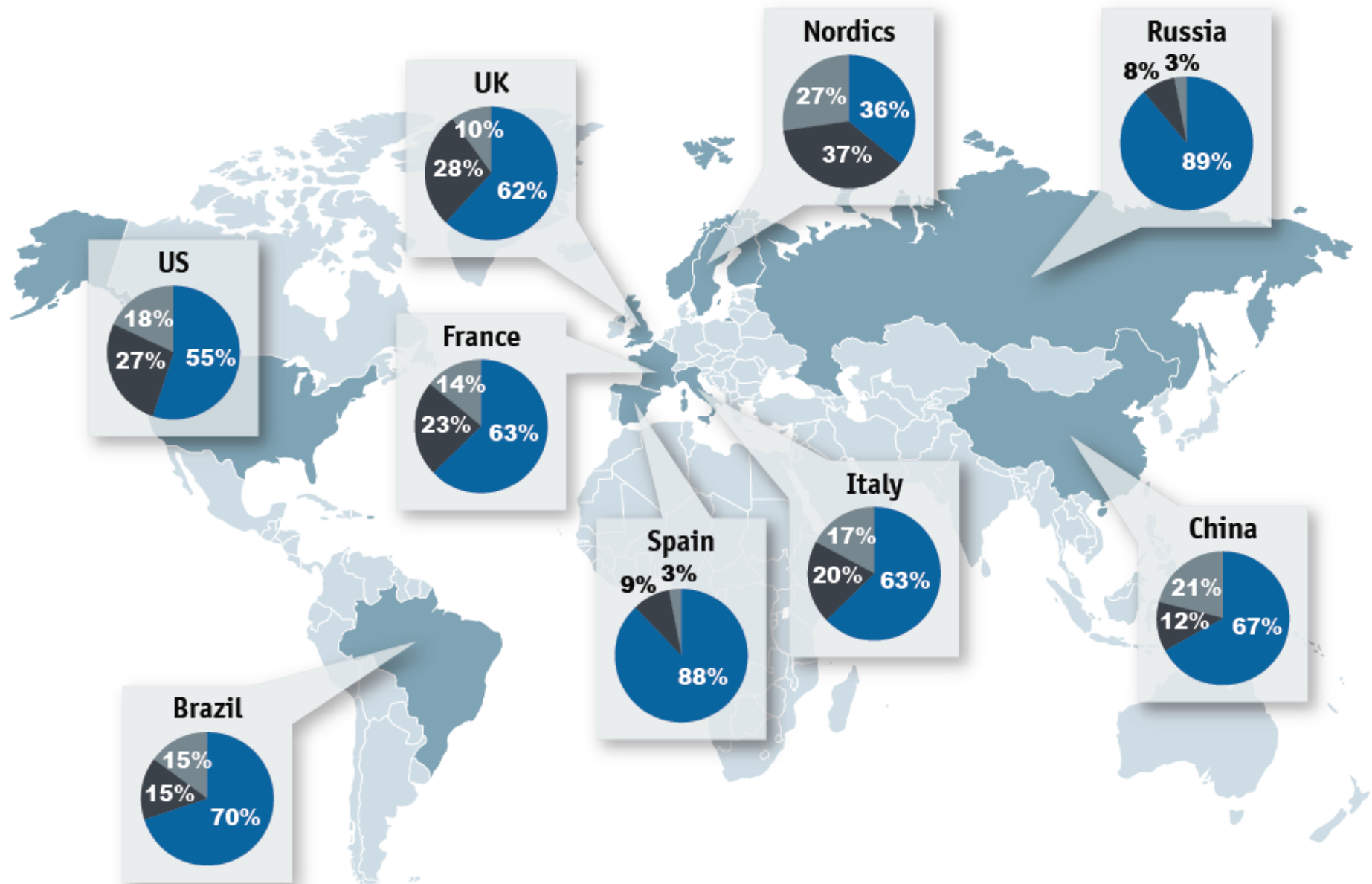- Need for 'global citizenship' attitudes

Introduction

Economist Intelligence Unit (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.

Chart 12

Q 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

Nordics
- 27%
- 36%
- 37%

Russia
- 8%
- 3%
- 89%

UK
- 10%
- 28%
- 62%

US
- 18%
- 27%
- 55%

France
- 14%
- 23%
- 63%

Italy
- 17%
- 20%
- 63%

China
- 21%
- 12%
- 67%

Spain
- 9%
- 3%
- 88%

Brazil
- 15%
- 15%
- 70%

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.

Introduction

Global Graduate report, 2011 (agr, CIHE, CFE)

[based on interviews with 12 leading employers collectively representing 3,500+ graduate recruits]
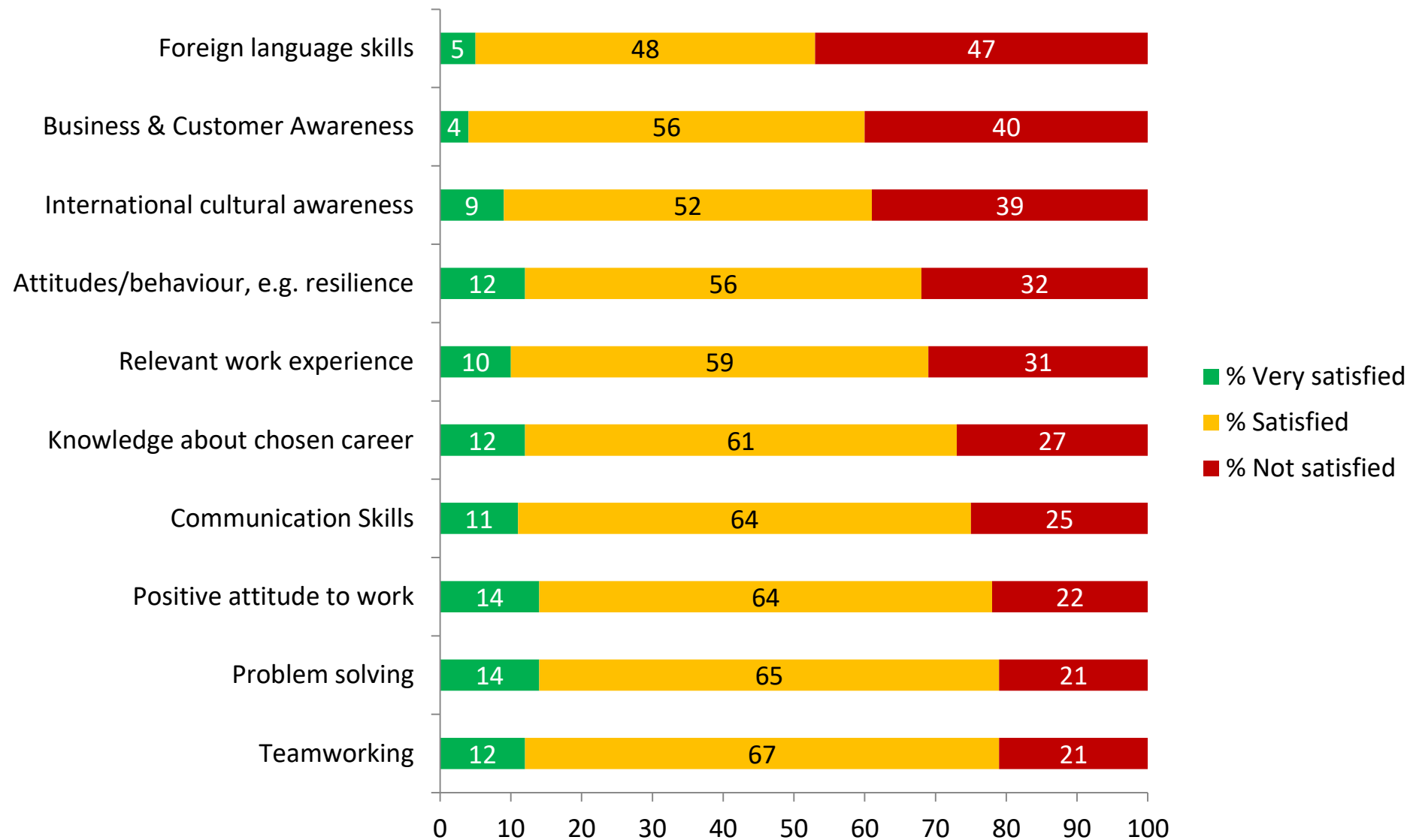
Introduction: CBI/Pearson 2018

Survey respondents: 379 businesses and trade associations, which represent over 28,000 employers

- 60% rated key aptitudes and attitudes among their top three priorities, ranking them ahead of formal qualifications;

- Many qualities are associated with intercultural competence.

