SUCTI

SYSTEMIC UNIVERSITY
CHANGE TOWARDS
INTERNATIONALISATION

MANUAL FOR SUCTI TRAINERS

Barcelona, January 2018

Co-funded by the
Erasmus+ Programme
of the European Union

MANUAL FOR SUCTI TRAINERS

This report corresponds to an intellectual output of a Strategic Partnership project (Erasmus+)

SUCTI Project (Strategic Partnership - 2016-1-ES01-KA203-025646)

COORDINATOR

UNIVERSITAT ROVIRA i VIRGILI

PARTNERS

UNIVERSITAT POLITÈCNICA DE CATALUNYA BARCELONATECH – UNESCO Chair of Higher Education Management

U.PORTO

JUSTUS-LIEBIG-UNIVERSITÄT GIESSEN

Adam Mickiewicz University Poznań

EAIE European Association for International Education

Global Impact Institute

Università Cattolica del Sacro Cuore – Centre for Higher Education Internationalisation

ASSOCIATE PARTNER

SGROUP EUROPEAN UNIVERSITIES' NETWORK

Co-funded by the Erasmus+ Programme of the European Union

Contact
https://suctiproject.com/contact-us/

Index

1. Preface

1.1. Introduction to this Manual

Welcome to the SUCTI Project!

This is an exciting opportunity both for you and for your institution! This Manual will give you the key tools and information so that you become a SUCTI Trainer and are able to give the SUCTI Course in your institution. This course, given as often as deemed appropriate, has the objective to empower as many administrative or support staff as possible in order to truly internationalise our higher education institutions from within.

Thank you for joining the growing SUCTI family and for contributing with your knowledge, skills and passion to the internationalisation of your institution. We believe that each one of us in the internationalisation of higher education has an important role to play: pass it on!

Marina Casals
Coordinator of the SUCTI Project

1.2. What is SUCTI?

The Systemic University Change Towards Internationalisation (SUCTI) project is a three-year initiative approved for funding under the European Commission's Erasmus+ – KA2 Strategic Partnerships for higher education. The project is coordinated by the URV, Universitat Rovira i Virgili (Tarragona, Spain).

The partners in the SUCTI project are (in alphabetical order):

- Adam Mickiewicz University in Poznan http://international.amu.edu.pl/
- Center for Higher Education Internationalisation (CHEI) at Università Cattolica del Sacro Cuore (Italy) http://centridiricerca.unicatt.it/chei
- European Association for International Education (EAIE). www.eaie.org
- Global Impact Institue (GII) www.globalimpactinstitute.eu
- Justus Liebig Universität Giessen (Germany) https://www.uni-giessen.de/index.html
- UNESCO Chair of Higher Education Management at Universitat Politècnica de Catalunya (Spain) http://cudu.upc.edu/en
- University of Porto (Portugal) www.up.pt

And an associate partner:

- SGroup European Universities' Network. http://sgroup.be/

The project aims at empowering administrative staff by providing them with knowledge and skills related to their university's internationalisation process. Administrative staff represent the backbone of universities, and if they are convinced of the importance and added value of internationalisation they can become genuine change agents. In this way, they can make a key contribution to the overall objective of the project which is to transform the internal mindset of universities and enable these to become truly internationalised institutions.

1.3. Objectives of SUCTI

The objectives of the project are:

- To raise awareness of internationalisation among the administrative staff of European universities.
- To create a multiplying effect and help institutions enhance management, governance and innovation capacities in order for them to become truly international.
- To share know-how, course materials, manuals and results of the project to all interested HEIs.

1.4. About this Manual

This manual for trainers of the SUCTI course is divided in the following five sections according to the course's content:

- Internationalisation
- Presentation Skills
- Intercultural Communication
- Moodle
- Evaluation tool

This manual also contains a section with important information that will help you prepare for the SUCTI course and for the open seminars:

- Preparations necessary to deliver the SUCTI course at an institution
- Guidelines for the open seminars

Finally, you will also have:

- A guide to the presentations

1.5. Overall methodology for the SUCTI course

The overall methodology for the SUCTI course is participatory and interactive. It has to be fun for people to learn, be interested and finally become a change agent for internationalisation. This course should be motivating, interesting and enjoyable. In order to reach these objectives, there are some basic principles:

- There are no stupid questions!
- Allow people to ask questions at any time (but you are controlling the course and the timings!)
- Create an atmosphere of respect and where everyone can express him/herself
- Have a code of conduct approved by everyone involved based on respect, equal timings of active participation, one-microphone rule (only one speaks at a given time). This code of conduct allows everyone to participate and respect others.

There will be very many useful tips in the section of Training Skills. Remember that training is a great opportunity to learn from participants as well. We are not "teachers", but facilitators, trainers who make sure that the knowledge by all participants can be shared. The SUCTI course is also a great opportunity to listen and know the concerns of staff working in our institution.

1.6. Structure of the SUCTI course

The structure of the original URV SUCTI course was given in 3 different days (4 hours each day)

- Day 1: What is internationalisation? What do participants know? Basic concepts. Reasons for and against. History of internationalisation. What does my institution do in terms of internationalisation? Presentation of the different services/units in charge of internationalisation at our institution.
- Day 2: Rankings. What are they? Where is our institution in the rankings? Global trends. What does my country do? Why do students come to my HEI? Intercultural communication.
- Day 3: What is in it for you? The international students' experience. The experience abroad of a member of staff. What can you do to contribute? Own personal project.

It can also be structured differently depending on your context.

1.7. Preparations necessary to deliver the SUCTI course at an institution

- □ Before giving the SUCTI Course at your institution, it is important to have the PowerPoint presentations translated in your institution's language.
- □ Update the information on the PowerPoint if necessary (latest ranking information, etc.)
- □ Talk to your Human Resources Department (or whoever usually organizes continuous education courses for administrative staff) to see how to set it up, when would be a good time and what steps to follow in order to properly organize the course.
- □ Talk to the leadership in your institution so that they understand the need for the course and support you. Maybe they can identify key people who should take the course as participants.
- □ Check that all the materials are ready to use. You can use a video of students talking about their experience at your institution, a piece of news from a newspaper which you think can help in one of the discussions, etc.
- □ Contact the different departments/units who you want to invite to make a short presentation in the course (for instance: research department, doctoral school…).
- □ Contact staff who have had a mobility experience abroad to come and present their experience.
- □ Block the agenda of the vice-rector for internationalisation so that s/he attends the presentation of the personal project by participants. It is empowering for participants but also interesting for the Vice-Rector.
- □ Have the certificates of completion ready for participants. You can give them the honorary title of "International Ambassador of your institution", make them feel proud of their involvement and their achievement of completing the course.

This is a useful check list that you can use:

- ✓ PowerPoint translated
- ✓ PowerPoint updated
- ✓ PowerPoint checked and ready
- ✓ Any other materials ready:
  - ✓ Video of international students on why they have chosen our institution and what is their experience like
  - ✓ Piece of news from newspaper…
  - ✓ Flip-charts, markers, post-its…
  - ✓ Images of means of transport
- ✓ Human Resources Department (or similar) informed and organizing course within their offer
- ✓ Leadership informed and on board
- ✓ Vice-rector informed and agenda blocked to attend the participants' projects presentations on the last day of the course
- ✓ Contact staff to present their abroad experience
- ✓ Contact staff to present during the course on their unit (units related to internationalisation), a particular programme (study abroad programme, strategic plan…)
- ✓ Certificates of completion / international ambassador ready

1.8. Guidelines for the open seminars

The Open Seminars are multiplier events of the SUCTI Project, so that not only your institution benefits from the SUCTI course, but that you can share what SUCTI is about with other higher education institutions in your region/country.

This is not the course in itself. It is a one-day seminar in which trainers show participants (mostly internationalisation officers of other higher education institutions) what the SUCTI Project is about, what a course looks like, what materials are used and what outcomes are expected.

During the Open Seminars there are some giveaways, but we do not offer all the materials and findings of the project and course (we refer them to the web site). We trigger interest, give some valuable information so that other institutions can follow-suit or are interested in collaborating within SUCTI or in the future.

