



Instituto Politécnico
de Viana do Castelo



Fachhochschule
Salzburg University
of Applied Sciences

The added value of international placements and how to secure it

Gabriele Abermann

Salzburg University of Applied Sciences

National Austrian Expert for the European
Higher Education Area

What is the added value of a work placement abroad for the personal and professional development?





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Recent Studies on Impact of Mobility



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The ERASMUS Impact Study



Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions



Education and Culture



Academic perspectives on the outcomes of outward student mobility

Kath Bridger
BSV Associates Ltd
February 2015



Exchange, employment and added value Research Report of the ESNSurvey 2011

Emanuel Alfranseder (ed.), Jesús Escrivá, Julia Fellingner, Aimee Haley, Asror Nigmonov & Marge Taivere

Erasmus Student Network AISBL, Brussels 2012



- High satisfaction with stay abroad
- Advantage: enlarged networks > wider opportunities, boost for self-confidence
- Higher personal rating for foreign language skills, ability to work in intercultural environment
- Motivation for working abroad: personal development, better working conditions, salary, previous experience in host country



- 64% of **employers** value an international experience with looking for **transversal skills** (EIS 2014)
 - 92%
 - 85.7% of **academic staff** perceive enhanced employability skills in their mobile students after a period abroad (2015 HEA Report)
 - 97% of **students** believe they have an advantage on the job market (ESN 2011 Survey)
 - 36% of **Erasmus alumni** were offered a job by the company where they did their placement (EIS 2014)
 - 80% of **Erasmus students** thought they had improved their transversal skills
 - 52% of Erasmus students actually showed a skills gain (EIS 2014)
- > 28 % Skills gap!**

