Succeeding in a Global Job Market: Articulating Intercultural Experiences for Increased Employability
NUS Research on Global Employability and Employment

May 2015
Joy Elliott-Bowman, Policy Officer: International
NUS Research on Global Employability and Employment

- 2012 and 2014 – EU and Non-EU International Students
- 2012 UK students with and without a study-abroad experience
- 2012 Graduate Employers and institution staff
Why did we look at these areas?

Youth (15-24) unemployment rate (2013)

Source: ONS Labour Market Statistics First Release, 2014
Why did we look at these areas?

A British Council/Think Global survey, 79%

Of surveyed chief executives and board level directors of businesses in the UK think that in recruiting new employees, knowledge and awareness of the wider world is more important than degree classification.

Why did we look at these areas?

Why do International Students come to the UK?  
Top reason: The quality of education

Which of these make up the top 5?  
• To improve my English  
• To improve my job prospects in the UK  
• To gain a different cultural experience  
• Improve my job prospects globally  
• Improve my job prospects back home  
• To gain a different cultural experience  
• Opportunity to work in the UK after my studies

**Figure 1: Reasons for studying in the UK.**

<table>
<thead>
<tr>
<th>Why did you choose to study in the UK?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of education in the UK</td>
<td>62.70%</td>
</tr>
<tr>
<td>To gain a different cultural experience</td>
<td>46.70%</td>
</tr>
<tr>
<td>Improve my job prospects globally</td>
<td>46.70%</td>
</tr>
<tr>
<td><strong>Opportunity to work in the UK after my studies</strong></td>
<td>36.80%</td>
</tr>
<tr>
<td>Improve my job prospects back home</td>
<td>32.00%</td>
</tr>
<tr>
<td>To build up links with people from around the world</td>
<td>31.60%</td>
</tr>
<tr>
<td>Improve my job prospects in the UK</td>
<td>21.10%</td>
</tr>
<tr>
<td>To improve my English</td>
<td>17.80%</td>
</tr>
<tr>
<td>To build up links with people in the UK</td>
<td>14.80%</td>
</tr>
<tr>
<td>Other</td>
<td>5.40%</td>
</tr>
</tbody>
</table>
Why did we look at these areas?

Figure 20: Connection between post-study work and changes in student numbers.

<table>
<thead>
<tr>
<th></th>
<th>Decline</th>
<th>Importance of post-study work</th>
<th>Percentage Which Would Not Recommend the UK (June 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>-25%</td>
<td>51%</td>
<td>60%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>-19%</td>
<td>33%</td>
<td>54%</td>
</tr>
<tr>
<td>Nigeria</td>
<td>-1%</td>
<td>42%</td>
<td>47%</td>
</tr>
<tr>
<td>China</td>
<td>6%</td>
<td>23%</td>
<td>35%</td>
</tr>
</tbody>
</table>
Who did we ask?

• 2012 survey by NUS Scotland of Scottish students – 133 students from 11 Universities and 20 Colleges - funded by NUS Scotland and the Scottish Higher Education Employability Forum (SHEEF) AND 27 Institutional Interviews

• 2012 (1075) and 2014 (1599) survey of EU and non-EU international students from across the UK

• 2012 survey of 46 graduate level employers in Scotland from a diverse range of industry – funded by NUS Scotland and the Scottish Higher Education Employability Forum (SHEEF)
What did they say?

NUS Scotland Research
http://www.scotlandgoesglobal.co.uk/research-videos/
• Developing Scotland’s Graduates for the Global Economy: From Here to Where?
• Study Abroad Experience and Graduate Employability: Scottish Employers’ Perspectives

NUS UK Research
http://beta.nusconnect.org.uk/resources/nus-submission-to-the-all-parliamentary-group-on-migration-inquiry-into-the-post-study-work-route
And
• Unlocking the Doors to International Entrepreneurship
## What did they say?

<table>
<thead>
<tr>
<th>UK Students</th>
<th>International Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 38% believed studying in a different country made them more employable to some extent</td>
<td></td>
</tr>
<tr>
<td>• 47% believed studying in a different country improved opportunities in the global job market</td>
<td></td>
</tr>
<tr>
<td>• 21% would be interested in a work placement for less than one year in another country</td>
<td></td>
</tr>
<tr>
<td>• 92% thought that graduates who studied in a different country had a better chance of employment</td>
<td></td>
</tr>
</tbody>
</table>
Contrasting Views

BEFORE
38% of students felt that an intensive shorter-term study abroad trip of 2-4 weeks was too short to make experience valuable. Following interviews

AFTER
All students, regardless of study trip length, felt that it was of significant value to their personal growth, inter-cultural competencies, and in their employment upon graduation.
What did they say? Employers

Do graduates with a study abroad experience have a better chance of employment?