This is a proposed structure and content of the Open Seminar:

Table 1. Proposed Programme

Time	**Activity**
9:00	Welcome to participants and Opening of the Open Seminar
9:30	What is the SUCTI Project and Why can it be important for my institution?
10:00	What are the contents of SUCTI? ▪ Internationalisation: what is it? Basic concepts. ▪ History of internationalisation ▪ What does your institution do in terms of internationalisation? ▪ Rankings and Global Trends ▪ Intercultural Communication ▪ What is in it for you? ▪ Participant’s project
10:30	Coffee Break
11:00	Results of the “European Report for Systemic University Change Towards Internationalisation”
11:30	Training Materials
12:00	Methodology and structure of the course
12:30	Evaluation Tool and expected results
13:00	Lunch Break
14:30	The messages of SUCTI and how to transform your institution from within
15:30	The role of Human Resources Department in integrating the SUCTI course
16:00	How to bring the leadership on board?
16:30	Open debate
17:00	End of Seminar

2. How to train participants on internationalisation

Marina Casals

2.1. Introduction to Internationalisation

2.1.1. Basic concepts and questions

What is internationalization?

***IMPORTANT TIP:** Open up the floor to the knowledge of participants!*

"The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels" Jane Knight, 2008

Or its more recent revision in the study of "Internationalisation of Higher Education" conducted by the European Parliament in 2015 by Fiona Hunter, Hans de Wit, Laura Howard and Eva-Egron Polak (p. 285).

"The **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions **and** delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society."**

"The complex of processes whose combined effect, whether planned or not, is to enhance the international dimension of the experience of higher education in universities and similar educational institutions." – OECD

What would you highlight as most important in these definitions?

PROCESS. The fact that it is a process that will not finish tomorrow, that has not started today, that is ever-evolving and that we can stir into what we believe is the right direction.

Comprehensive internationalization

"Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education entreprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.” John Hudzik, 2012.

Internationalisation at home

“Internationalisation at Home is any internationally related activity with the exception of outbound student mobility.” Nilsson, B. (2003) Internationalisation at Home from a Swedish Perspective: The Case of Malmö. Journal of Studies in International Education, Vol. 7 No. 1, p. 31.

Or 'The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.' (Beelen and Jones 2015).

Where did internationalisation at home come from?

“The term “Internationalisation at Home” originated in 1999 in Malmö, where the newly established university had as yet no bilateral agreements and therefore no opportunities to send students abroad. (…) Internationalisation at Home in Malmö had to rely on integrating the international and intercultural aspects of the city into the learning experiences of all students. The focus on all students is an essential one (…).” Internationalisation of Higher Education and Global Mobility. Edited by Bernhard Streitwieser. Symposium Books, 2014. Chapter 16 “The Other side of mobility: the impact of incoming students on home students” by Jos Beelen (p.288).

Sometimes internationalisation at home encloses the internationalisation of the curriculum, sometimes they are perceived as synonyms.

We can also use the quote by Bengt Nilsson of “I have a dream”, which is beautiful and can be motivating for participants to reflect on this vision of internationalisation:

> *“I have a dream for Malmö University. I would like to see all our students leaving this university with the added value an internationalised curriculum can give: besides good knowledge in their subject area, they would have an open mind and generosity towards other people, know how to behave in other cultures and how to communicate with people with different religions, values and customs, and not be scared of coping with new and unfamiliar issues. I would like to vaccinate all our students against the dark forces of nationalism and racism”*
>
> *(Nilsson, B. (2003) Internationalisation at Home from a Swedish Perspective: The Case of Malmö. Journal of Studies in International Education, Vol. 7 No. 1, p. 39.*

Internationalisation of the curriculum

Internationalisation of the curriculum (IoC), concentrates on the formal, assessable curriculum: “The incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study.” (Leask 2009, p. 209). Or its newer definition “Internationalisation of the curriculum is the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.' (Leask 2015)

There are three types of curriculum: the formal, the informal and the hidden curriculum.

- **Formal curriculum:** syllabus itself and all the associated planned activities.
- **Informal curriculum:** additional non-assessed activities and student services that may support learning.
- **Hidden curriculum:** implicit and often unintended messages communicated about which knowledge is considered important.

(Leask referenced in Internationalisation of Higher Education, European Parliament, p. 54)

2.1.2. Other important concepts:

Study abroad

Study abroad refers to a period of study done at a foreign country, generally the student pays a fee in order to enjoy this opportunity.

Mobility / Exchange

A study abroad experience which generally relies on reciprocity.

Offshore campus = International Branch Campus

This is a form of international higher education where one or a group of institutions establish a physical presence at some foreign location in order to expand their outreach and to send their home students on exchange within the same institution.

International outreach

Offering university programs and services to international markets in order to receive more international students.

MOOCs

A MOOC is a massive open online course aimed at unlimited numbers of participants via an open web access.

Do you know any more? Any you would like to add to this list?

2.1.3. Activity: Why internationalize?

The SUCTI course needs to address early on the prejudices around internationalisation and the best way to do that is letting participants do that by themselves, without the trainer having to convince anyone of the importance of internationalisation.

Table 2. Example of the arguments for and against internationalisation

PROS	CONS
It is important to internationalize for our students (to prepare them for a more globalized world), for our research to have more projection and impact, for our institution to not be left behind	It is costly
Profit from other income options (international outreach, study abroad programs, international seminars…)	Why accept international students who profit from the system but do not contribute to it (not tax payers…)?
…	…

2.2. History of internationalisation

This section does not have the goal to get into the detail of the history of internationalisation of higher education institutions, but rather give a brief overview as a way to reflect on the importance of internationalisation and the fact that internationalisation is a reality and has always been in one way or another.

University = universe / universal

Latin “unus” + “versus” = the sole and indivisible point around which everything turns

By definition therefore universities are universal.

Can our university be more so?

Figure 1. Origin of the word University

The first universities were few and used Latin as their lingua franca. Some of the first universities were Bologna, Paris (later Sorbonne), Oxford, Cambridge, Salamanca, Siena and for students in order to attend them, they had to travel. Each one of them had its own specialty.

With the rise of the number of universities, students became less mobile and universities more self-centered. Nevertheless, as their name suggests, they still had the universality focus in their research for instance.

After a more self-centered period and the rise of regional universities, the Erasmus programme started to open up international opportunities for universities in Europe. In other university systems, such as the USA, the UK and Australia for instance, universities were looking outward as a form of income generation.

This new mobility opportunities that the Erasmus program brought about were mirrored as well with a higher degree of mobile populations and migrant patterns in our European societies.

This leads us to reflect on our universities' "products" (these being knowledge and graduates) as products adapted to our societies' needs (which are more and more international) or on the contrary unsuited (only with a national profile).

2.3. Global Trends

IMPORTANT TIP: *Always ask participants first! This helps in many ways:*

- *They get engaged!*
- *They have to think first!*
- *They realise they know more than they think and are more motivated to know even more.*

So, what are the global trends in international higher education that YOU know?

Use the sign of brainstorming that you wish (always the same) so that when participants see it, they understand that it is their turn to contribute.

Figure 2 Sign for brainstorming [designed by Vectors Market from Flaticon]

Important TIP: *Never disregard what someone says as stupid or not valuable (even if it is off topic). Acknowledge their contribution as a valuable one and then re-direct it in the right direction if necessary or build on it if possible.*

Global trends in this sense are the general developments that occur globally concerning international higher education. We can look at global trends from different angles and there is much literature on them. Here is a little summary that can help us with the SUCTI course content regarding these global developments.

1. Changing global demographics
2. Increasing global student mobility
3. Higher education as a global market
4. Changing role of governments
5. Non-traditional models in IHE
6. Strategic alliances, partnerships and networks
7. Demand from employers
8. Politics – Populism

2.3.1. Changing Global demographics

Some of the main aspects affecting global demographics are:

- Declining birth rates in high income countries: which means that these countries must look for students abroad.
- Population growth mainly in Africa and Asia: the growing population looks for educational opportunities elsewhere. The massification has led to a capacity and demand that has tripled in the last years. And the participation of the population in higher education has risen.
- Global explosion of the middle class
- Labour shortage in "the West"

All of this leads to brain circulation and global competition for talent, also explained in other of the global trends, as most of these trends interact and affect each other.