Introduction: CBI/Pearson 2018

- Key drivers of success for young people in their working lives are attitudes and attributes such as:

  - Resilience
  - Communication skills
  - Enthusiasm
  - Problem solving
  - Creativity
  - Multicultural teamworking
  - Foreign language skills

➢ *Yet are employers able to recruit such graduates?*

CBI/Pearson Education & Skills Survey 2017

Introduction

Questions:

➢ *Why aren't we satisfying employers' requirements?*

➢ *What promotes the development of intercultural competence?*

　○ First, some assumption checks …

True or false?

A. The more diverse our body of students and staff, the more interculturally competent our students become.

True or false?

B. Students appreciate an interactive, multicultural classroom.

True or false?

C. Staff successfully facilitate an interactive, multicultural classroom.

Key questions

- Introduction: Why 'global graduates'?

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- How can we best address the issues?

Core conceptual challenge

➢ *How can we conceptualise intercultural competence?*

➢ *What models can help us?*

IC Competence Models

3 Key types of IC competence models:

- Compositional – components of competence

- Developmental – stages of progression

- Adaptational – (mutual) adjustment

Spitzberg & Changnon (2009)

IC Competence Models

3 Key types of IC competence models:

- **Compositional – components of competence**
- Developmental – stages of progression
- Adaptational – (mutual) adjustment

Spitzberg & Changnon (2009)
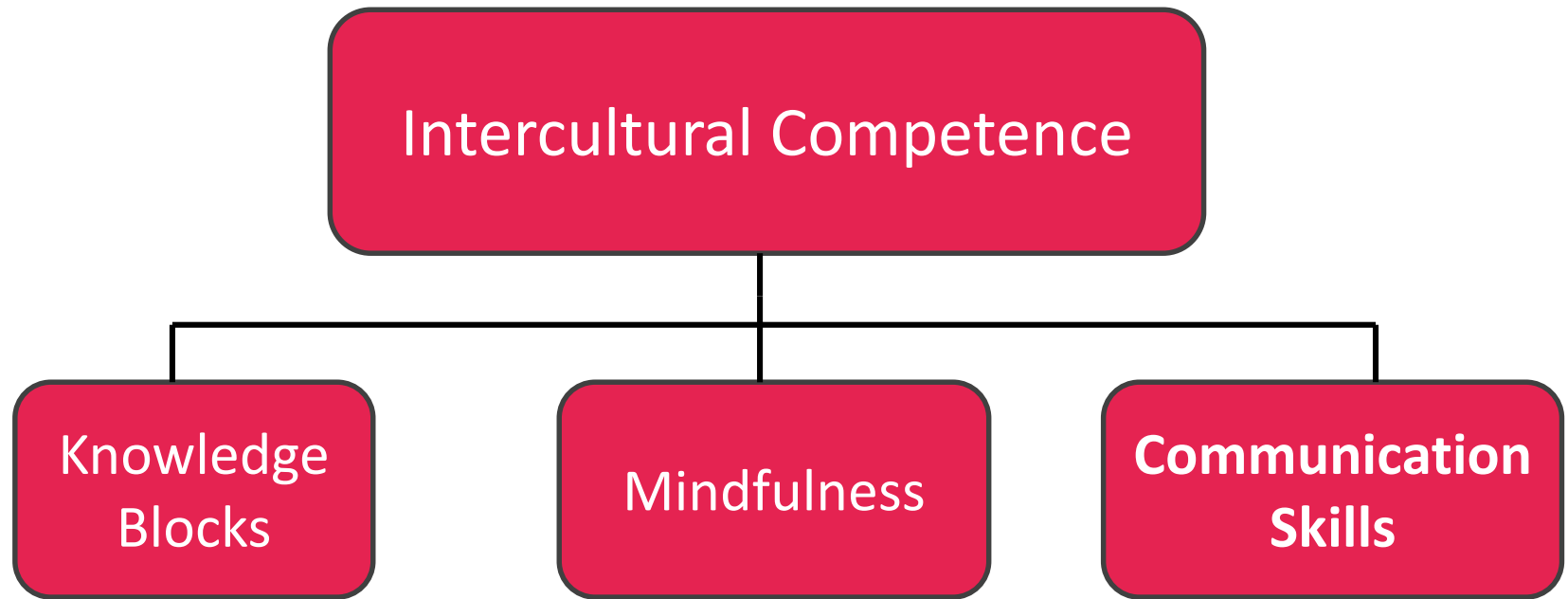
Competence Clusters

Communication Studies:

Intercultural Competence

- Personal Attributes
- Communication Skills
- Psychological Adaptation
- Cultural Awareness
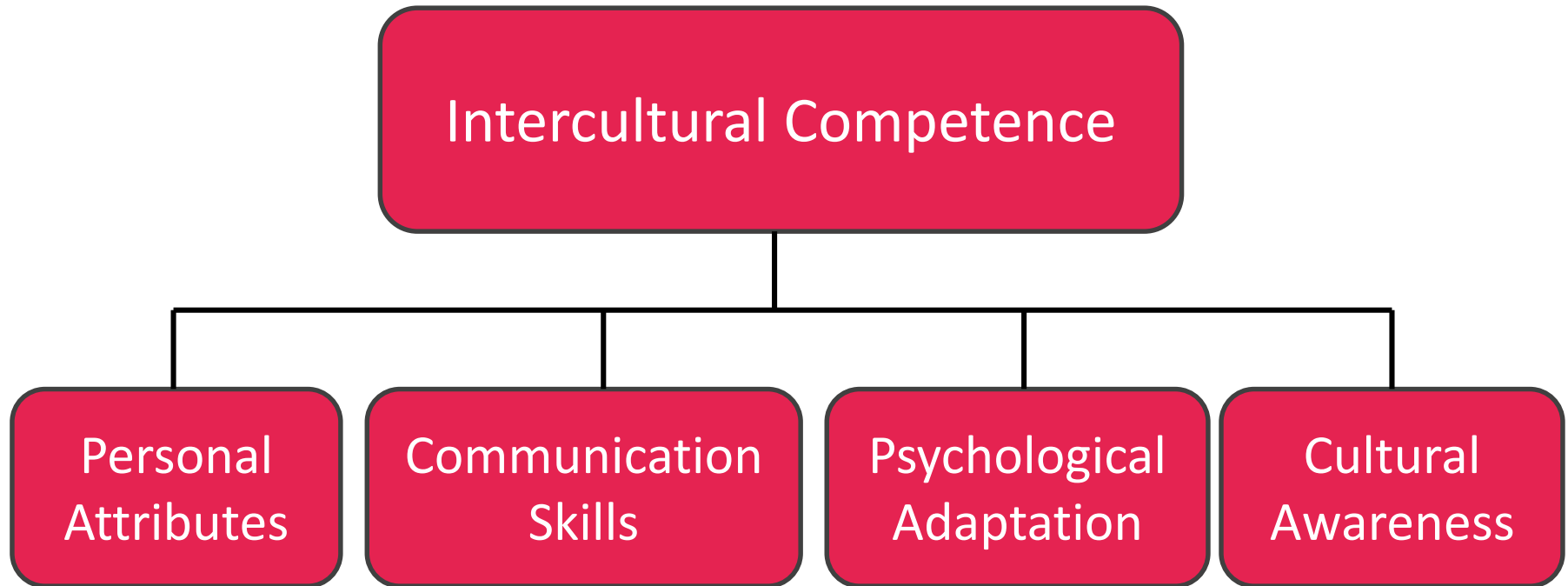
Chen & Starosta 2005

Competence Clusters

Communication Studies:

Intercultural Competence

Knowledge Blocks

Mindfulness

Communication Skills

Ting-Toomey 1999

Sample frameworks

Foreign Language Education:

Intercultural Communication Competence

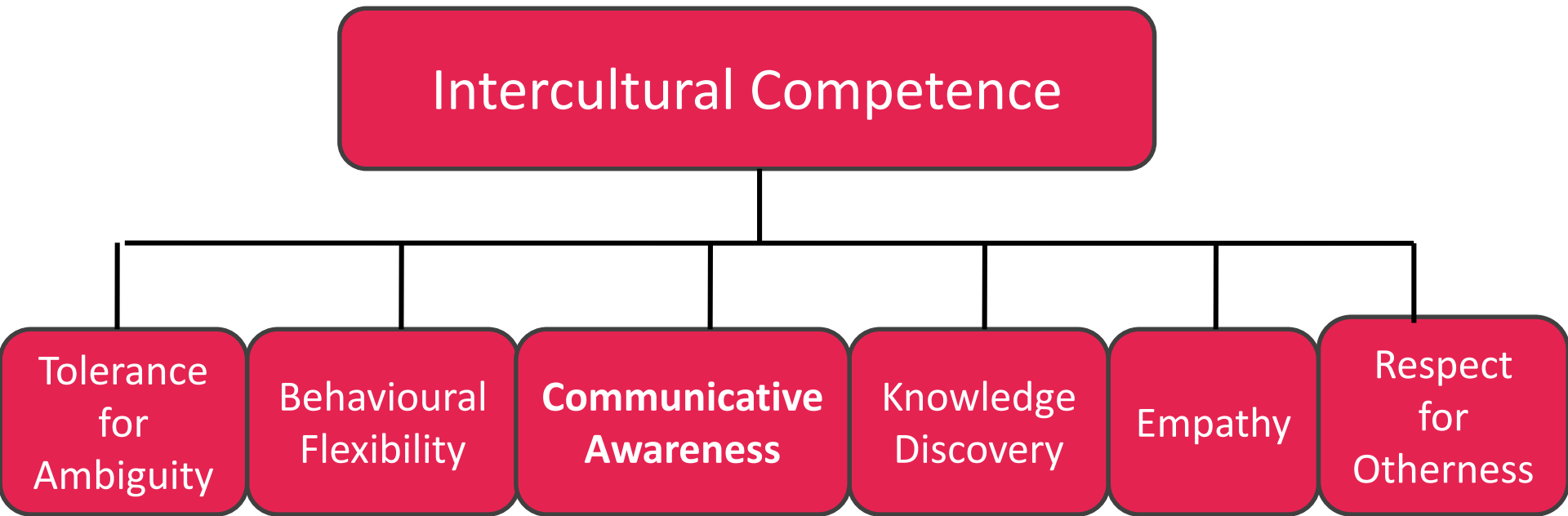- Attitudes
- Knowledge
- Skills of interpreting & relating
- Skills of discovering & interacting
- Critical cultural awareness/ political education

Byram 1997

Competence Clusters

INCA Framework

Intercultural Competence

| Tolerance for Ambiguity | Behavioural Flexibility | **Communicative Awareness** | Knowledge Discovery | Empathy | Respect for Otherness |

Prechtl & Lund 2007

Compositional models

Strengths

- Identify the end-goals

Weaknesses

- Little detail on component elements of the broad categories (e.g. communication);

- Authentic examples are rare;

- No information on route(s) to achieving the end-goals

IC Competence Models

3 Key types of IC competence models:

- **Compositional – components of competence**

- Developmental – stages of progression

- Adaptational – (mutual) adjustment
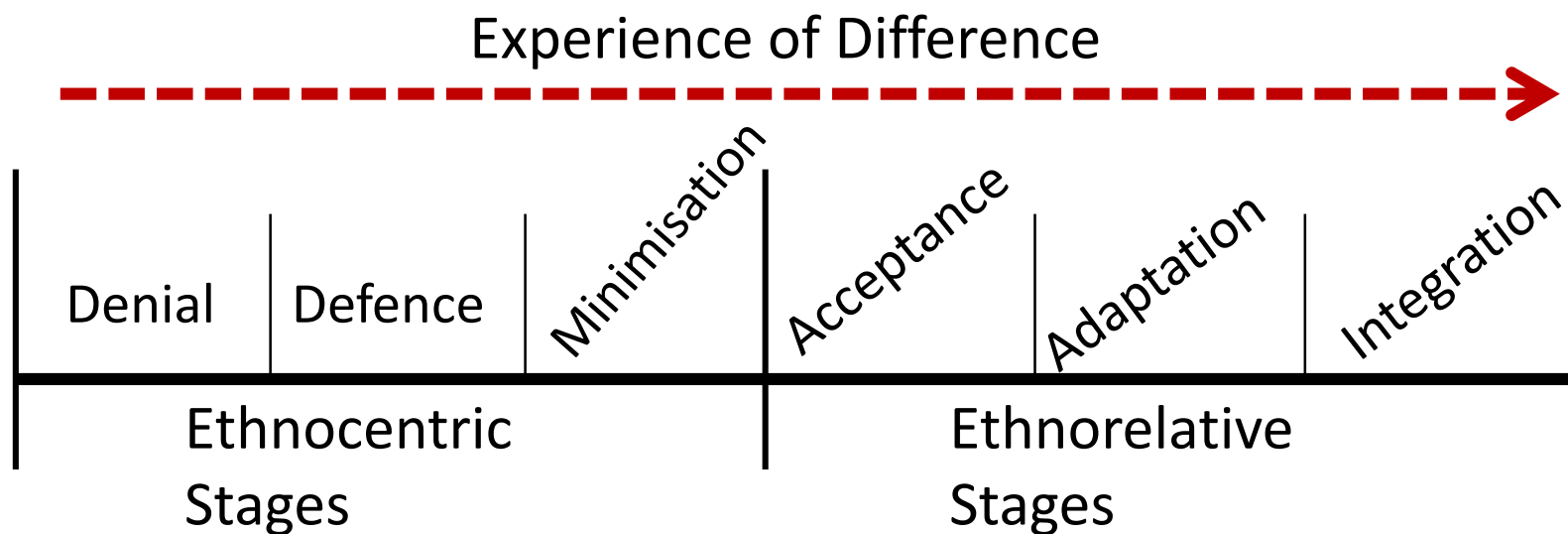
Spitzberg & Changnon (2009)

Bennett (1986, 2004) DMIS

Developmental Model of Intercultural Sensitivity (DMIS)

Key Features

- Developmental model: people move through predictable stages;
- Each stage represents a way of experiencing difference;
- The natural starting point is ethnocentrism – viewing the world from our own perspective rather than that of others;
- As we become more interculturally sensitive, we are able to take an increasingly ethnorelative perspective.

Bennett's (1986) Developmental Model of IC Sensitivity (DMIS)

Bennett's (1986, 2004) DMIS

Ethnocentric Stages	Ethnorelative Stages
Denial: Person maintains that there are no cultural differences; we are all human beings.	**Acceptance:** Person acknowledges there are cultural differences & begins to appreciate them as appropriate for that cultural context/as viable alternatives.
Defense: Person notices cultural differences and evaluates them negatively.	**Adaptation:** Person begins to adjust own behaviour to deal more effectively with cultural differences.
Minimization: Person acknowledges there are cultural differences, but maintains that they are superficial & not important.	**Integration:** Person develops a bicultural or multicultural frame of reference