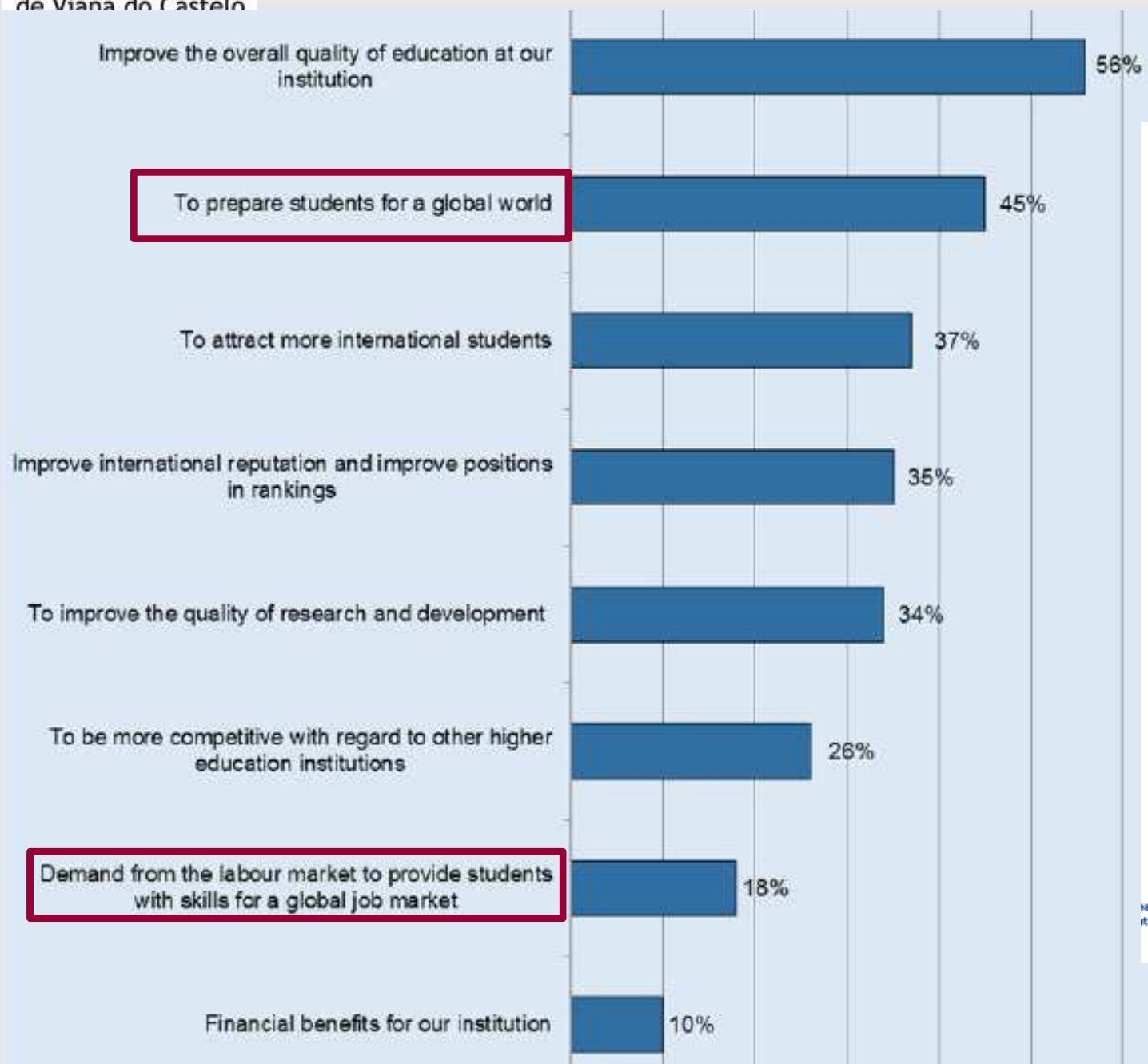


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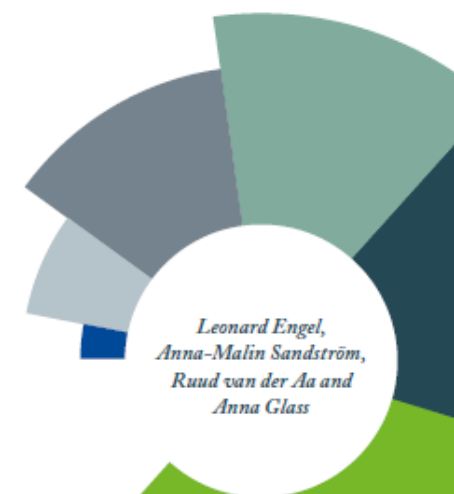
Benefits EAIE Barometer