2.3.2. Increasing global student mobility

- Over 5 million students studying abroad in 2014 (OECD 2015 report)
- If the growth of the 2006-2012 period is extrapolated till 2025 the number would rise above 9 million by 2025 (65% of these students come from Asia)

Due to some of the demographic changes, the economy, human rights issues and employment possibilities, the increase in global student mobility is exponential also reflecting on brain circulation and global competition for talent.

2.3.3. Higher education as a global market

- Global demand for higher education exceeds availability
- Implementation of tuition fees
- Student as customer
- HE as an industry - service oriented
- Increasing importance of rankings and branding
- English as the international higher education language

With rankings and global competition for talent, institutions are forced to change, to attract the best students, to conduct the best research, to treat students as customers, to use the lingua franca of this market (English) in order to become more attractive, to implement tuition fees as a sign for quality (though this is not the only reason), to brand themselves and become more inventive in a world where public funding in higher education is decreasing. Cross-border Higher Education providers have also emerged to get a share of this profitable market.

2.3.4. Changing role of governments

- Declining funding - the user pays
- Privatisation and private equity growth in higher education

- The benefits of internationalisation are increasingly clear to governments (and employers) - HEIs are pushed

Governments reduce public funding, therefore the introduction of fees or looking for other funding options is a must. As the economic and other benefits of Higher Education Internationalisation become clear, governments push higher education institutions to become even more a social and economic player.

Some governments fund agencies or foundations for the promotion of the higher education system as a whole and develop funding schemes, programmes, scholarship plans and all types of calls to promote the attraction of their own HEIs in the world.

2.3.5. Non-traditional models in IHE

- Offshore teaching, in non-traditional countries
- Introduction of online delivery, online teaching, MOOCs – blended learning
- Different models of mobility

Traditional teaching has evolved into a variety of models in order to reach more students, other markets, and to benefit those who do not conform to the traditional student profile. Offshore campuses and teaching in other partner institutions in other countries has greatly increased, as well as counting on the technological advances to reach a higher number of students and provide those who work or have other limitations with access to education.

2.3.6. Strategic alliances, partnerships and networks

- Research within institutions requires to work jointly with partners on a topic
- International partnerships are 'beyond student mobility.'
- You are as strong as your partners

The tendency is to work in international, more inter-disciplinary teams in order to produce research that has more impact. International partnerships cover much more than mobility nowadays including joint programs, joint research, co-tutelles, etc. There is the saying that you are as strong as your partners and institutions generally partner with other similar institutions with a common strategy in mind.

2.3.7. Demand from employers

Employers have realised the strong potential and qualities of the graduates that have had a mobility experience. There are several reports focusing on the benefits of a study-abroad experience and its attraction in employability. The Erasmus Impact study for instance confirms that EU student exchange scheme boosts employability and job mobility. In an ever-growing global job market, having had an experience abroad is only a plus.

2.3.8. Politics – Populism

- Brexit
- Trumpism

- Refugees
- Questions about the positivity of internationalisation, the rise of protectionism, nationalisms, or the use of English as a lingua franca versus the use of the local language in higher education...

The emergence of a more conflicted public environment for internationalisation cannot be denied. The effects of Brexit, of terrorist attacks, of Trump, of the arrival of refugees, the economic crisis linked to unemployment, nationalisms, protectionism... all of these have indeed effects on higher education as a market. As the trend to internationalise is real, there is also the opposite tendency to protect the local culture and language of the globalisation effects and these two forces can sometimes lead to conflict. It is important to have all of these elements in mind and study their development.

Also, here it is important to make a difference between “Internationalisation” and “Globalisation” (John Hudzik, 2017).

- **Globalization** is about the forces (political, economic, social, cultural, knowledge and problems) crossing borders almost unimpeded.
- **Internationalization** is understanding, mediating and helping to negotiate global phenomena.

2.4. Rankings

University rankings are listings of higher education institutions ordered by achievement or by combinations of various factors: research excellence, expertise, graduate employment, among others. There are rankings worldwide and national rankings. There is a lot of disagreement around rankings’ accuracy or usefulness, but rankings are here to stay whether we like it or not and they play an important role as a factor of attraction of students.

This section of SUCTI is not only informative, but it also helps participants place their institution and reflect on its strengths and weaknesses. This is why it is important to find the rankings where our institution appears, as well as the best-known rankings. It is also important to compare the 10 first universities in the main general rankings as they are generally the same ones with little variations. In this section, there is also a mention to the institutions’ budgets linked to their position in rankings. The information here is rather old, though probably largely applicable. It is not easy to find this type of information, but it is important to try to use the most updated information available. Showing for instance the information of the Table 3.

Table 3. Cost per student (El país, August 16, 2012)

University	Cost [€/student]
Hardvard, MIT or Princeton	150,000
Oxford or Cambridge	50,000
Spanish Universities	10,000

Knowing your own institution's budget would also be important here. For the URV, it is about 6,500€/student.

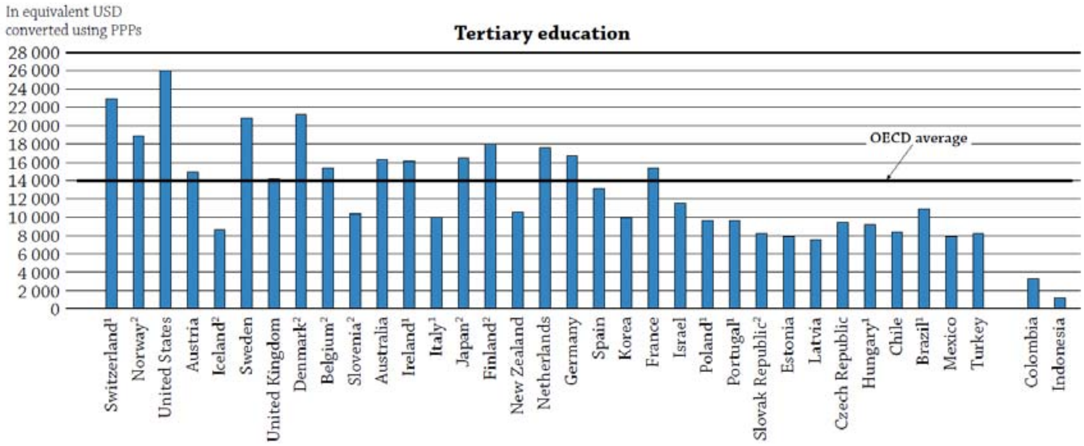


Figure 2. Annual expenditure per student by education institutions - 2011(Education at a Glance 2014: OECD Indicators)

2.4.1. Main university rankings

Here, you can find the main university rankings:

- Shanghai Jiao Tong University Ranking: http://www.shanghairanking.com/
- The Times World University Ranking: http://www.timeshighereducation.co.uk/world-university-rankings/
- QS World University Rankings: http://www.topuniversities.com/university-rankings
- U-multirank http://www.u-multirank.eu/#!/home?trackType=home
- Leiden ranking http://www.leidenranking.com/
- Webometrics ranking (Ranking web of universities) http://www.webometrics.info/
- Other national rankings

There are also rankings by subject matter, rankings for universities younger than 50 years old and many more.

Showing information on rankings can be a bit dense, there is a lot of information, names, positions... Asking first which Universities do participants think are the first on the main rankings, which do they think are there from their country, what position does their institution hold approximately and so on and so forth will make participants think first, in a sort of a guessing game, and then contrast their opinions with the real information.

As rankings generally also rate quite highly those institutions who have among their staff Nobel laureates, it is also something that we can show (if your country is not included, please include it).

Figure 3. slide "how many Nobel laureates belong to these countries?" (slide with guessing game). Response: The last number corresponds to the first flag, and so on. It must be updated regularly.

