

Warwick Integration Summit
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What makes a Global Student?
Insights from Students & the
Intercultural Profession

Helen Spencer-Oatey
& Daniel Dauber

Introduction



“I don't really know what 'skills for a global workplace' actually means? The term is loosely thrown around as a fashionable buzzword by many universities, but at no point have I been told during my time here what the skills actually involve and how to develop them.”

British male undergraduate



Introduction



“Someone may like to keep their home culture and sometimes IC communication is not as important as we imagined. IC sometimes is over-emphasised.”



Chinese female postgraduate

Introduction



So ...

- What do students really think?
- How representative are these comments?
- What can we do about any needs that emerge?

Overview

Making 'global students'

- Insights from survey data
- Insights from the IC field
 - Elements of IC competence
 - The process of learning
- Tools for development





Student Perspectives via *i-Graduate's* SB/ISB Survey

Explorations ...



What factors affect student integration and the development of 'global skills'?

- Cross-national friendships
- Cross-national collaboration in class, e.g. in group work



ISB/SB Survey



6 Likert-type questions added to the survey:

- 2 on friendships across countries
+ space for open comments
- 2 on group work across countries
+ space for open comments
- 2 on development of skills for the global workplace
+ space for open comments

ISB/SB Survey



Summer wave (2014) respondents:

Regional Cluster	Number of Respondents
UK	1145
EEA (excluding UK)	288
China	402
Other overseas	165
TOTAL	2000

ISB/SB Survey



Why the regional clusters?

- European students are not 'home' linguistically or culturally, but their experiences are often different from other non-UK.
- EEA seemed culturally more suitable than the political EU.
- Chinese students constitute almost 20% of all non-UK students at Warwick.
- Chinese were most frequently singled out for comment.

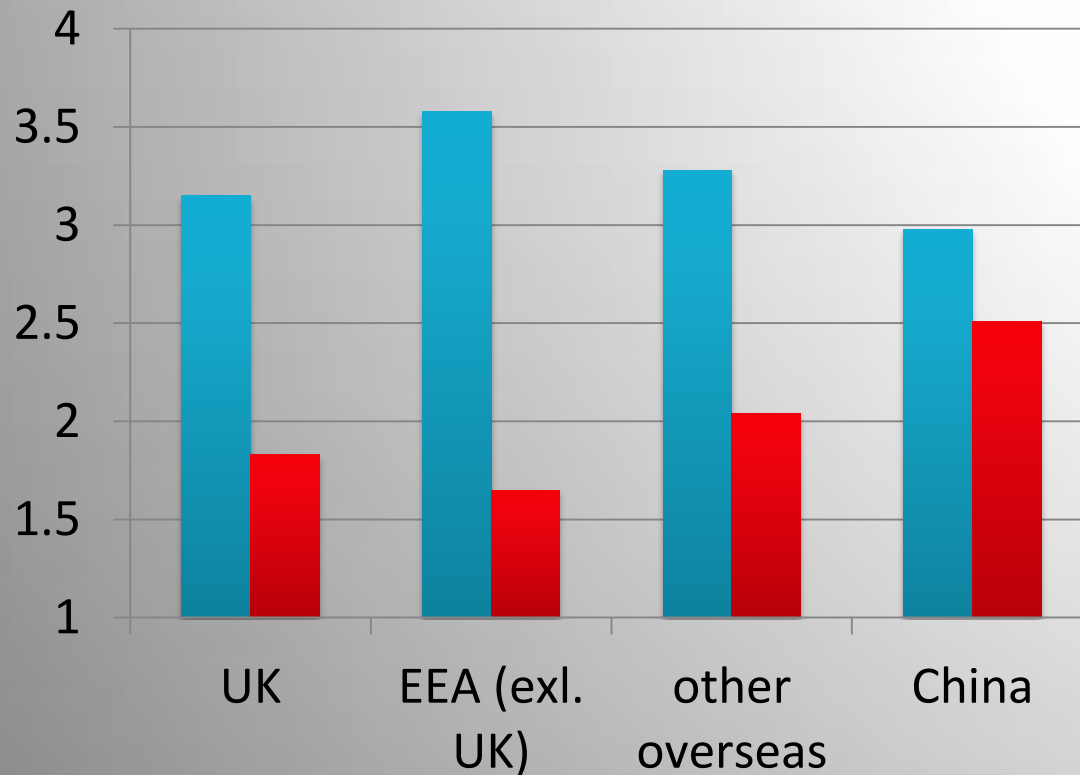
Friendship across countries



Friendship questions:

- Within my friendship groups, there are people from different countries.
- I find it difficult to socialise with people who are from different countries.
- Comments (if any) on reasons for your choices.