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THE EAIE
BAROMETER
INTERNATIONALISATION IN EUROPE



an Association for
International Education



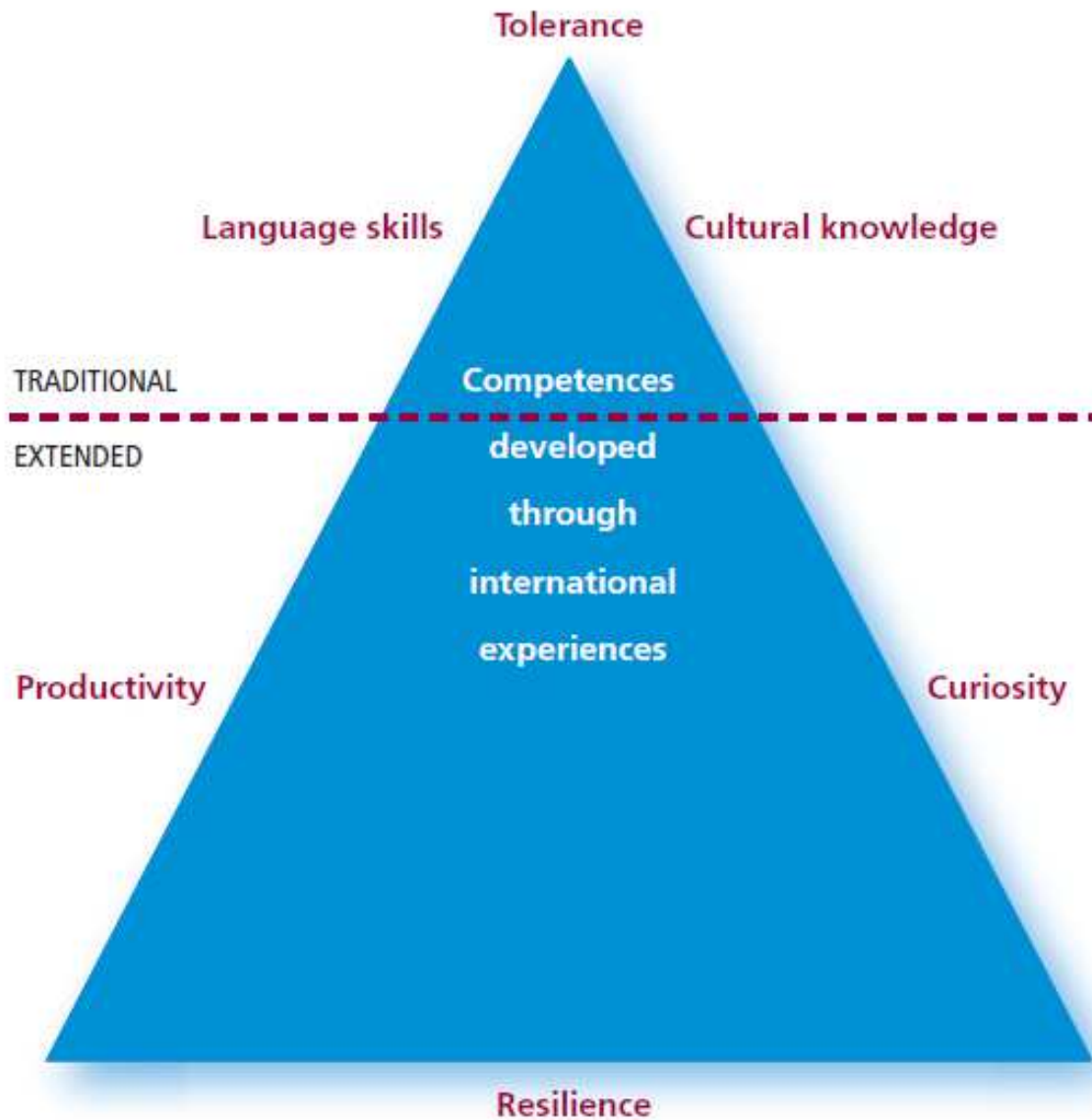
Employers' Ranking of Relevant Skills



- An ability to **work collaboratively** with teams of people from a range of backgrounds and countries
- Excellent **communication skills**: both speaking and listening
- A high degree of **drive** and **resilience**
- An ability to embrace **multiple perspectives** and **challenge thinking**
- A capacity to **develop new skills** and **behaviours** according to role requirements
- A high degree of **self-awareness**
- An ability to negotiate and influence clients across the globe from different cultures
- An ability to form **professional, global networks**
- An **openness to** and **respect of** a range of perspectives from around the world
- **Multi-cultural learning agility** (e.g. learning in any culture /environment)



Stay Abroad and Skills Improvement 1



Traditional understanding of international experience



- Language skills
- Wide networks within one's field
- Understanding of international business
- Ability to work with multiple people
- Having lived or studied abroad

Extended understanding of international experience



- Ability to think outside one's sphere of experience
- Broad networks also in different fields
- New abilities and skills during free time
- Works with diverse groups of people regardless of language or location
- Follows global media




*Firstly, universities may not be aware of studies which show clearly that **effective mobility experiences** develop organisational skills, project management, problem solving, networking, teamwork and mediation skills, among others. These, of course, sit alongside interpersonal and intercultural communication skills, which are traditionally thought of as being the main outcomes of internationalisation. Secondly, as a result of this lack of awareness, universities **may fail to communicate these benefits** either to students or their potential employers.*

De Wit, Hans; Jones, Elspeth (2014): We need to change the language of internationalisation. In *Global 343*, 11/14/2014.

So what is essential for the skills gain?



A close-up photograph of a young child's face, eyes closed, floating in clear blue water. The child's head is tilted slightly to the right, and their hair is wet. The water surface is rippled, and the lighting is bright, creating a serene atmosphere.

**Mobility should
NOT
be a matter of
SINK or SWIM**

So what can universities do to support this skills gain?