It is also helpful to have a slide with conclusions on the rankings, such as this one, in which we have summarised the main highlights of the ARWU ranking (2017):

- Among the first 20 → only 4 are non-US: UK 3 & Switzerland 1
- European Universities top 100: 34
- Australia has 6 among the first 100
- Among the first 100:
  - 48 are from the US
  - 5 are from Switzerland, 4 are from Germany, 3 from France, 3 from Sweden, and 2 from Denmark.
  - 9 are from the UK
  - 4 are Canadian
  - 1 is from China

After looking at the rankings, it is possible that if our institution is not well placed in them, the energy of participants and mood may be a bit down. Address it!

For instance:

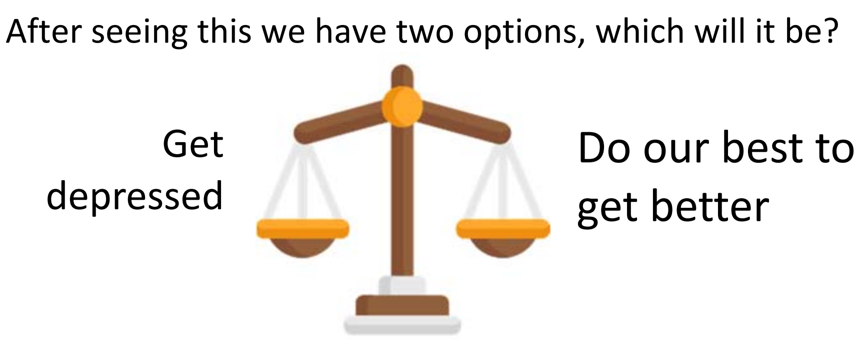


Figure 4. What to do? (Icons made by Freepik from flaticon)

2.5. *Your own country*

It is well-known that the closer one gets to the interest of a person; this person will be more interested and involved in what is said. Translated into the SUCTI content this means that if I talk about China, participants at my institution may be interested, but they will be much more so when talking about their own country, region or institution. This is why it is important to search for surveys or data that we can use.

Examples of surveys or data that we can use here:

- Mobility numbers (incoming / outgoing) compared to other countries
- Main destination countries for our outgoing students
- Main sending countries to us
- Progression of percentages of international full-degree students at bachelor, master and PhD levels
- Main positive feedback of international students who study in our country
- Main weaknesses identified by these international students

One way to present it is in a contest way, guessing game or using some dynamic technique. What is important to remember is to always ask participants FIRST, before giving them the information. This will keep them engaged and participating.

2.6. *Your own institution*

This course came about in order to transmit what our institution does in terms of internationalisation, therefore all relevant information on internationalisation should be given to participants. Some of the important topics that we would include are:

- What does your university do in terms of internationalization?
- Does your university have a strategic plan? What about a strategic internationalization plan? What are the international priorities?
- The international vision of the university.
- Our university in figures (rankings, mobility numbers, international students, etc.)
- Experience of one or two international students (can be a live presentation or a video)
- What is the international brand/image of the university?
- What are the mobility opportunities for staff?
- What is the mentor programme? Is there a language buddy system in place?
- What does the university offer international students in terms of orientation?
- Are there student associations who deal with international issues?

What else is applicable to your context?

2.6.1. The transportation metaphor

The transportation metaphor is very useful because it looks like a game and it is dynamic and fun, but one can get a lot of information out of it. Choosing an image, a means of transport, that one can relate to his/her own institution's internationalisation profile and seeing what ideas participants have is useful to them as they have to reflect a bit out of the box about their institution, but also to the trainer, who gets a sense of how internationalisation is perceived internally and can afterwards act upon that if necessary.

This metaphor can also be done by taking two images: the present image of the internationalisation of their institution and the one that they envisage in the future.

Figure 5 Transport (Icons made by Freepik from flaticon)

2.6.2. Units involved in internationalisation

Participants to the SUCTI course may believe that everything so called « international » is dealt with at the International Office. This is a common misconception. Therefore, showing the different units and services that deal with internationalisation is generally a much-needed eye-opener. Asking the main services who deal with internationalisation to present what they do in ten minutes is a great way to give the floor to units and services who are able to present what they do to other colleagues and also to show to which extent internationalisation is transversal.

Figure 6. Units involved in internationalisation

Possible units as an example (depending on the university/context these will differ):

- Research unit
- International Projects unit
- Postgraduate School
- International Admissions office
- Marketing (maybe they do some materials, fair preparation for international markets)
- Study Abroad Unit

2.6.3. Staff member to present their experience of mobility

We can invite a member of staff (academic and/or non-academic staff) to share within this course his/her experience of a mobility period abroad (10-15 min presentation). Seeing a colleague talk about his/her experience abroad first-hand is very motivating and interesting for participants. It can help others get the courage to do the same or at least see a different reality very close. And it is also encouraging for those presenting as they are able to share a good experience with their colleagues and this can suddenly make the experience itself even more valuable.

2.7. What is in it for me?

This is probably the most important part of the course and the message it carries should be repeated throughout the whole training. Referring regularly to "what is in this for you?" will motivate participants, make them understand the importance of internationalisation for themselves, and make them want to contribute actively as change agent.

There is one section specifically to motivate participants to contribute, to become change agents. But it is important to keep referring to this question in all other sections of the course as well.

Getting participants on board the internationalization effort, making them firm believers in the need to internationalize and turning them into ambassadors of the process is our main goal. And although the theory and the numbers are important, the key to change is FEELING, not thinking! So, we need to bring internationalization close to people's feelings.

Figure 7. What is in for me?

2.7.1. Change management

What we are proposing to do with SUCTI is in fact to accelerate a change process. Internationalisation is a process as we have seen and therefore it is not stagnant. Offering the SUCTI course to administrative staff will help move the process further and faster. This is why it is important that we know how change processes work.

It is also important to understand that there will be opponents to internationalisation and not to waste our time with those. We must listen to them as well, of course, but do not try to preach to the wrong choir.

This image may be useful in this sense:

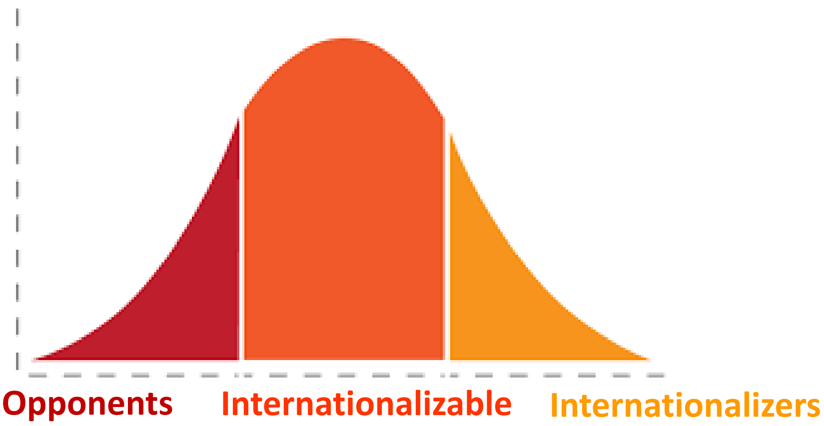


Figure 8. Evolution of the opponents

> "Significantly changing the behavior of a single person can be exceptionally difficult work. Changing 101 or 10,001 people can be a Herculean task. Yet organizations that are leaping into the future succeed at doing just that. (…) They succeed (…) because their most central activity does not center on formal data gathering, analysis, report writing, and presentations- the sorts of actions typically aimed at changing thinking in order to change behavior. Instead, they compellingly show people what the problems are and how to resolve the problems." – John P. Kotter, The heart of change, 2002.

Figure 9. Keys to real change

Seeing instead of analysing + Feeling instead of only thinking → these are the keys to real change. This is why SUCTI uses interactive methodologies to make participants SEE the main issues and FEEL that they are important to the change that we want to see in our institutions.