Bennett's (1986, 2004) DMIS
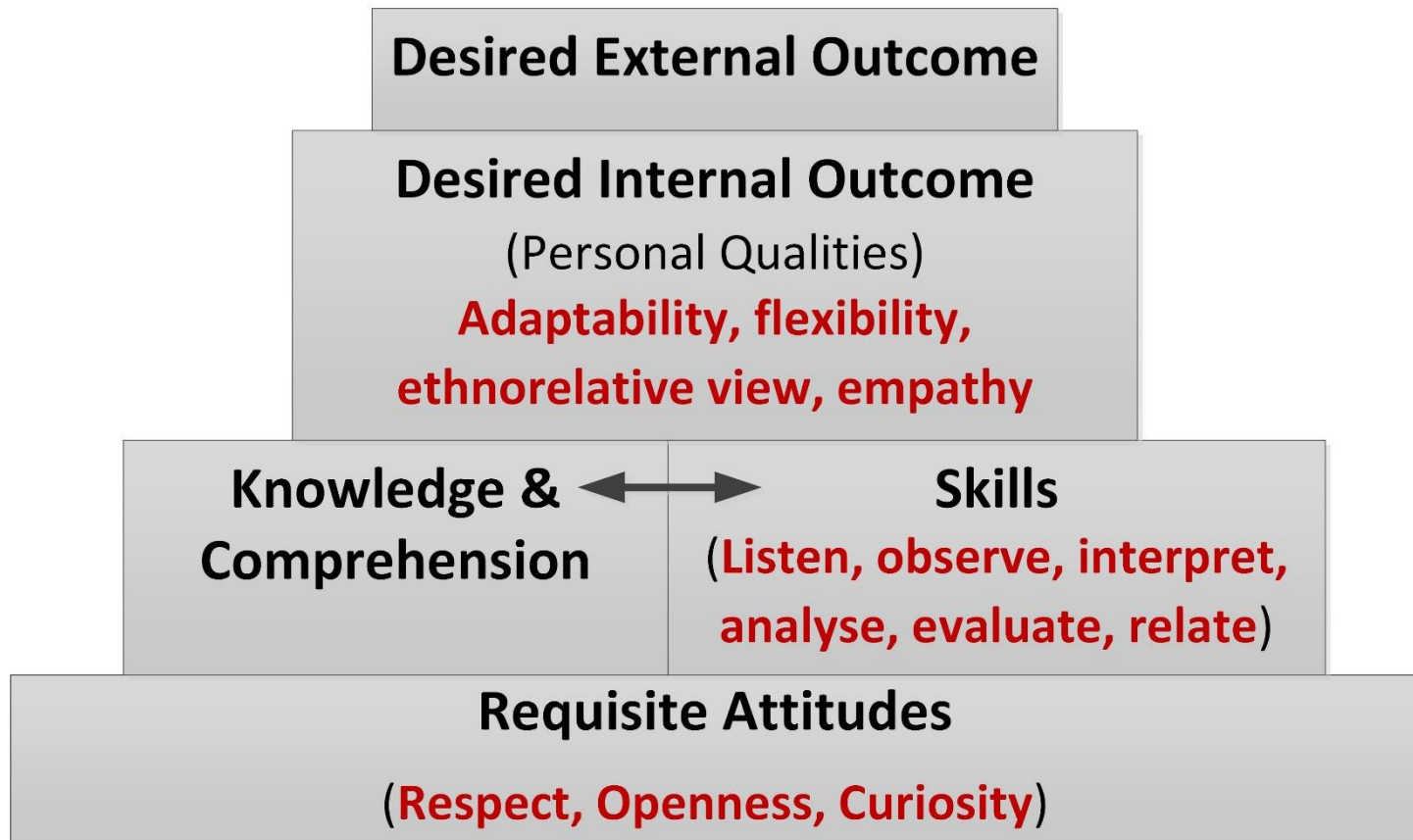
Strengths

- Includes a developmental construct

Weaknesses

- Narrowly focused on attitudes to difference;

- Little information on how to move from one stage to the next.

Deardorff's "Pyramid" Model

Deardorff 2006: 254

Desired External Outcome

Desired Internal Outcome
(Personal Qualities)
Adaptability, flexibility, ethnorelative view, empathy

Knowledge & Comprehension ←→ **Skills**
(**Listen, observe, interpret, analyse, evaluate, relate**)

Requisite Attitudes
(**Respect, Openness, Curiosity**)

Deardorff's Pyramid Model

Strengths

- Includes wider range of elements;

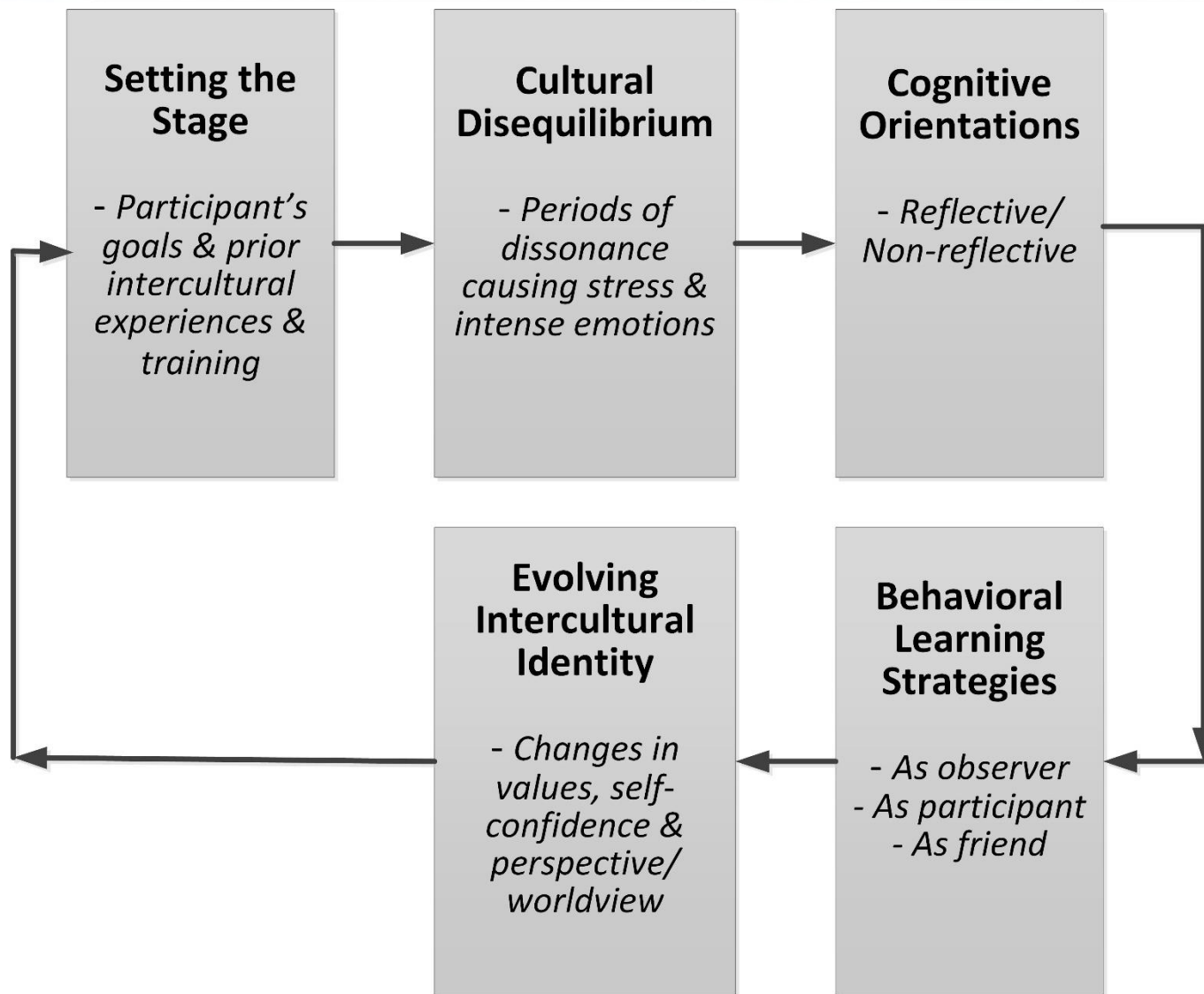**Weaknesses**

- Little information beyond what is in the diagram;

- Little or no guidance on how to move from one stage to the next.

Bennett & Deardorff

- Both Bennett & Deardorff models identify the importance of **attitudes** as a core or foundational element;

➢ Is anything else needed?