7% 
18% 
15% 
29% 

Definitely
Significantly
Somewhat
Not at all
Contrasting Views

NUS Scotland Survey suggested 50% of employers feel they would recognise the benefits of transferable skills gained during a short-term study abroad period lasting 2 to 4 weeks.

2011 research from the British Council on the importance of language skills in graduate employability and earning potential, only 1 out of the 45 valid responses mentioned language skills as a possible study abroad graduate attribute in the open responses.
Employers were overwhelmingly supportive of shorter study abroad windows, with 58% of respondents supporting such moves, stating that they would definitely (9%), significantly so (7%) or to some extent (42%) support such moves. Less than a quarter (24%) would not be supportive with 18% responding that they didn’t know.

In Scotland the most popular study abroad programme is Erasmus which is between 3 -12 months in duration. Uptake currently stands at only 1% of the Scottish student population.
Research Conclusions

• Students are aware of employability benefits of study in a different country

• “Employment” opportunities vary by country – it is important that employability is not just transferable skills but knowledge about employment sector in different countries

• A global commons for employment and employability in our institutions is a way to ensure that students see the value in a study abroad opportunity and those that already have, know how to put their experience into practice.
Abi Sharma
Senior Careers Consultant, The Careers Group & Deputy Head, Queen Mary, University of London
Where we are going……

- Identify what a ‘global mindset’ is in the context of employment
- Identify tools to help students can articulate their global mindset to employers
- Evaluate tools to help students conduct an international job search
Value of the global mindset

**Workplace skills**
“Graduates who have done a year abroad are generally good problem solvers, good at working on their own initiative and have good communication skills.”
Senior Recruitment Consultant

**Employment prospects:**
- 5.4% of 2013 graduates who were mobile were unemployed
  6.7% of non-mobile graduates
- Graduates who were mobile were earning more in 40 out of 67 subjects (with available data)
*Gone International, UK HE International Unit, 2015*
What do we mean by ‘global mindset’ in the context of employment?
Global Mindset Inventory

- Intellectual Capital
- Social Capital
- Psychological Capital

Take the test [www.gmitest.com](http://www.gmitest.com)
**Intellectual capital**
- global business savvy
- knowledge of different cultures
- problem solving

**Social capital**
- intercultural empathy
- intercultural impact
- diplomacy

**Psychological capital**
- desire for diverse experience
- quest for adventure
- self-assurance

Identifying a global mindset exercise

(1) How are the ISP capital components useful in a work environment?

(2) Map components of ISP capital onto given job advert(s). Where did students develop these components on years abroad?

(3) Introduce STAR technique

(4) Select a skill from job advert and using STAR give a 250 word example of when demonstrated that skill on year abroad

(5) Share with partner: peer feedback
Discuss

What activities could you do to help students further develop their global mindset, as defined by Javadin?

OR

How might you work with your students to help them identify their own global mindset?
Globetrotting: combining work & travel abroad

Hear from a selection of organisations who can help you decide where, how and what to do to gain the best skills for your CV whilst seeing the world.

HLT2  3 February 6-8pm

Careers & Employability Service

For more information and to register: royalholloway.ac.uk/careers/events/eventlistings.aspx twitter.com/rhulcareers facebook.com/rhulcareers
International job searching

Careers service workshop:
*International Job Search Treasure Hunt*
(1) Quiz: 1 question for each category: recruitment practises, job search methods, visas, personal contacts, living costs/practicalities

(2) Demonstrate resources for each category

(3) Choose a country & use resources to find the following:
Recruitment practises: write down the major sections and 3 differences between your CV and the one you have chosen

Job search: find 5 general job search websites and 2 in your field. Find 2 live job adverts for your field. What qualifications do they require?

Personal contacts: find one person from the UCL alumni database with knowledge of your chosen country

Visas: what is the process for getting the required visa? What is the cost?

Living: Find 2 accommodation possibilities in the country’s capital. What is the rental process? What does a Big Mac Meal cost in your chosen country? What’s the cost of a return flight?
International job searching
To browse through a country guide, click on the country you would like to view from the list below.

- Argentina
- Australia
- Austria
- Belgium
- Brazil
- Canada
- Canada City Guides
- Chile
- China
- China: Beijing City Guide
- Costa Rica
- Denmark
- Finland
- France
- Germany
- Guatemala
- Hong Kong
- India
- Ireland
- Italy
- Japan
- Kenya
- Mexico
- Netherlands
- Nicaragua
- Norway
- Panama
- Peru
- Russia
- Singapore
- South Africa
- South Korea
- Spain
- Sweden
- Switzerland
- Taiwan
- Turkey
- United Arab Emirates
- United Kingdom
- United States
Pick one of the international job search ideas that you think would be useful to run in your context. Who would be your audience? What would you adapt? What partnerships would you need to run it?
Thank-you and Questions

Joy Elliott-Bowman
Joy.Elliott-Bowman@nus.org.uk

Abi Sharma
a.sharma@qmul.ac.uk