2.7.2. How can we do that?

These are some activities and messages that help in this direction:

- How does internationalization affect ME?
- International vision: Being rector for one day
- Getting to know international students:
    - Put yourself in an international student's shoes
    - Why do they choose our institution?
    - What do they bring to our institution?
    - International students (tackling the prejudices)
- Internationalization - not my problem!
- Integrated work versus added
- Frustration and involvement – the train analogy

How does internationalization affect ME?

This targets the participant directly. It is an activity that can be done in three groups, each one discussing one topic and then rotating topics among the groups. At the end there must be time to provide feedback in the big group.

These questions make the participant think about how s/he contribute to the internationalization of his/her institution (not WHETHER s/he contributes but rather HOW, implying therefore that the person should already be contributing!).

In these questions we mention the fact that there are indeed challenges, but immediately we make the participant reflect on how to address these.

Also, we ask them to imagine an already very internationalised institution 10 year ahead: this creates immediately a reality in the person's head and this reality points at the direction of internationalisation. So how will their institution be and what changes will their job position undergo.

International vision for our own institution

What would we do if we had the power to decide? Let's imagine being rectors for one day: what would YOU do in the field of internationalization?

We can create two teams and each team prepares an election statement on the topic of internationalisation that a spokesperson for that team afterwards enacts.

This activity makes participants think of what they would consider important in terms of internationalisation. Notice as well that we do not ask them whether they would do something in internationalisation, we directly ask them to make a statement on the topic that responds to their international vision for their own institution.

Getting to know international students

Several slides and activities have this common objective: to bring the international students' reality closer to university staff, who may or may not work directly with this group.

Put yourself in their shoes

This is an induction to make participants "feel" what it is like to go through some of what an international student goes through. The trainer asks participants to open their mind and play the part, to close their eyes and imagine that they go back to the time where they were students themselves and they were about to go abroad for the first time on their own.

There are some important rules to respect in these type of exercises:

- Use a soft tone of voice, but that everyone can hear you well.
- Ask participants to open their minds and close their eyes.
- Ask them to breathe deeply three times in order to get ready for the activity.
- Tell them that whatever noise that they hear (street traffic or regular noises) will just help them to pay better attention to the exercise and follow it better.
- Use only present tense.
- Do not get too specific and if you do, offer options (for instance: you may know the language or maybe not). You can use questions instead.

An example could be like this:

1. Close your eyes.
2. Breathe deeply three times, taking your time. Breathe in through the nose, breathe out through the mouth.
3. Any noise that you hear during the exercise will make you pay even better attention and follow the activity better.
4. Open your mind and imagine that you go back in time to when you are a student and you are about to go on a one-year mobility programme.
5. You are in your room with your suitcase open. It's very full and you need to leave some things behind… but what?

6. Should you take the photos of friends and family along? All the little presents that your friends have put together at the last minute? There is no space for all of these. Memories must stay behind.
7. You have all the paperwork ready.
8. Clothes and shoes for the different seasons. Are they enough? Are they suitable? What else are your forgetting?
9. You have already said goodbye to most of your friends. Tonight, you will say goodbye to the family. Will you miss them? Will you get emotional? Will they?
10. What will it be like there? What is expecting you? How are you feeling inside? Are you excited? Are you afraid? Are you confused?
11. It's time to go. You take your stuff and your big adventure starts.
12. When your flight lands, you are in your new country. What are the first impressions? Do you know the language? Can you find your way around? How can you get to your new home? By public transport you arrive at the room that you have rented for a few days until you find somewhere more permanent. The room is simple, empty... You leave your suitcase, sit on the bed: now you are on your own. How does it feel?
13. Little by little, we take the time machine again and come back to the present. Take a deep breath again and you can open your eyes now.

After the experience, let us share how it went:

- What was it like?
- How did you feel?
- Were you able to imagine how it must have been?
- Has that changed your perception of what international students go through?
- This was a very simple exercise, but can you imagine being in the shoes of an international student in other situations? Here you have a few to reflect on:
  - not feeling well
  - a sibling back home being sick
  - failing an exam for which we have done our very best
  - continuous rain for one full month
  - extremely cold weather that we are not used to for long periods of time
  - extremely hot weather that we are not used to for long periods of time
  - breaking up with a boyfriend/girlfriend at home because of the distance
  - feeling lonely

Why do international students come to our institution?

It may sound like an obvious question, but many staff members have probably never wondered why. A good way to again be in their shoes is with a game. Create two teams, each team choses a nationality and they have to think and afterwards share their ideas on the following questions:

- Why did they choose our institution?
- What attracted them to our particular education system / region?
- What expectations did they have?
- What difficulties did they encounter (logistically, culturally, psychologically, emotionally…)?

Why do international students come to our institution? (video activity)

We may bring a couple of international students to the course to talk about their experience, but recording a little video gives excellent results. You can do several interviews and then choose the bits that you want to show in the course. You play the video and ask participants to note down what surprises them or something new that they had learnt thanks to the video.

What do international students bring to our institution?

Again, this question is a good way to think of what they bring to us, as opposed to seeing them profiting from the experience and only getting from us. Here we can refer to the concept of internationalisation at home, as they help our graduates (especially those who cannot have an experience abroad) acquire the set of global competences that they will need afterwards in the job market.

International students (tackling the prejudices)

Do they need more than local students? What exactly? Should the university offer them more than to local students? Why? What exactly?

Internationalization – not my problem!

One of the most common problems in getting people on-board the internationalization process is the fact that they do not consider that it is their responsibility. Three of the most common excuses one gives when asked or hinted in the direction of internationalization is:

- I am overwhelmed already and cannot do more work
- Internation… what? (not understanding or pretending not to understand what it is about)
- It is not my job… the internationalization office is in charge of that or the Vice-Rector for Internationalization, but definitely not me.

Naming these excuses directly are a way for participants to not fall into them and feel even more motivated to get involved. This slide should make participants understand that “Internationalization” affects everyone.

Integrated work versus added

Because internationalization should not be added to our work, but integrated into it, we can use the toothbrush metaphor: Do we all spend our day thinking that we have to brush our teeth? We don't! And that is because we have integrated that already and we do not have to actively think about it. We just do it. This is how internationalization should work. We should not have to think of it, but rather always think taking into account the internationalisation approach. If we have to design a new form for students to fill in, for instance, we should make sure that it takes the international students into account. That will prevent us from having to do the work twice in fact.

Figure 10. Integrated versus added [designed by Prosymbol from Flaticon]

Frustration and involvement – the train analogy

Noone likes to feel frustrated and there is little tolerance for it. But in internationalization it is a common feeling and we need to address it in the course, transforming it into a more positive indicator. In fact, frustration is a very good indicator for involvement and commitment.

Imagine A makes a cake and spends 2 hours baking it, preparing everything, cleaning up and the result is not very good. Who will be more frustrated: A (who has put in the time to bake it) or the ones who just will not have much cake as it is not so good? This shows us that frustration is generally a very good indicator for commitment. Now we just need to know how to manage it.

Let's imagine that we are on a train. Those working towards internationalization are at the front. They see where they want to take their institution, they are convinced that internationalization is their goal and they want to get there as fast as possible. They believe they should go at 300 km/hour.

But everyone else from their institution are also on the train. Some of them do not like speed, and are not convinced that they are going in the right direction. They are people who like travelling slowly, stopping at every station and taking their time.

And we are all on the same train!

- What happens then to those who are in front and would like to travel at 300 km/hour but are forced to go at 100 km/hour?
- What happens to those who want to go at 50 km/hour? Or who prefer to walk?

But no matter how quickly you travel, no matter how frustrated you are, if you stop, turn around and look back at where you have come from, you will realize that you have already achieved many great things!

And it is also good to remember that "Rome was not built in a day!"

2.7.3. My own personal internationalisation project

At the end of the SUCTI course each participant will present his/her own internationalisation project. It does not have to be a big project. A small one suffices. The presentation of it can be of only 5 minutes (or less). If at all possible, the vice-rector for internationalisation (or equivalent) should be present during this part of the course. This way participants feel listened to and recognised.