Friendships across countries



- Within my friendship groups, there are people from different countries.
- I find it difficult to socialise with people who are from different countries.

Friendships across countries



Key findings:

- Significant differences across the regional clusters.
- Nobody found cross-national friendships difficult, although Chinese found them significantly more difficult than others.
- Most people agreed that they had friends of different nationalities, although Chinese agreed less than others.
- EEA students reported the greatest mix of friends and the least amount of difficulty.

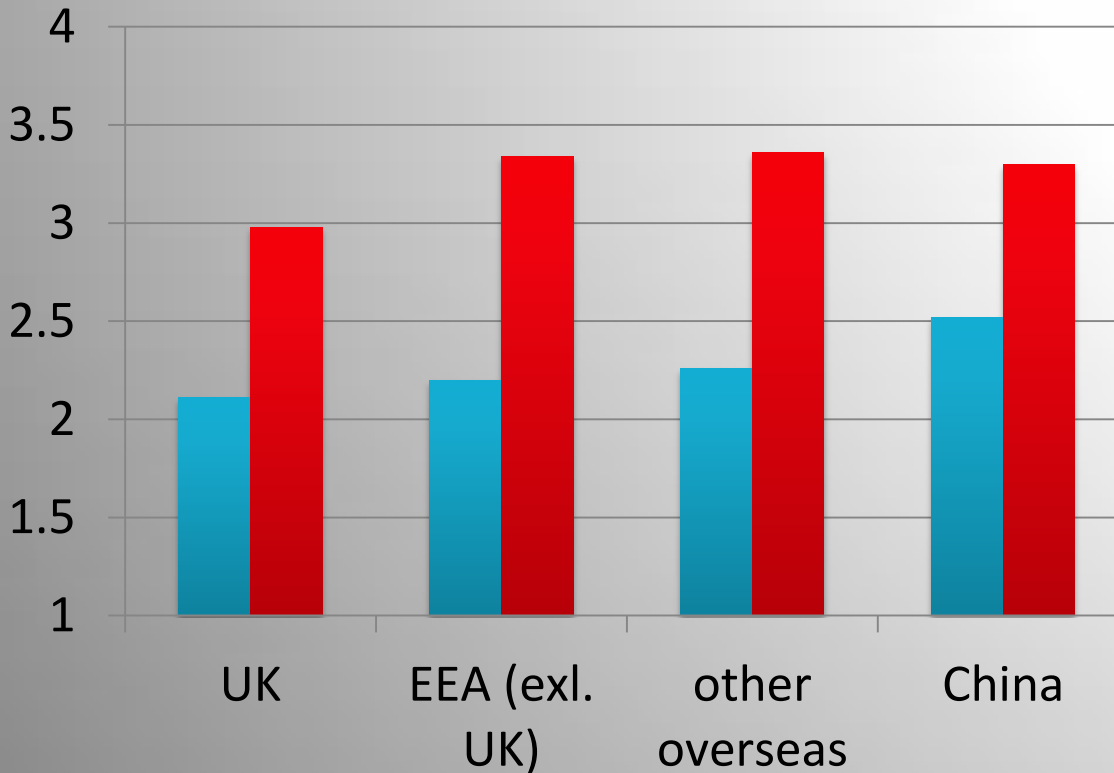
Group work across countries



Group work questions:

- Working in groups on my course is challenging when members are from many different countries.
- Having students from different countries on my course has enriched my experience of working in groups.
- Comments (if any) on reasons for your choices.

Group work across countries



- Working in groups on my course is challenging when members are from many different countries.
- Having students from different countries on my course has enriched my experience of working in groups.