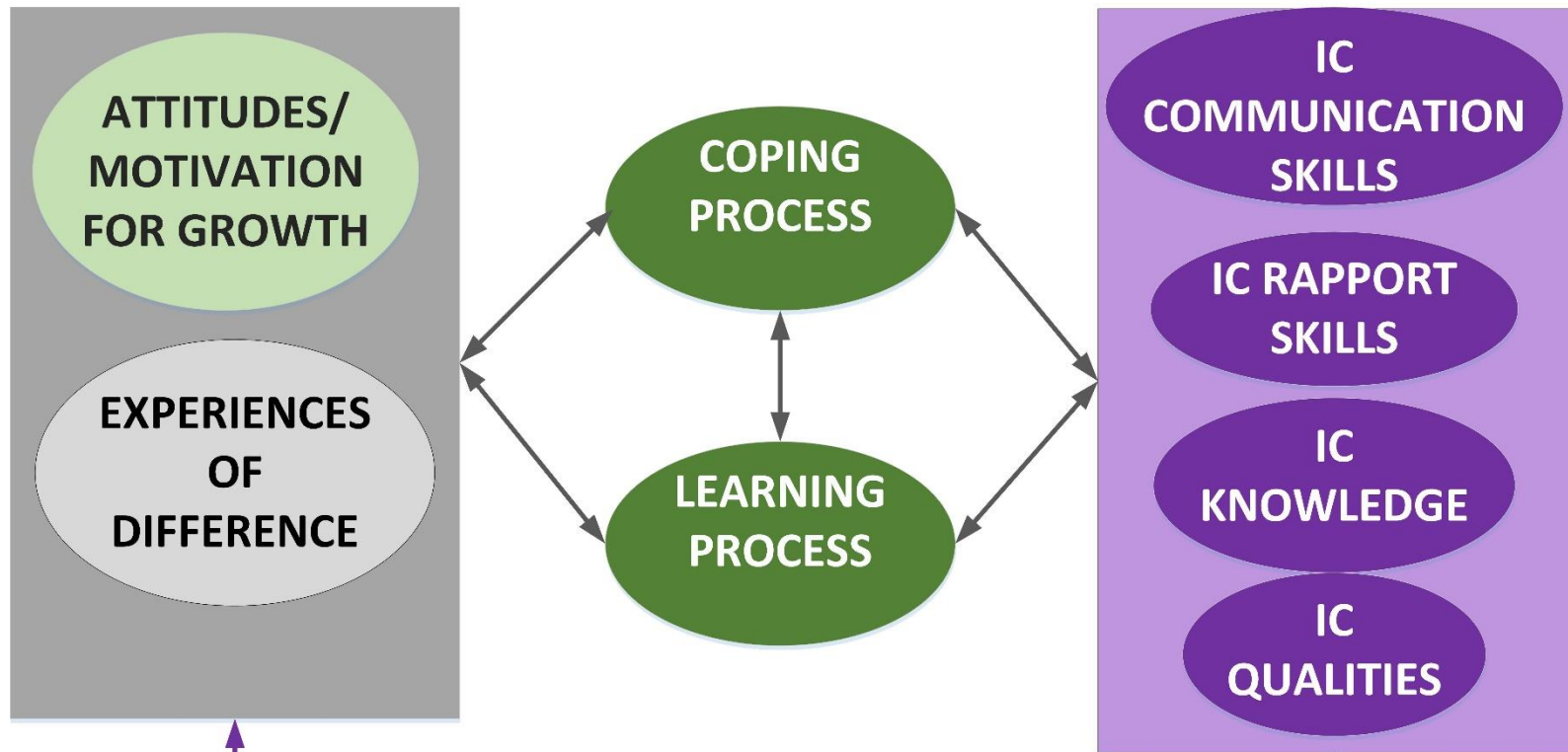 ❖ Yes, Taylor (1994) and Anderson (1994) argue for the importance of **unsettling experiences**!

Setting the Stage

- Participant's goals & prior intercultural experiences & training

Cultural Disequilibrium

- Periods of dissonance causing stress & intense emotions

Cognitive Orientations

- Reflective/ Non-reflective

Evolving Intercultural Identity

- Changes in values, self-confidence & perspective/ worldview

Behavioral Learning Strategies

- As observer
- As participant
- As friend

Taylor's (1994) IC Learning Process

Global People Growth Model (Spencer-Oatey 2018)

Key questions

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Internationalisation at home

- Increased cultural diversity among students and staff;
BUT

- Is this helping people become more interculturally competent?

- A focus on **Contexts for Growth**

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 <u>inclusion of international students in communities and classes</u>."

British Council

Integration of international students:
A UK perspective

2014

Internationalisation

- ➤ What are people's attitudes towards campus diversity?

- ➤ Are people moving out of their comfort zones and engaging with this diversity?

- ▪ The Global Education Profiler (GEP) was designed to explore this.

Measuring internationalisation

	Traditional	GEP
Composition: International students	✓	
Composition: International staff	✓	
Incoming & outgoing student mobility	✓	
International joint papers/networks	✓	
International degree programmes	✓	
Social integration		✓
Academic integration		✓
Communication skills		✓
Foreign language skills		✓
Global opportunities & support		✓