This is important for different reasons:

- The participant feels that s/he has a way to contribute to the internationalisation process and feels valuable
- In the thinking process of what project to present, s/he can identify several ways to contribute
- Doing something, however little, commits the person in a stronger way to internationalisation.
- If all staff members of an institution contribute with small projects, the internationalisation of their institution will become a reality

Some examples of projects have been:

- Making bathroom signs for the Chinese students to identify bathrooms easily.
- Translating a particular form into English or part of the information on the web site.
- Giving a short training within a particular unit with the information of the course applied to that unit's particular scope of activity.

3. Training Skills

Fiona Hunter, Ruth Graf, Bianca van Vugt

3.1. Introduction

Delivering a good and effective training is not an art, which can only be performed by talented performers. It is a skill that can be learnt. This learning process consists of practising, practising and practising, but also receiving proper feedback after each session. If you have colleagues or friends who follow the same path in this learning process, you can support each other by offering comments that will help you to improve your next training.

In this SUCTI training skills manual you can find all the resources you need to deliver a training on internationalisation and cultural competence at your local university. In part 1 we will discuss how to prepare a training, the specifics of adult learning and tools that contribute to the success of your training.

In part 2 we provide insights into how to deliver a training, including the different training methods: presentation skills and working with groups.

In the final section, part 3, we provide suggestions for participant engagement. For example, meeting the different learning needs of your participants, how to increase learning effectiveness and how to handle questions.

3.2. Part 1 – Preparing a training

3.2.1. Adult learning

Due to their years of experience, adults learn differently than children do. Malcolm Shepherd Knowles (1984) researched how adults learn and found that adult learners are self-directed, want to know what is in it for them and are internally motivated. More importantly, they need to be able to connect the learning to their existing work and life experience.

What does this mean for you as a trainer?

Knowles identified 4 principles of adult learning. When designing a module or a training, you can involve mature participants more effectively by:

1. Builds on learner's experience

For example: You can ask the participants to share their own experience concerning a specific issue that commonly occurs at work. This by giving them time to discuss in pairs, followed by a group conversation, using questions such as:

- Who would like to share the experience you discussed …?
- How did you deal with it at your own institution?
- Any additional / new insights?

2. Is problem centered, rather than content centered

For example: Work with real case studies. Or ask the participants to share relevant experiences or issues they encounter at work before the training and utilize those.

3. Has relevance and an impact on learner's (professional) lives

For example: You as a trainer can provide gathered best practices, models, templates and resources that participants can use at work.

4. Keeps learners involved throughout the learning process.

For example: Ensure a mix between instruction and interaction in each module.

Check expectations at the beginning of the training and explain what will be covered and what not. Write the expectations on a flipchart and hang it on the wall, to refer back to halfway through and at the end of the training.

3.2.2. The 5 elements of a training

There are 5 elements that contribute to the result of your training:

1. The participants
2. You as the trainer
3. Training methods (PowerPoint presentation or group activities)
4. Training aids (handouts or a flipchart)
5. Learning objectives – the goal of the training

When preparing your SUCTI training, the focus lies on the learning objectives and training methods. Before you start to work on the structure of your modules, you will already have thought about the participants. You as the trainer, the participants and the training aids become the focus once you deliver the training.

You first determine your learning objectives. Then you choose the learning methods that will allow the participants to reach those objectives.

3.2.3. Formulating learning objectives

Ask the following question: What will the learners understand, have insight to or be able to apply after the training?

Roughly said, there are 3 levels of learning objectives that can be reached by a training that lasts 1 to 2 days.

1. **Understanding** a concept.

2. **Have insight into** a concept.

Be aware of how the concept relates to the bigger whole, what alternatives there are and what implications applying the concept has.

3. **Applying** a concept.

Since the participants need an understanding of the concept before they can apply it, these three usually build on each other:

3. Applying a concept

2. Getting an insight into a concept

1. Understanding a concept

For example:

For a management training, a module teaches managers how to handle yearly performance management conversations with their employees. For this module the following learning objectives have been identified:

Understanding

After this module, managers will have gained an understanding of the different ways in which a performance management conversation can be prepared, held and completed. After this module, managers will have an increased awareness of the participants' perspective.

(The trainer might share theoretical models and best practices with regards to how performance management conversations are conducted).

Get an insight into

After this module, managers will have an insight into the different aspects that are part of a performance management conversation.

After this module, managers will have an insight into how their behavior impacts the performance management conversation.

Applying a concept

After this module, managers will be able to apply effective conversational techniques during performance management conversations.

After this module, managers will be able handle challenging situations during performance management conversations, applying best practices and techniques learned during the course.

Learning objectives need to be observable and measurable. They serve as a compass throughout the training preparation and delivery process. Additionally, they help manage participant expectations and serve as a basis for the course evaluation.

3.2.4. Training methods

The learning methods are determined by the learning objectives that are set. In order to **understand a concept**, content needs to be explained. This is the instruction or presentation part of the course. This can be done for example by using PowerPoint or flipcharts.

Getting an insight into a concept happens if participants can 'play' with the concept and integrate it into their own frame of reference. By reviewing it, discussing it and thinking about it, they become aware of the bigger context and what happens when the concept is applied in real life. This can be done through group discussions or individual reflection.

Applying a concept happens if participants actually practice the concept in the classroom. This can be done by having participants work on case studies or practice conversations in breakout groups.

3.2.5. Structuring a training or a module

Every training or module should have an introduction, core and conclusion.

The introduction of your training often includes the following elements:

- Why this training?
- Introduction of the participants.
- Introduction of you as the trainer.
- Ground rules.
- Learning expectations linked to the formal learning outcomes of the course.
- The rough course schedule - If you do not share all the details, you will have space during the training to adjust the course to participants needs as required.

The core usually contains:

- All course modules, the instruction and the activities. This is where the actual learning happens.
- It is advisable to place the modules into a coherent structure that allows the participants to build on the learnings of each previous module.
- Each module should have a clear link with the overall context.

A conclusion contains:

- A summary of what was discussed and practiced throughout the training.
- A check if the learning objectives have been met.
- Allow enough time for final questions.
- Evaluation: the participants might get the opportunity to complete a questionnaire or provide feedback to the trainers.
- Closure, time for goodbyes and a reference to next steps (how will participants apply the learnings back at their workplace).

Tips:

- When creating the structure of a module or a training it is always good to first check, the time you need for introductions, coffee breaks, lunch, start and end times.
- The 'after lunch dip' really exists. Your body is pumping blood to your stomach to digest food. Therefore, it is recommended to do something active after lunch. For example: an activity where participants have to walk across the room.
- Trainers sometimes focus more on sharing knowledge than the interaction with participants. This is required to create a context and an understanding of the concepts covered.

However, the real impact comes from allowing the participants to integrate the knowledge into their own frame of reference. Therefore, allow enough time for discussion, reflection and interaction.

Engagement = impact.

3.3. Part 2 – Delivering a training

In part 1 we discussed how training methods depend on learning objectives. In part 2 we review the several training methods that you might use when you are delivering your training. First we will discuss how to prepare and deliver a presentation. Since content is the starting point of every training, this will be discussed rather extensively.

Secondly, we will explore different ways for participants to practice the content by giving examples of group activities. In the final part, we will consider some activities that help you as a trainer to open and close the programme and to keep participants engaged.

3.3.1. Preparing a presentation

Presentations take place in a wide variety of contexts with objectives for a variety of audiences from different backgrounds and with different expectations. Despite this diversity there are three golden rules which hold true for every presentation:

1. Be well prepared. This appears to be a very basic rule, but it is the main element of a successful presentation. Preparation includes doing homework beforehand: asking yourself many questions about the target audience and their needs, collecting the information and putting everything together in the presentation itself.

2. Be enthusiastic about your topic and message. Be convinced of your ability to deliver and show it to your audience! Use your voice, your eyes, your face, your body to express that you have something important or very interesting to tell them.