Group work across countries



Key findings:

- Significant differences across the regional clusters.
- Nobody found cross-national group work difficult, although Chinese found it significantly more difficult than others.
- Most people agreed that mixed nationality group work had enriched their study experience, although UK students agreed significantly less with this.

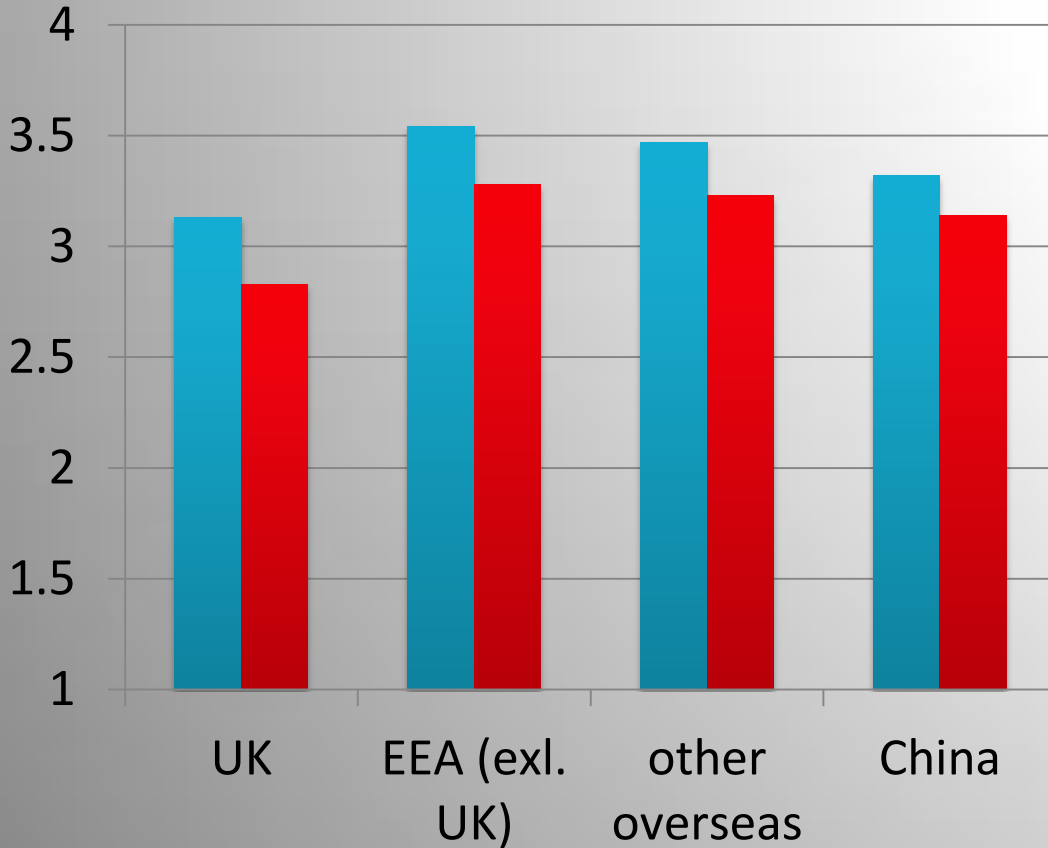
Developing 'global' skills



'Global' skills questions:

- Developing the skills to work effectively in international contexts is very important to me.
- My experiences during my degree programme are helping me develop the skills needed for working effectively in international contexts.
- Comments (if any) on reasons for your choices.

Developing 'global' skills



■ Developing the skills to work effectively in international contexts is very important to me.

■ My experiences during my degree programme are helping me develop the skills needed for working effectively in international contexts.

Developing 'global skills'



Key findings:

- Significant differences across the regional clusters, with UK students being noticeably different from the others.
- Most people agreed that developing 'global skills' was important to them, although UK students agreed significantly less with this.
- Most people agreed that their degree programme experiences were helping them develop 'global skills', although UK students agreed significantly less with this.

Making 'global graduates'



Which factors are most closely associated with positive attitudes towards the development of global skills?