GEP design

- Respondents rate items in two ways:
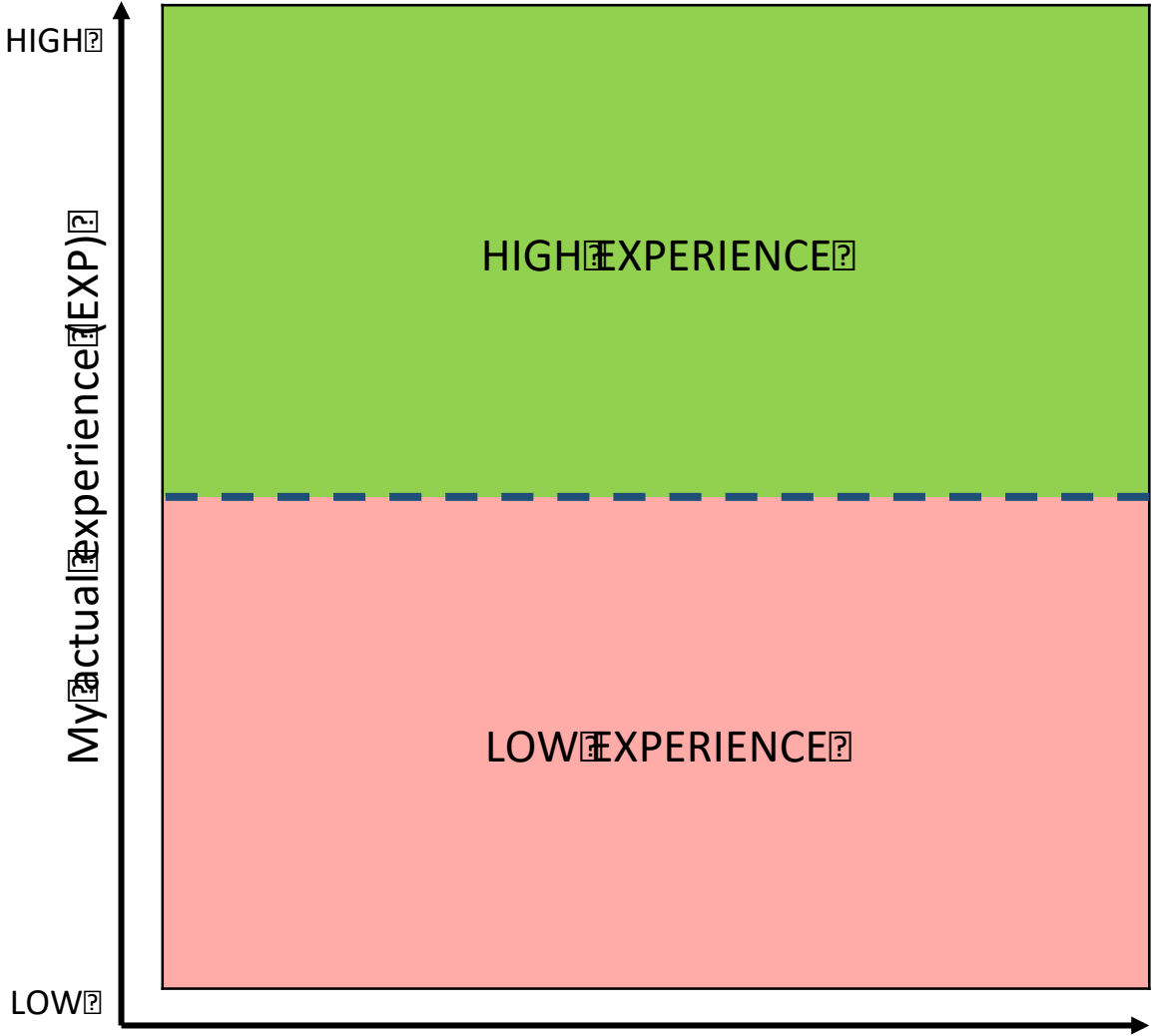 - Importance
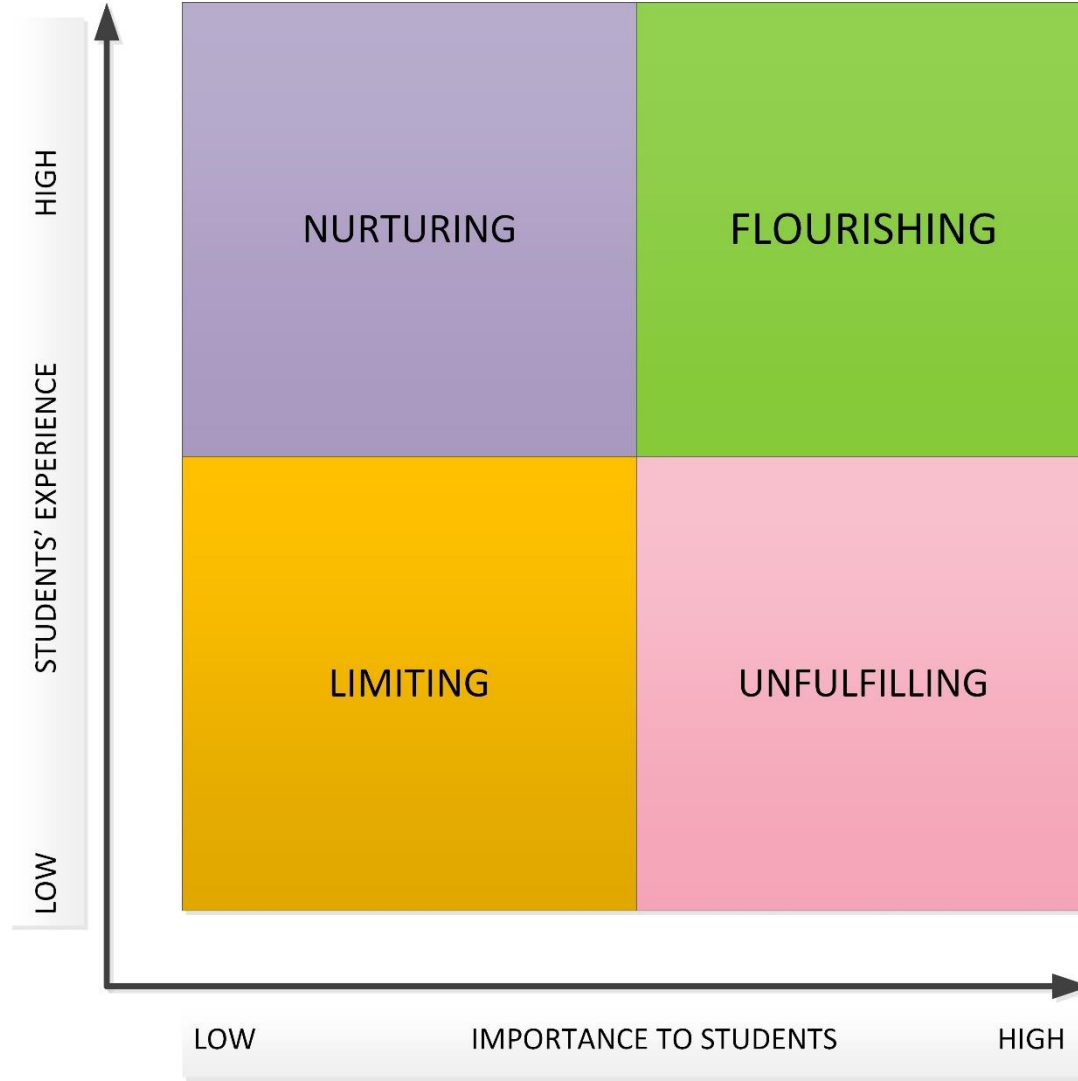 - Actual experience.

The GEP Matrix
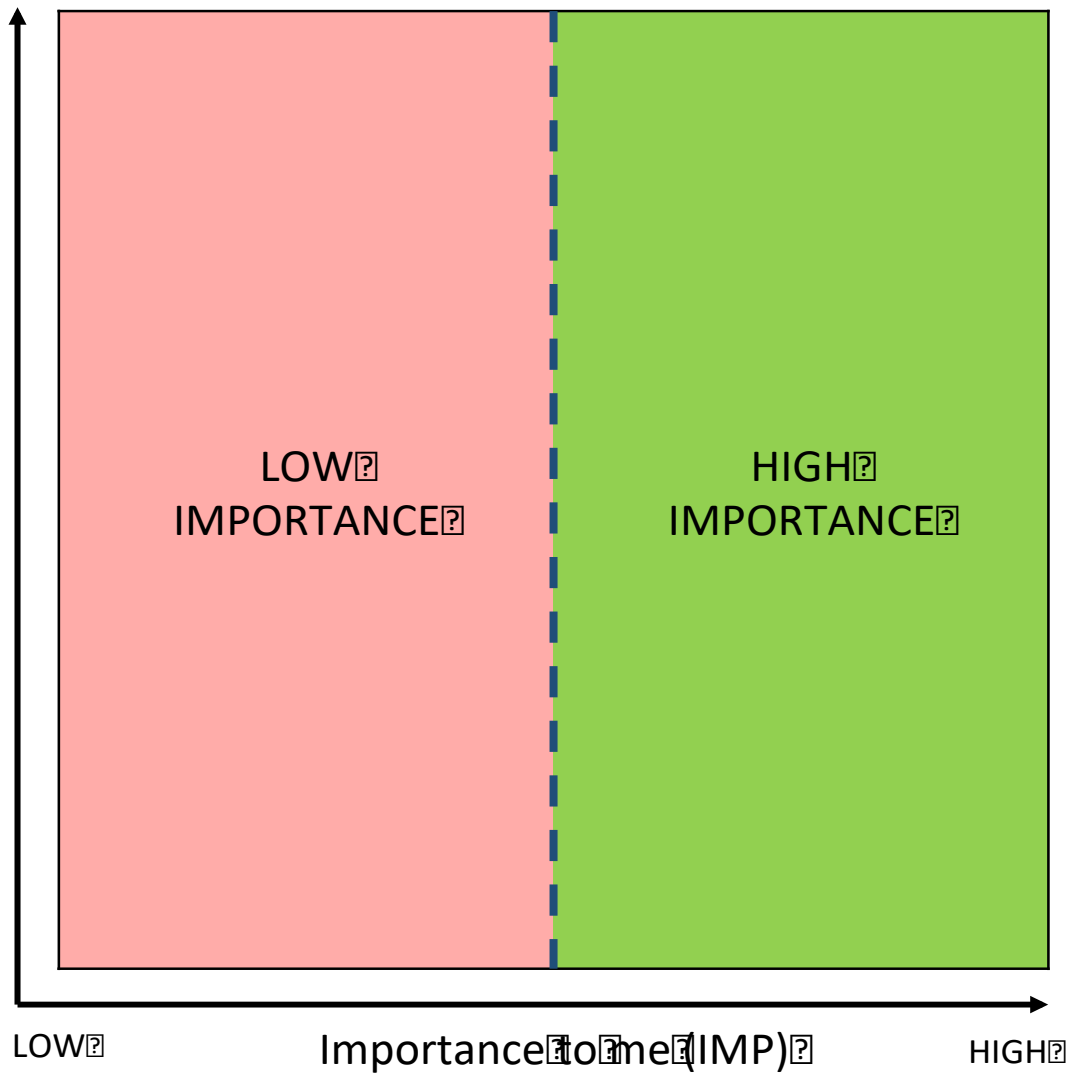
The GEP Matrix

The GEP Matrix

Data sample

- 2360 students
  - 1455 home/domestic
  - 265 European Economic Area/EEA
  - 640 Asian

- from 6 institutions, located in 4 different countries (UK, Republic of Ireland, Germany, Belgium)