3. Be yourself – communicate your own personality, choose a style that suits you and enjoy the experience!

Ask essential questions

There are two stages in giving any presentation: preparation and delivery. The very first step before preparing a presentation is asking yourself the following questions:

1. What are you going to speak about?

What does the organiser expect you to talk about? Keeping that in mind try to speak on subjects that you are interested in and knowledgeable about. Your aim is to communicate that interest and knowledge to your audience.

2. Who are you talking to?

Who is your target audience? Understanding your audience is the key to selecting what you want to say to them and the style of the presentation you want to give.

3. Why are you talking to them?

What is the aim in giving your talk? You have to decide what you want to achieve by your talk. Is it to entertain the audience, promote a discussion, provide certain information, deliver key messages about your subject, alter attitudes to your subject among the audience, or maybe something else? You decide and ensure that it matches the expectations of the audience.

4. Where are you giving your talk?

In what kind of room are you giving the presentation, small or big, open air? Can you see the audience? Is it informal or formal? Will people be eating or drinking during your talk? Is it possible to use computers, internet etc?

5. When are you giving your talk?

It is very important to know where in the programme your presentation will take place. Who is speaking before or after you and what topics are they addressing? If you are the last speaker of the day, your audience may be feeling tired. You should find attractive ways to deal with your information to attract and hold their attention.

6. What is the format of the event?

You will need to gauge your presentation accordingly if you are part of a panel in a session or a workshop or if you are providing information bytes to facilitate roundtable discussions. Are there specific arrangements required by the conference organisers? Are you also the chair and what are the tasks?

Define the Content

Step 1: Brainstorm

Think about the subject and write down all the ideas that come to mind. Do not make any judgement at this stage. Free flow thinking and writing are important here! This is the exploratory phase.

Step 2: Arrange

Classify the ideas into groups. A helpful question is: - Which of these ideas have something in common?

Step 3: Select

Select the ideas that you want to use in your presentation based on their appropriateness for the topic, the audience and the time available.

Step 4: Structure

Organise the selected ideas in a coherent manner that supports the main message of your presentation. Try and organise the ideas into three to five (maximum) main points.

Step 5: Design

Design the three parts of your presentation – introduction – main part- conclusion. In other words: Say what you are going to say - say it - say you have said it. This should be reflected in any PPT presentation as well as in your talk. (see flow chart in the annexe)

Use Appropriate Language

Simplicity: use short words and sentences that you are comfortable with. There is no benefit in using difficult language.

Clarity: active verbs and concrete words are much clearer and easier to understand than passive verbs and abstract concepts. Avoid jargon unless you are sure that all your audience will understand it.

Speaking in a foreign language is not as difficult as it may first appear. In general, it forces you to keep it simple and succinct (see extract from a Haruki Murakami, Japanese writer at the end of this handbook).

Design Audio-Visual Aids

Research indicates that people remember 30% of what they hear and 35% of what they see. However, if they hear and see at the same time this percentage increases to 55 %. So using visual aids to support a message can be very valuable.

There is a vast array of technological options available to-day that can be used to great effect if the user has the appropriate skills and experience. Clumsy use of technology will distract the attention of the audience and will disturb the main message. Practising with the technology is an absolute must. Only if you are familiar with the equipment and know its possibilities, can you bring them into efficient action. Remember always to have a back-up in case technology fails.

Overcome Nerves

You will probably be nervous about making your presentation - most people are in this situation. It is advisable to rehearse the presentation, even when you are experienced, because it helps with (a) familiarity; (b) the easier use of audio visual support, (c) timing, (d) the identification of gaps in content or logic and (e) it generally makes you feel more comfortable. Practise as much as you can!

3.3.2. Delivering a presentation

What to consider when delivering a presentation

Check the room

Be in time to check if the room is in order: is the technology properly set up and in working order? Are the chairs in the right place? Does the distance between your place and the place of the audience feel right for you? Do you have access to the internet or a microphone if you need them? What is the seating arrangement at the podium? Take time to re-read your notes alone and undisturbed.

Know exactly how to start

Plan the first minute of your presentation down to the last detail. Try memorising your opening words. This will help you to sound confident and in control. This is the time you establish your rapport with the audience and first impressions are very important.

Get straight to the point

Don't waste a lot of time at the beginning of your presentation introducing yourself, your organisation and subject of your talk. Make your introduction clearly and concisely and aim to make at least one powerful statement in the first two minutes.

Capture interest

Certain things are always popular with an audience: personal experiences, stories with a message, dramatic comparisons, amazing facts they didn't know. Use them to the full. Communications experts all agreed that the first three minutes of a presentation are the most important. They talk about "hooks' - simple techniques for getting the immediate attention of the audience. A good start makes you feel more confident. Here's how the experts suggest you "hook" your audience:

1. Give them a problem to think about
2. Give them some amazing facts
3. Give them a story or a personal anecdote.
4. Ask them an engaging question.

Link the parts

In a good presentation, what you say - the content - is much more important than anything else. But a clear structure helps. You should present your structure clearly at the beginning but also indicate the different stages to the audience as you move through your presentation. When you introduce a new point or change direction, you can do this easily and effectively by using simple phrases as 'signposts' to guide the audience through your presentation. (see language focus).

End well

Ensure that you end your presentation on a strong and positive note. You should leave your audience with a good impression but also produce the desired effect (to start a discussion, reach a decision etc.) Signal you are about to end, summarise your main points and make your recommendation or conclusion. When you are ready to finish slow down, look at the audience and deliver your final words slowly and clearly. Smile, thank the audience and/or ask for questions.

Watch Timing

It is very important not to go over the allotted time. If you see that you are running out of time, you may have to summarize or skip parts of your presentation. It is very useful to think of that while preparing. To help you keep an eye on the time, you can put your watch or phone in front of you. Do not wear your watch, or you have to keep looking at the time on your wrist. Your audience will start doing the same, wondering when you will finish.

Pay Attention to Body language

Your body language should support your message (rather than detract from it) but will also help the audience to form an impression about the speaker.

- Facial Expression: Use facial expressions naturally. Make eye contact with the audience (rather than focusing on the presentation) and ensure you include everybody in the room.
- Posture: The way in which you hold yourself and move communicates your state of mind. It will tell the audience whether you are relaxed or nervous, persuasive or defensive.
- Voice: Speak clearly and audibly. One simple way of keeping an audience's interest is to vary your speed and tone. You should slow down to make your most important points. This gives your message time to sink in. Avoid speaking too quickly or simply reading from a text. Avoid excessive use of fillers as: so, isn't it, right and the like.
- Gestures: You can make use of gestures to emphasise your message but control gestures and movements that distract (especially pay attention to keeping your legs and feet still when you are not walking, do not scratch your face, play with your jewellery etc.).
- Dress: For this aspect it is very important that you know your audience and whether it is more appropriate to come smartly dressed or in casual wear. At the same time, you want to ensure that you are comfortable in the clothes you wear.

Create Rapport

Building up a good relationship or rapport with your audience is important, especially in the early stages of your presentation. Look at and involve your audience.

- Talk to your audience: Many of the best presentations sound more like conversations. So, keep referring back to your audience, ask them questions, and respond to their reactions.
- Be concise: Keep your sentences short and simple. Use deliberate pauses to punctuate your speech.

- Speak naturally: Don't be afraid to hesitate when you speak, but make sure you pause in the right places. Remember you are not an actor trying to remember lines. A certain amount of hesitation is actually quite natural.
- Know your audience: Speak for your audience, not for yourself. Take every opportunity to show how much common ground you share with them. Address their goals, their needs, their concerns.
- Treat your audience as equals: Never talk down (or up) to your audience. Treat them as equals, no matter who they are.
- Take your time: Whenever you make a really important point, pause and let the full significance of what you have said sink in .... before you move on.
- Use humour naturally: If you make a joke, don't stop and wait for laughs. Keep going and let the laughter (if it comes) interrupt you.
- Develop your own style: Learn from other public speakers, but don't try to copy them. Be comfortable with your own abilities. Don't do anything that feels unnatural for you, just because it works for someone else.
- Be yourself: As far as possible, speak to five hundred people in much the same way you would speak to five. You will obviously need to protect yourself more, but your personality shouldn't change.