- A. Friendships across cultures
- B. Group work across cultures
- C. Both equally important
- D. Neither are important



Making 'global graduates'

Correlations:



	Importance of developing 'global skills'				Degree programme experiences have helped develop 'global skills'			
	UK	EEA	CHN	Other Intl	UK	EEA	CHN	Other Intl
Has friends of different nationalities	.256**	.239**	.203**	.245**	.318**	.380**	.373**	.337**
Mixed nationality group work has been enriching	.485**	.432**	.644**	.446**	.483**	.456**	.541**	.452**

Making 'global graduates'



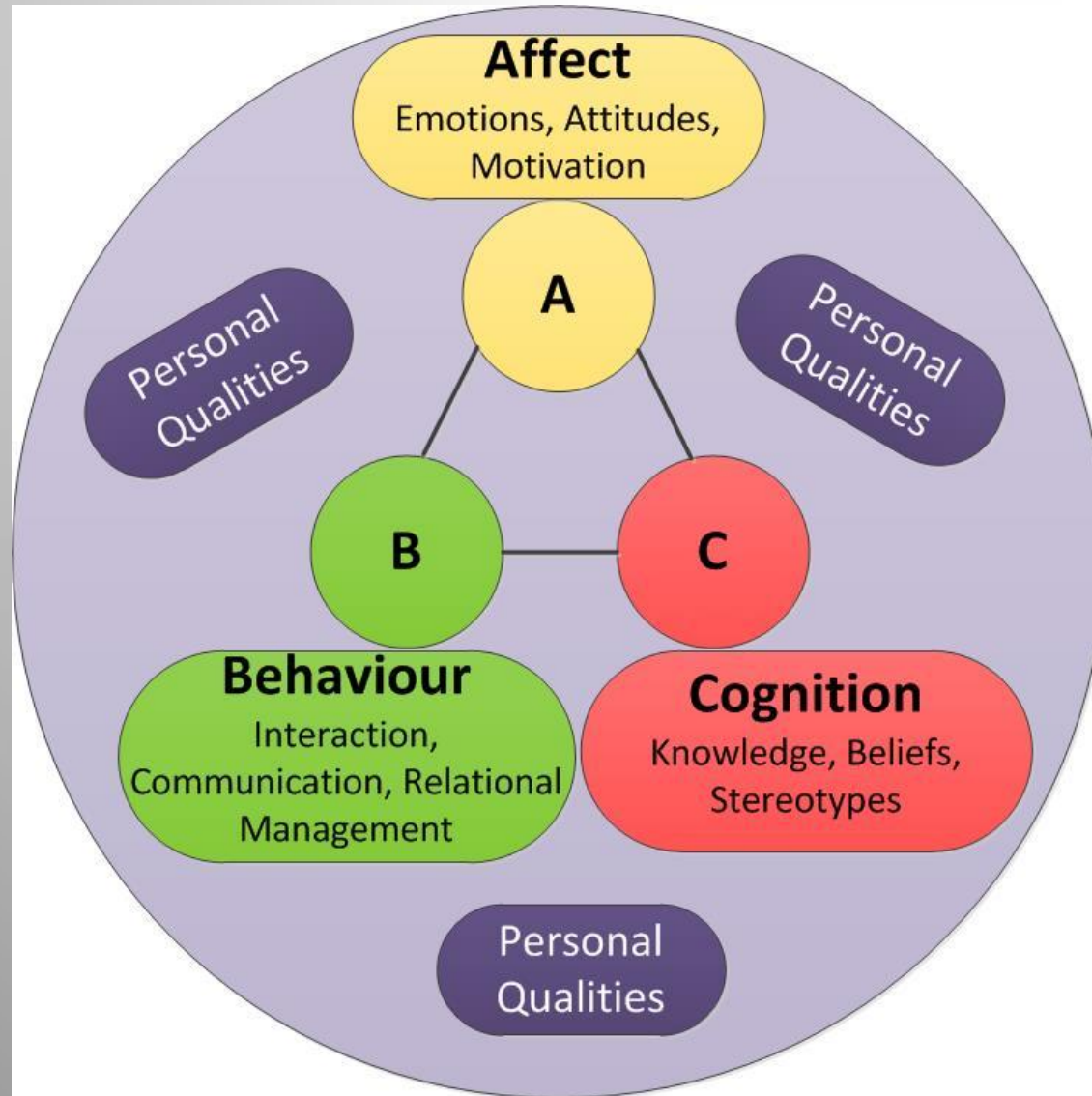
Key findings

- Students associate the importance of 'global skills' and the development of them with both
 - friendships with people from different countries;
 - group work with members from different countries.
- Group work experiences are even more important for this than friendships.
- What can we do to maximise the benefits of multicultural group work?