- 51% female; 76% undergraduate students (for open comments, proportions slightly different)
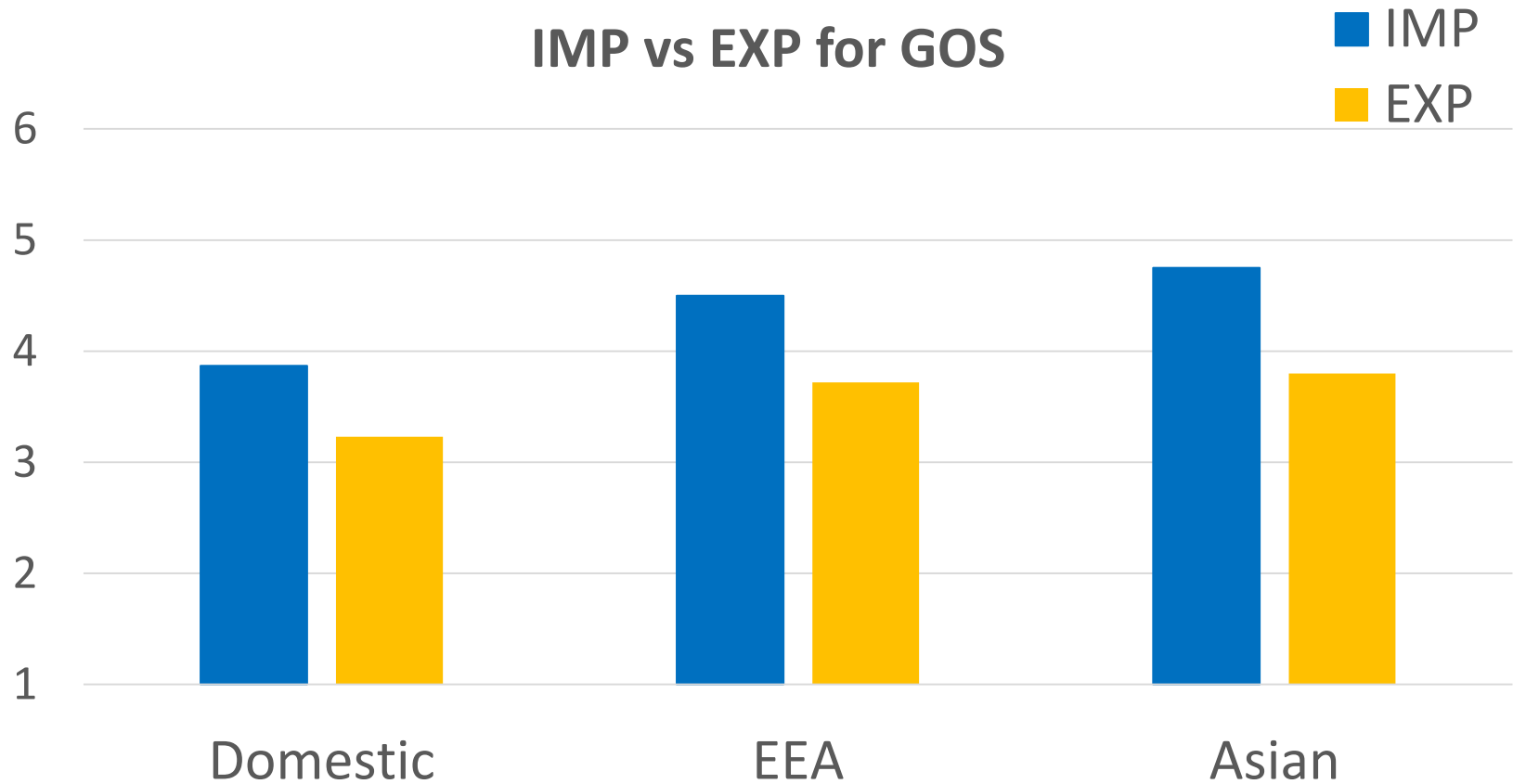
Global Opportunities & Support (GOS)

Design:
- 10 Likert-style items on 6-point scale
- Space for open comments

Probes :
- Opportunities for 'out of the comfort zone' experiences
- Support provided by university for understanding & fostering IC skills.

Overall means for GOS construct

IMP vs EXP for GOS
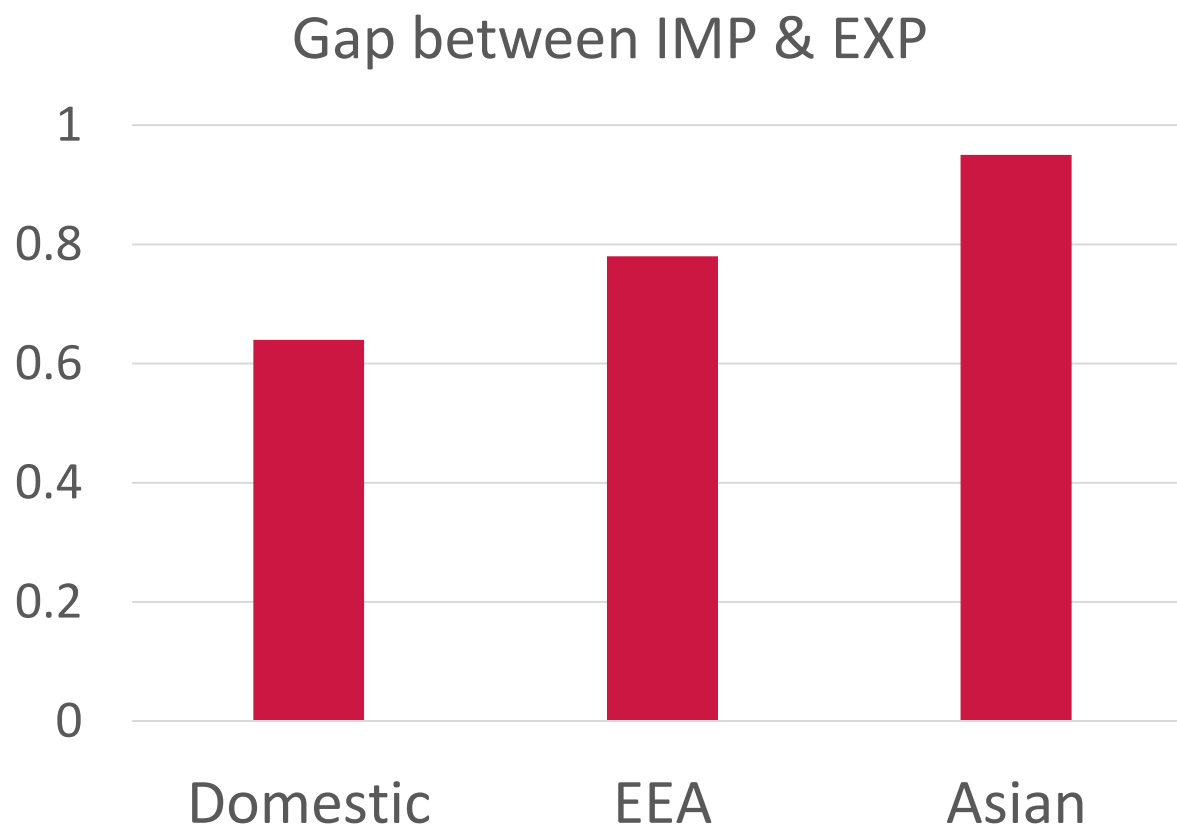
Legend:
- IMP (blue)
- EXP (yellow)

Overall scores for GOS construct

Statistical tests showed:

- Significant difference between IMP and EXP scores for students from all regions;

- This was particularly marked for students from Asia and the EEA.