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SKILL2E Project



Fachhochschule
Salzburg University
of Applied Sciences

Project Type: University-enterprise cooperation project under Erasmus

Time frame: October 2010 - December 2012

Consortium: 7 universities (AT, ES, FI, RO, TK, UK, US)

5 enterprises (AT, FI, RO, TK, US)

Reflecting major cultural clusters in Europe and diversity in size, orientation and expertise + quality assurance from outside (US)



MUGLA UNIVERSITY
Young, Dynamic, Progressive





■ Objectives:

- Increasing dialogue between worlds of higher education and work
- Designing support structure for enhancing intercultural learning during work placements abroad

■ Methodology: Literature review, enterprise interviews, enterprise workshops in all participating countries, pilot study

■ Theory base:

- Deardorff Model of intercultural competence
- Kolb's learning cycle
- Schön /Argyris/Moon reflective practice and double loop learning
- Milton Bennett's Developmental Model of Intercultural Sensitivity and Mitch Hammer's Intercultural Developmental Continuum

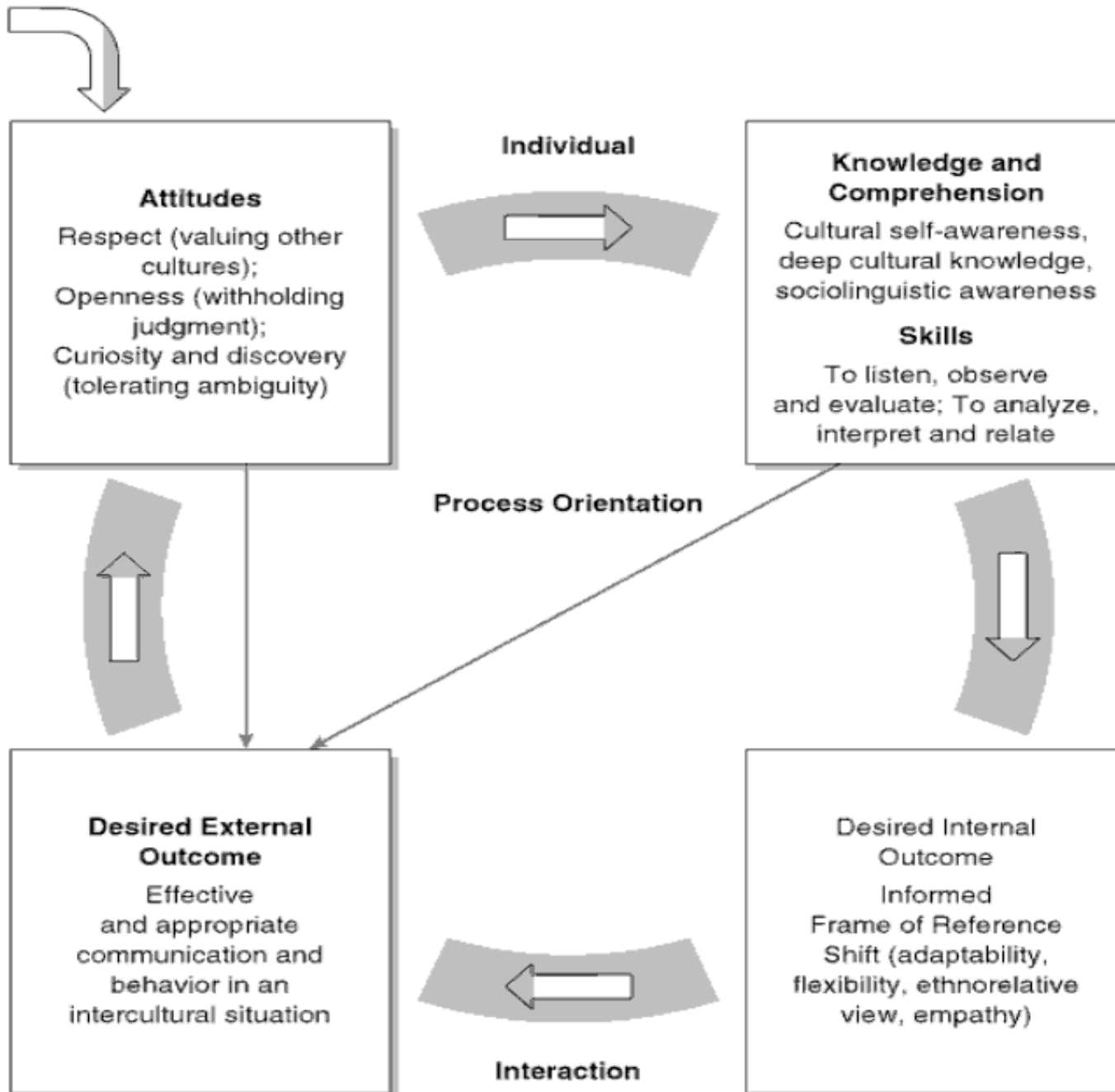


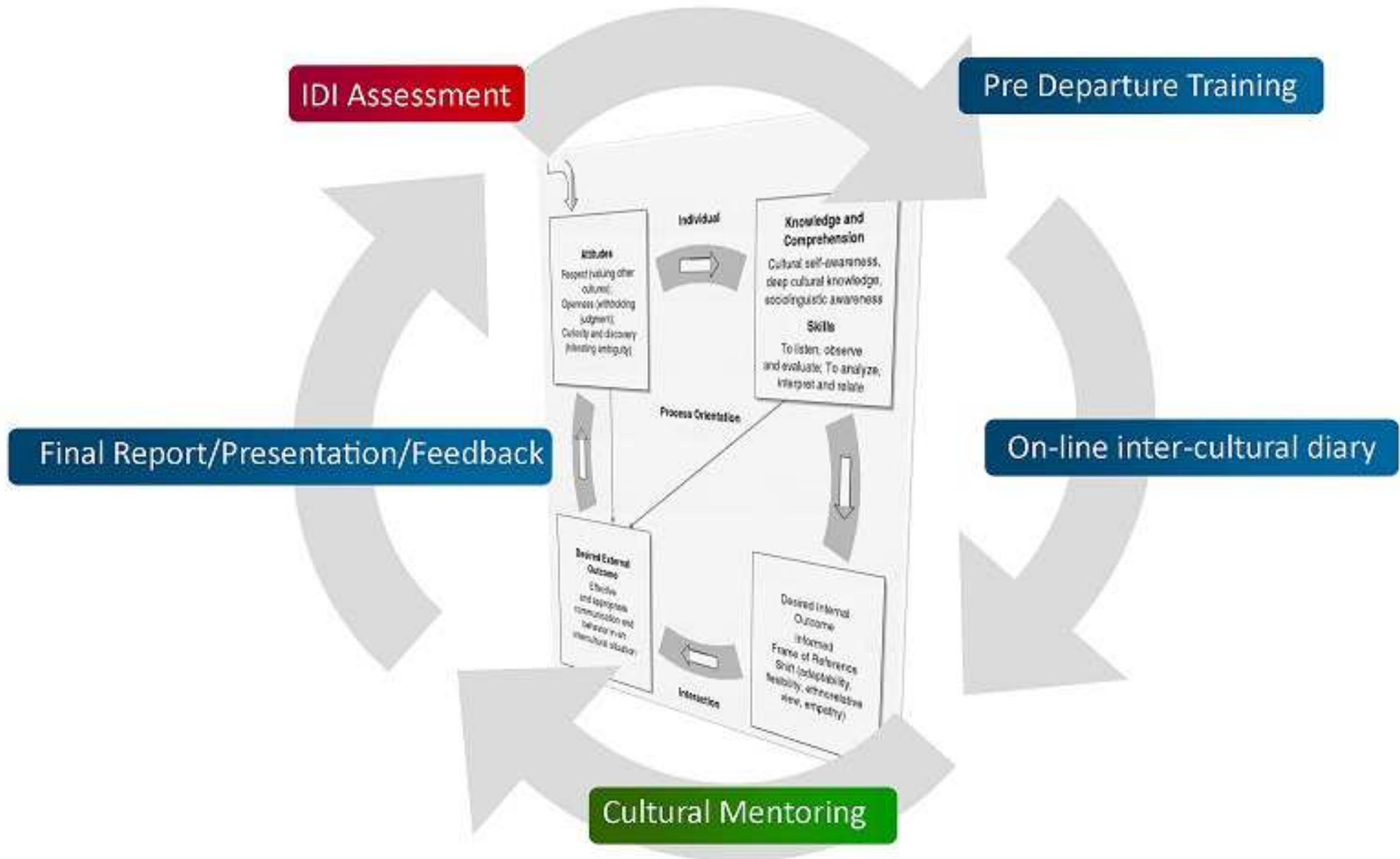
- **Results:**
 - Usage scenario for assessment instrument
 - Design of pre-departure training workshop
 - Framework for reflective practice through intercultural diary
 - Concept for cultural mentoring in the enterprise
 - Evaluation model with mixed methods including Q-sorting
 - Enterprise handbook