Insights from Theory: The Elements of Intercultural Competence

The ABC of IC Competence



Cognition



“Working with students from different countries is interesting because it can enable you to look at certain issues from different perspectives, giving a more well-rounded understanding.”

German female postgraduate



Cognition



“I've had good experiences with many European students (but not British ones) ...The British students in particular are a huge pain for me, as I do not understand their mentalities at all.”



Romanian male undergraduate

Affect & Cognition



“People tend to stay with their ‘clicks’. International students do not want to socialise with me after “hi bye” greetings, especially Russian speakers.”

Malaysian male undergraduate



Affect

“Different work styles and ethics. Rich international kids on the most part do not care about group projects or contributions and we find ourselves doing most of the work which is extremely pressured and unfair.”

British female undergraduate



Affect & Behaviour



“Since my group assignments only consisted of Chinese people who find speaking English hard/do not want to speak in English (the only common language), I found communicating with them, and therefore learning from them almost impossible.”



Indian male postgraduate



Insights from Theory: The Process of Intercultural Learning

Process of Cultural Learning



What changes does intercultural learning entail?

- Affective:** Less negative emotional reactions and more positive attitudes
- Behavioural:** Adjusted behaviours
- Cognitive:** Perspective transformation/schema adjustment

Process of Cultural Learning



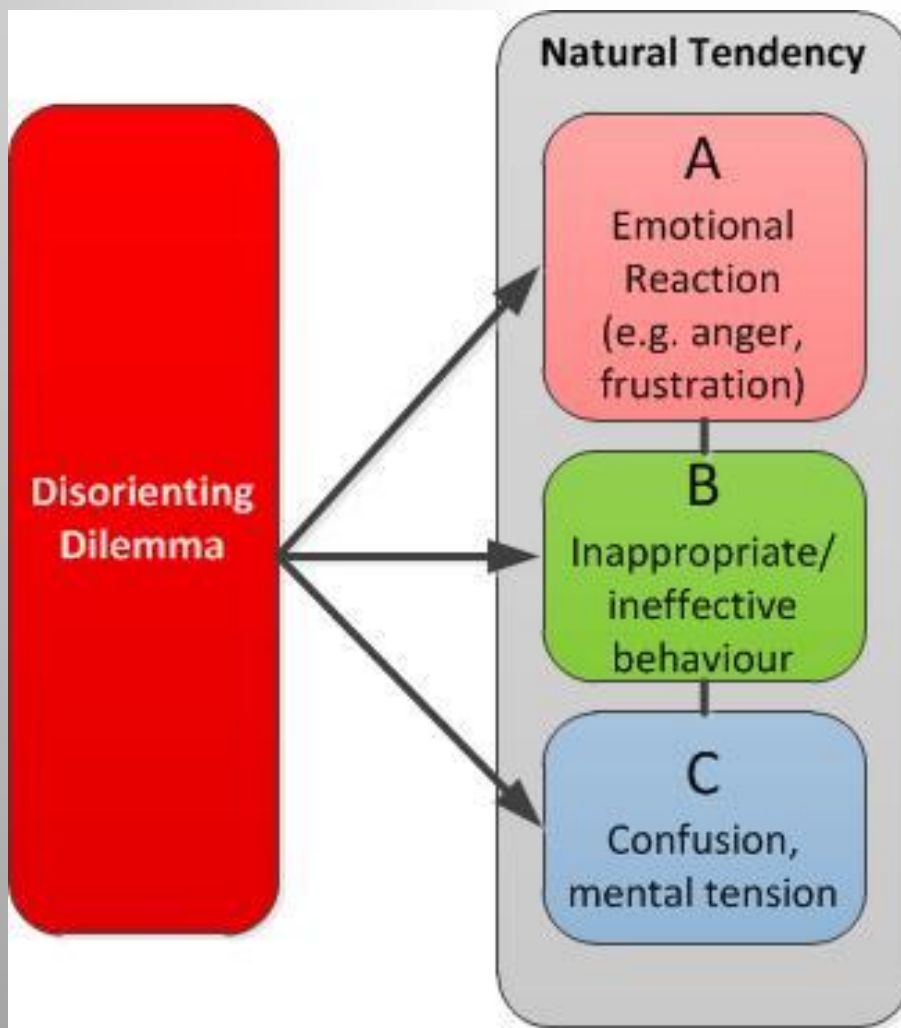
Perspective transformation

Definition of learning:

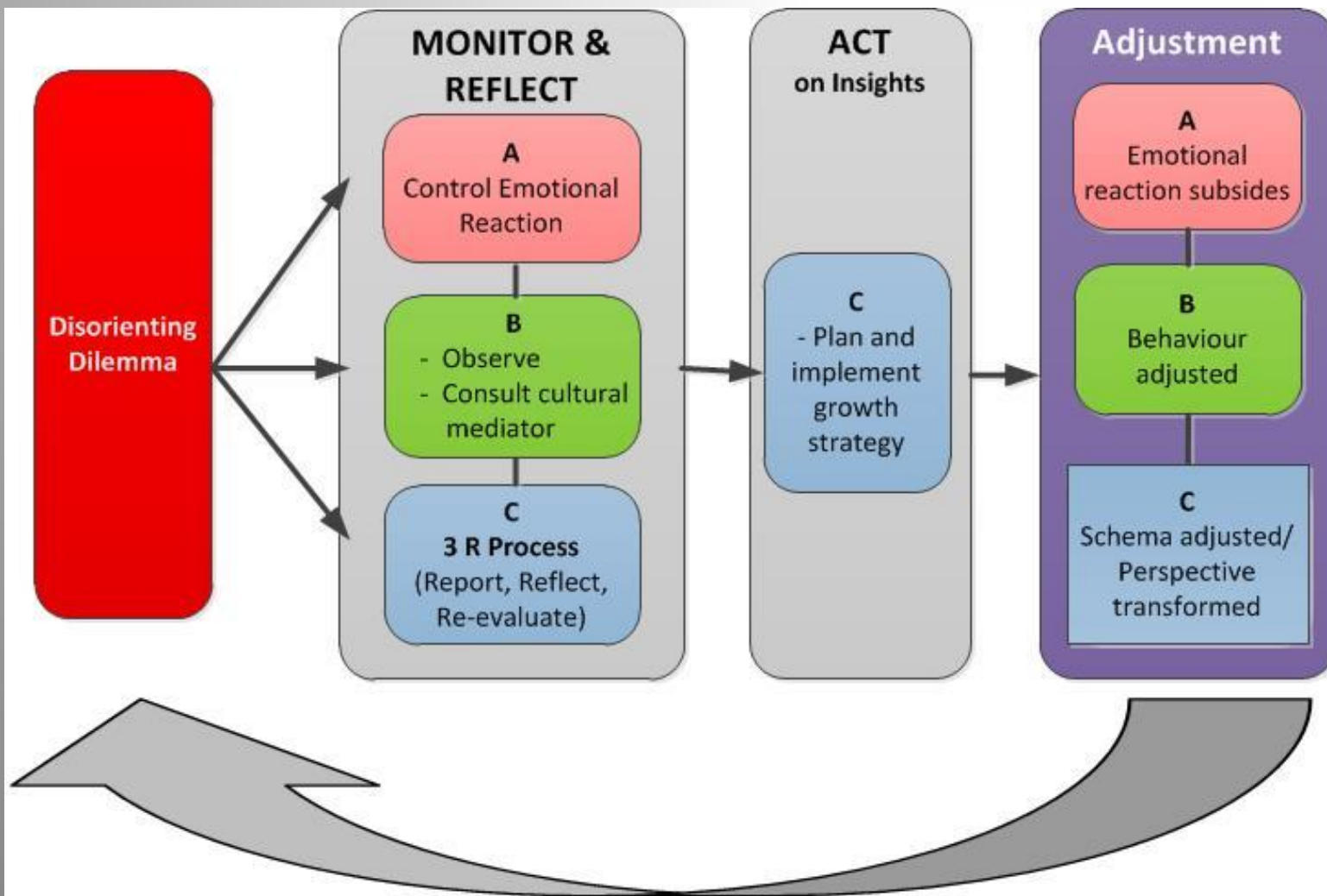
“the process of making a new or revised interpretation of the meaning of an experience, which guides subsequent understanding, appreciation and action.”