Regional variation in GOS gap scores

Gap between IMP & EXP

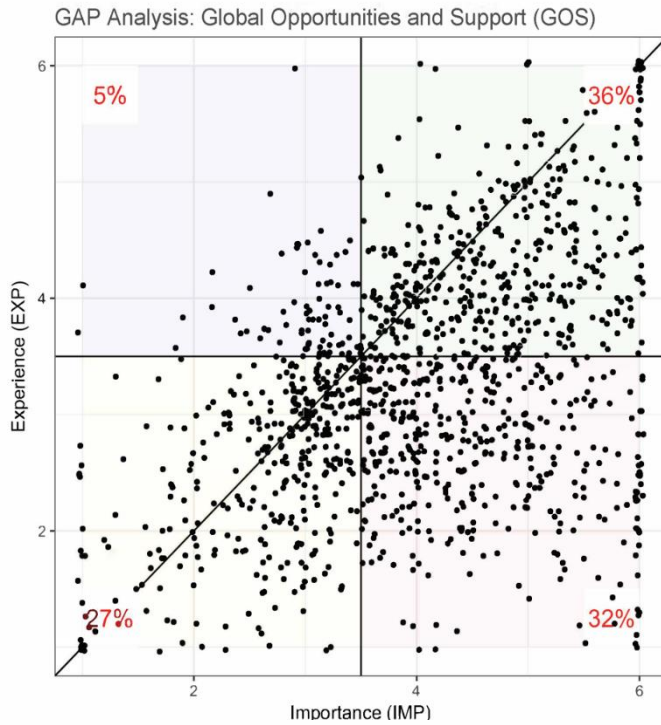© Spencer-Oatey, Applied Linguistics, University of Warwick
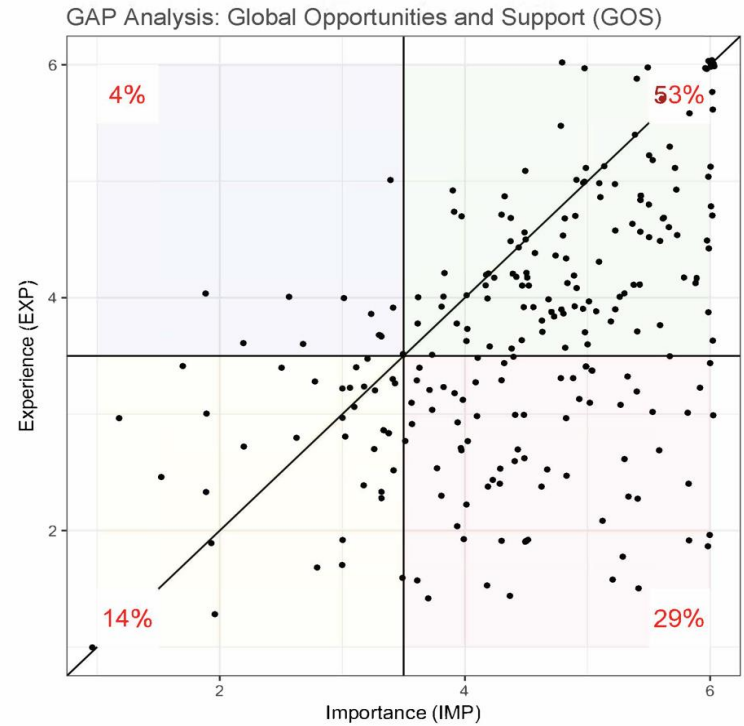
Overall mean scores for GOS

Statistical tests showed:

- Significant difference between IMP and EXP scores for students from all regions;

- This is particularly marked for students from Asia and the EEA;

- Domestic students attributed less importance to GOS than other students; BUT

- A wide range of viewpoints, especially for domestic students.

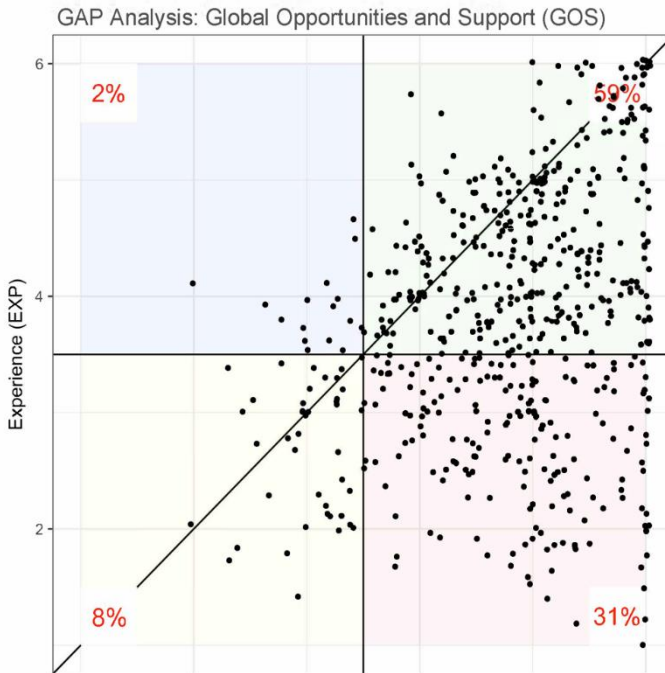GAP Analysis: Global Opportunities and Support (GOS)

DOMESTIC

5% 36%

27% 32%

EEA

4% 53%

14% 29%

ASIA

2% 59%

8% 31%

High Importance of GOS
- Domestic: 68%
- Asia: 90%
- EEA: 82%

High Experience of GOS
- Domestic: 41%
- Asia: 61%
- EEA: 57%

Importance of GOS

- GOS is particularly important for EEA and Asian students [EEA = 82%; Asian = 90%];

- GOS also relatively important for domestic students [68%]

- Issues of top importance:
  - How their overall university experiences were helping foster IC skills;
  - How their university courses were helping foster IC skills;
  - Work placement opportunities.

Experience of GOS

- Significant proportion of students, especially domestic students, felt they were not experiencing GOS:

  – Domestic = 59%   – Asia = 39%

  – EEA = 43%

- Lowest experience ratings:

  o People explaining what IC skills are & why they're important

  o Help from careers service in developing IC skills

Empirical study on GOS

Summary of the findings:

- Domestic students overall need higher motivation/positive attitudes & more experiences that foster IC competence;

- EEA and Asian students overall have strong motivation/positive attitudes, but their experiences (while stronger than domestic students) fall far short of their wishes.

Key questions

- Introduction: Why 'global graduates'?

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Addressing the issues

Involves all sections of the university

- Senior management

- Staff

- Students

Motivation/attitudes

- Motivational/attitudinal issue at all levels;

- Often not prioritised

Warwick approach

Involves all sections of the university

- Now a staff version of the GEP

- Incorporate ICC into training for all new academics

Motivation/attitudes

- Not easy to solve …

Warwick approach with students

Plan for 3 broad stages:

- Transitions
- Participation
- Employability

For each stage:

- Start early within each stage;
- Make the training credit-bearing, if possible
- Provide personalised feedback on GEP results, with follow-up suggestions

Warwick resources

For university students:

- e-Capsule learning tools
  - ✓ Working in groups
  - ✓ … [more under development including 'Asking questions']

Available at

www.warwick.ac.uk/globaluni

Working in groups

Intercultural Communication + Teamwork = Employability

a CAPsule learning tool

Training programmes

- ## World@Warwick 3 Stage Training

Stage 1:

- o   F2F workshop
- o   Follow-up
  e-Course

Stage 2:

- o   Reflective activities

Stage 3:

- o   F2F workshop, focusing on reporting
  skills & qualities in 'employer speak'

Global People tools/resources

… to foster IC development:

- 3R Reflect tool
  (Report, Reflect, Re-evaluate)

- 4S Stretch tool
  (Spot, Select, Stretch, Strengthen)

- Many more …

Available at
www.warwick.ac.uk/globalknowledge

Global Dexterity **4S Stretch tool**

Global People

Stretch steps:

1. **Spot** unfamiliar cultural patterns (in specific contexts);

2. **Select** your own challenges to work on;

3. **Stretch** your thinking and behaviour to address your challenges;

4. **Strengthen** your personal adjustments

Derived from Molinsky, 2013

Other resources

For professionals:

- **GlobalPeople@work**

  - Seeing Culture@work

  - Diverse Teams@work

  - Global Leadership@work

Available at **www.warwick.ac.uk/globalwork**

Further information on GEP

- Student and staff (Academic/Teaching + Admin/Management) versions available.

- Dashboard with data from about 4000 students from 7 universities in 5 countries available here:

www.warwick.ac.uk/gep

  – Quantitative data

  – Open comments

- GEP available from i-Graduate

Thank you! Any questions?

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www.globalpeople.org.uk
www.i-graduate.org/services/global-education-profiler-/

Professional reports

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