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

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• 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
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??
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
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.
Preferences for an internationalised curriculum (Caruana 2010)

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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
The CAL project

- 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
• 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
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
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