- **Validation** through (pilot) implementation and
- **Review** of SKILL2E Model and its impact documented in book *Education for Workplace Diversity* (2016)



Process Model of Intercultural Development





IDI Assesment

The Intercultural Development Inventory (IDI)

Assessment used for

- providing customised pre-departure training based on individual and group IDI profiles
- to assess students progress in intercultural learning

Pre Departure Training

- defined learning outcomes
- use of critical incidents
- Introduction to cultural dimensions, communication styles and the intercultural Development Continuum via exercises and brief inputs
- DICE method for practicing non-judgmental observation

Final Report/Presentation/Feedback

Cultural Mentoring

Benefits for Students:

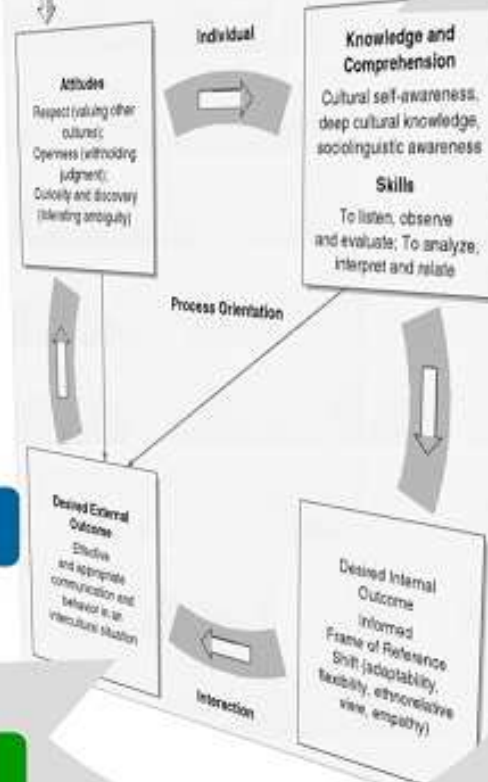
- Facilitates and accelerates integration into organizational culture
- Fosters career development
- Enhances interpersonal skills
- Learns to work with people of diverse backgrounds
- Establishes network and new contacts
- Supports personal growth and increases self-confidence
- Facilitates communication of competence gain to future employer