Mezirow 1990:1

Intercultural Learning Cycle



Intercultural Learning Cycle



Cognition, but not yet Behaviour



Emerging sensitivity??

“Sometimes students from other countries are nervous and shy about their English language abilities and have perhaps not been encouraged to speak in seminars and therefore do not contribute to group discussions because their confidence has not been built up.”

British female undergraduate





Tools for Development

The 3R Tool



Mental Dialogue/Cognitive Reflection (3Rs)

1. Report

- Content reflection
 - What happened? (Describe objectively)
 - How did you feel?

2. Reflect

- Premise reflection
 - Why did you react in this way?
 - What Cultural Practices and Perspectives (i.e. norms, beliefs, values or assumptions) were you influenced by?

The 3R Tool



Mental Dialogue/Cognitive Reflection (3Rs)

3. Re-evaluate

- Alternative Premises
 - What alternative explanations/accounts could there be?
 - What different Cultural Practices & Perspectives might underlie them?
- Process evaluation
 - How careful/objective was my initial observation and how one-sided was my initial reaction?

The 3R Tool

Global **PAD** CPD Tools



Intercultural Learning through Journaling

The 3R Tool

Developing **Evaluation Sensitivity** in
Intercultural Encounters

www.warwick.ac.uk/globalpadintercultural

Changing behaviour



The 3R Tool

- Helps people increase their sensitivity
- Enhance their understanding of different viewpoints/behaviours
- Control their emotions

BUT

- It's less helpful for changing behaviour;
- This needs active facilitation

Lessons from Belgium



- 283 engineering students, of mixed nationalities, took intercultural communication course;
- Gave feedback on their experiences;
- Many showed remarkable growth in intercultural awareness and competence.



Lessons from Belgium



Example 1: Learning foreign words to ease tension

“I was in a group with Latvian, Indian, Chinese and Thai students in one of the EE project. I knew getting a good headway would be hard specially with the Chinese student as his English was not good and he was new in our college. ... During the project we noticed he wouldn’t come forward with his own original ideas to save face. To fight this, we tried to learn Chinese words and let him know that we are just like him and there is no harm in trying. We wanted to make him more comfortable. Similarly, I also tried to learn Latvian, Thai and Indian too to promote our relationship and still make a good headway.” [Nepali male]

Lessons from Belgium



Example 2: Checking for understanding

“In the EE4-project we found out when communicating with Chinese student, they often just say “yes yes ...” at first we thought they understood it immediately. A week later we hoped to see the results we expected, this was not the case. After asking what they did we immediately found out that they totally didn’t know what to do. So now we explain what they need to do and afterwards we immediately ask some questions to find out if they really understand it. This way we found out that yes doesn’t mean the same in every culture. We were told of this in the course intercultural communication but we thought this advice was overrated but now we can say out of our own experience that a YES isn’t always a YES.” [Belgian male]

Changing behaviour

Fundamentals

Sensitivity, self-awareness, suspension of judgement, emotion control ...