On-line inter-cultural diary

Started with a video or photo blog to set the scene and atmosphere

2 versions: unstructured or guiding questions

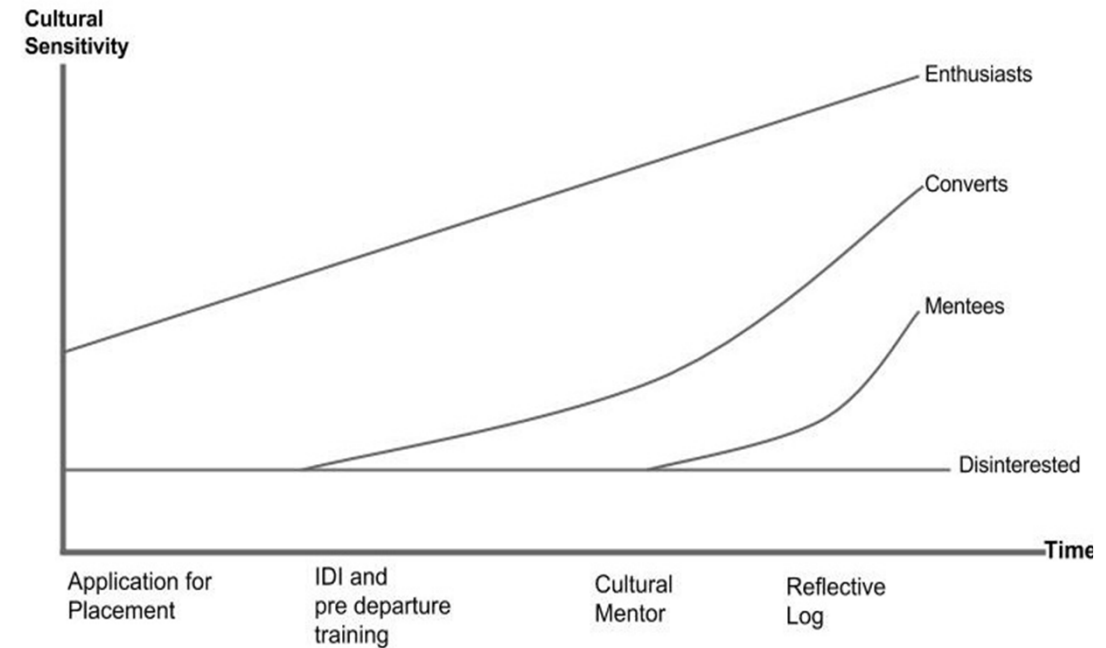
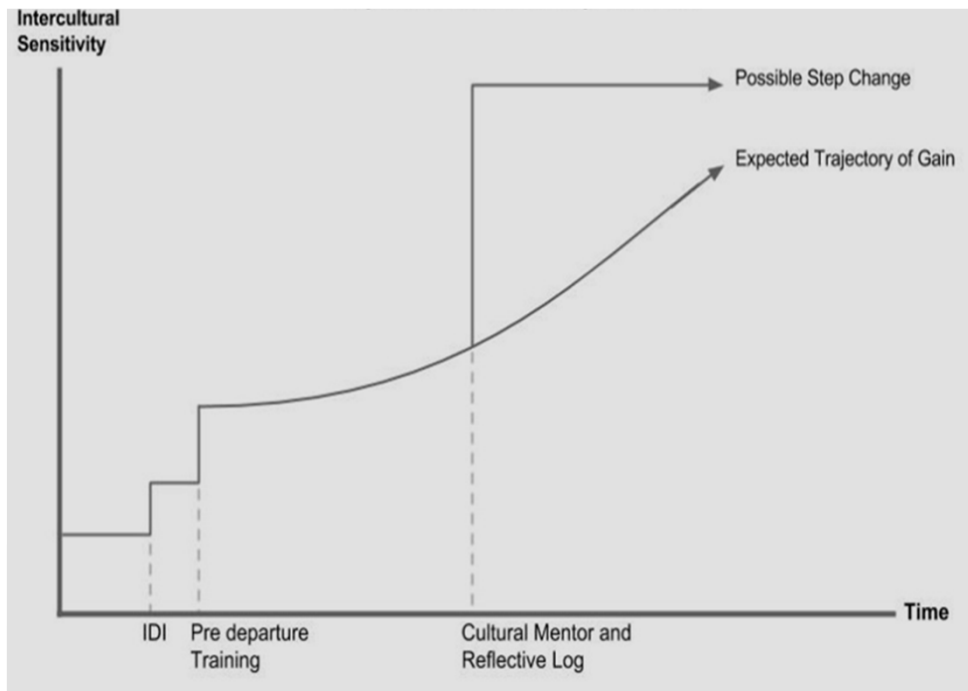
Final report intended as a double loop reflection against Hofstede dimensions



SKILL2E Model Details



Q-Sorting Results



Expected Pattern of Improvement

Engagement with SKILL2E Intervention Measures by Student Type (Factor)



- Balance resources and efforts > cultural mentoring in enterprises highly effective but very resource-intensive and not easy to implement
- Change time constraints from a barrier into a challenge that's worth tackling > plan curricula already with a view to best position for placement for university and target enterprises
- Explain why you are doing it and Involve all stakeholders
- Focus on reflection / awareness
- Utilise existing good practice > find models that have proven as effective
- Spend your effort for actual implementation
- View it as an ongoing and adaptable process
- Plan feedback and evaluation methods right away

Thank you