Core

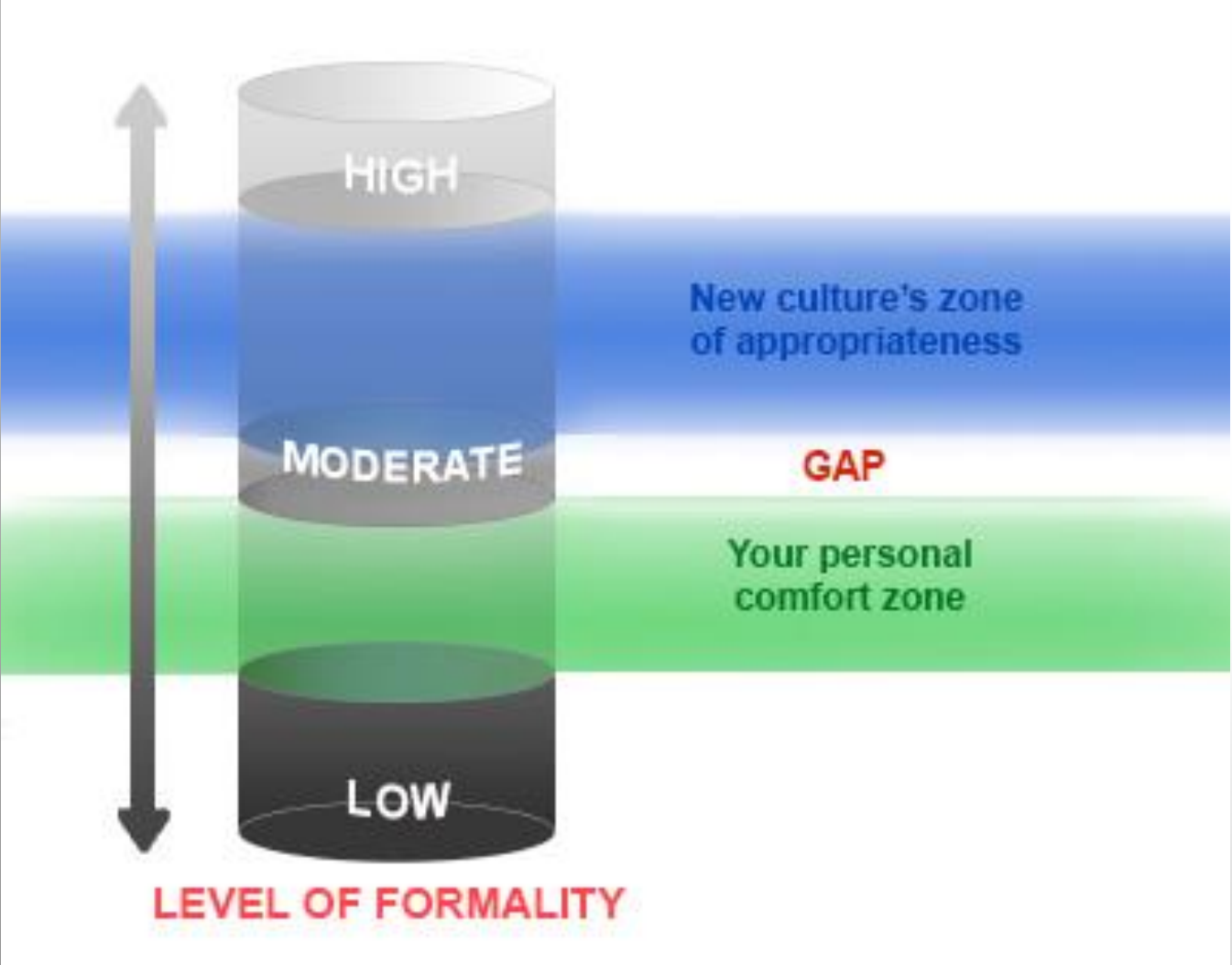
- Active facilitation
- Conscious planning
- Ongoing practice

How?

- Workshops + e-Module
- Our DIARy tool (based on Molinsky, 2013, *Global Dexterity*)



Changing Behaviour: DIARy Tool



Resources



- **Global People & Global PAD webpages**
 - Explains and illustrates intercultural competencies (knowledge, communication, relations, personal qualities)
 - Offers a range of tools & resources
 - www.warwick.ac.uk/globalpadintercultural



Resources



- **Understanding culture for work e-module**
 - Explains the 3Ps of culture
 - The 3R and DIARy development tools
 - www.globalpad.net/globalties



- **Study abroad e-module**
 - See one of today's workshops





Any Questions?