3.3.3. Interaction - Ways for participants to practice the content

There are many different ways to get participants to practice the knowledge. Below a few examples:

- Discuss in pairs. For example: Ask participants who sit next to each other, to get to know each other using specific questions: what is your name, what is your passion and why are you here? Then get them to introduce each other at the beginning of a training.
- Discuss in groups. For example: Divide the participants in groups of 3 and let them answer 3 open questions in order to solve a specific problem.
- Have a conversation with the entire group. For example: After explaining a concept, ask a few open questions to the entire group that help the participants to gain insight into the context.
- Brainstorm sessions. For example: Split participants up in groups of 4 and give them 3 minutes to find as many solutions as possible to a specific problem. Each group presents the results to afterwards.
- Personal reflection. For example: Get participants to reflect on the most important insight at the end of a training day and what they want to focus on 'tomorrow'.
- Role plays. For example: Get managers to practice performance management conversations with each other, using roles such as: A) Manager, B) Employee and C) Observer. Each participant gets to practice each role. Allow for feedback after each round and manage time well.

- Create a living mind map. For example: Create a mind map on the wall, where participants can add the concepts they learned throughout the course, so that the learnings become visible for the group as a whole.
- Quizzes. For example: A fact based quiz about a location or concept.
- Work with break out groups for advanced practicing. For example: Delivering a training module and giving each other feedback afterwards.
- Use metaphors. For example: Bring photos to the course and ask participant to choose a photo as a metaphor for their learning journey throughout the course.
- Questionnaires on the wall using flipcharts. For example: Get the participants to answer yes/no questions, using green and orange post-it notes, and review the patterns afterwards.
- Work with an action plan. For example: At the beginning of the course, participants are told that they will work on an action plan throughout the course. This action plan contributes to implementing the learnings when they get back to their workplace. At the end of the course, the participants present the action plan and give each other feedback.

And many many more.

For every activity it is important that:

- After each group or pair activity where participants have reflected on a new concept or practiced a new skill, you as the trainer can help to solidify the learnings. For example, by summarising the findings on a flipchart and reading them back to the group after the activity. You can also ask open questions, such as: what did you find? What insights did you get? Anything else?
- The ground rules are to respected throughout the training. It might be good to reiterate the desired behaviour that everyone agreed upon at the beginning of the course, as part of your instructions for activities such as role plays.
- When giving instructions, make sure you give the instructions first and divide the groups later. Once the people start moving, it is hard to get the focus back.
- Unless it is required for the activity, make sure that you as the trainer divide the groups. You can do this simply by counting 1,2,3, 4 if there are four groups. This might save some precious time and confusion.
- Sometimes it can be good to get the participants into a ‘light’ activity before you actually discuss the content. For example, for a change management course: get the participants to change classrooms at the beginning of the course. This will provide a good context for how they cope with change themselves.

3.3.4. Icebreakers, refreshers and closers

Being part of a training can be demanding. For the trainers as well as the participants. For some situations, it is good to have some simple activities available that help to break the ice, to refresh the participants or to provide closure.

You can find many on the internet. Below a few examples of each:

Icebreakers

Icebreakers are literally meant to break the ice. To create a more relaxed and open atmosphere in the classroom, for example after participants have just arrived.

- Within the next 2 minutes find 10 things in common with the person sitting next to you.
- One word. Participants are asked to describe the status of internationalisation at their local universities with one word. All the words are written on the wall. Then commonalities and differences are discussed.
- A funny icebreaker: If you could choose an imaginary friend, who would you choose and why?

Refreshers

Refreshers are about engaging participants after a long session or during the 'after lunch dip'. They are short and fun activities that allow the participant to quickly shift their mind-set.

- Ask the participants to stand up and do some simple stretching exercises.
- Get the participants to find out and explain the fire safety procedures to each other within 5 minutes.
- Do a quick quiz of training related facts, by hanging questions on the wall and asking participants to walk around and answer the questions. The winner gets a prize.

Closers

Closers are meant to provide closure to a day or a training. It helps the participants to reflect back on what they learnt and to start to say goodbye.

- The participants imagine that it is 18 months later. They run into a fellow participant and discuss what they have implemented from the training. The intention is to exaggerate, to create a funny effect.
- Participants get two post-its. On one post-it they write something that they will start doing after the training. On the other post-it note they write something they will stop doing. The 'stop doing' notes are thrown away in a closing ceremony.
- Letter to self. At the end of the training, participants write a letter or a postcard to themselves, which is posted to them six months later.

3.4. Part 3 – Handling participant engagement

As mentioned earlier, engagement equals impact. In part 3 we will discuss participant engagement and meeting different learning needs. For example, how to handle questions and challenging situations in the classroom.

3.4.1. Meeting different learning needs

Participants are usually a collection of diverse individuals. Everyone learns in his or her own way. For example, some participants like to learn by interacting with other people, others prefer to reflect individually. In a training both preferences should be included.

One well-known way of including the learning needs of the different participants is the division between the following preferences:

- Auditory – a preference for the written word, sound and language related to hearing.
- Visual – a preference for visual images, models and visual language.
- Kinaesthetic – a preference for learning concepts through feeling and experience.

These preferences refer to the main sensory receivers, through which we take in information. When you Include all three preferences in your training, you increase the involvement of all participants.

It should however be said that participants can of course adjust to other preferences. There are also a lot less participants with an auditory preference than a visual or kinaesthetic preference. However, it is an easy tool to increase the impact of your training.

3.4.2. Be prepared for questions

Questions are largely an unknown quantity and can make you very anxious. However, try to see questions as an opportunity to share more of your ideas with your audience. You can also anticipate what some of the questions might be and have the answers (and perhaps additional slides) ready.

Whatever the question, it is always important to listen actively and genuinely try to satisfy the questioner. Here is a standard procedure:

1. Welcome the question
2. Take time to think before answering
3. Clarify the question
4. Accept any criticism positively
5. Reply as clearly and concisely as possible
6. Check to see if the questioner is satisfied

Different types of questions

There are different types of questions and techniques might vary accordingly:

- Good questions: These are the questions you want. Thank the questioner for asking since it helps to get the message across to the audience.
- Difficult questions: These are the questions you cannot or prefer not to answer. Do not be afraid to say you don't know/are not in a position to answer. You may offer to find out or ask the questioner what they think. Alternatively, you can use the audience as a resource and throw the question open.
- Unnecessary questions: You have already given this information. Point this out, answer briefly again and move on as quickly as possible.
- Irrelevant questions: Explain this is not the topic discussed. Try not to sound rude and move on. You might suggest briefly where the answer can be sourced.
- Hostile questions: It is best to be diplomatic but firm. You can disagree strongly but avoid being drawn into an argument. Keep your answers short and simple. Remain calm whatever the tone or intention of the questioner. Remember you are in control, take a deep breath and then move on.

3.4.3. How to handle challenging situations in the classroom

As a trainer, you will find that the interaction with participants will go smoothly 90% of the time. In some occasions however, confusion might occur or you might get an emotional reaction from a participant that you did not expect. These are all common parts of the learning process.

However, there are a few things that you can do to prevent these types of situations:

- Deliver the training with a co-trainer. In that way the co-trainer can always step in when you get 'stuck' or when you lose track of time.
- In order to prevent confusion, make sure that your instructions are short and simple. If there are several steps in a prolonged exercise, explain the activity in parts.
- Manage you manage your time well. Overrunning creates pressure. Part of time management is allowing some extra time for modules to overrun in your design. Additionally, you can also decide up front, what you can skip if modules take longer than expected to deliver.
- Begin on time. If you do not the group gets the message that time is 'flexible'.
- Set clear ground rules at the beginning of the training. Create an agreement together with the participants. Refer back to the ground rules if required.
- Ensure personal contact with each participant throughout the training. Divide your attention well.

- Always ensure you create space for yourself when needed. For example, tell participants that you will speak with them privately during a break, if they have a lot of questions or want to raise an issue.
- Ask yourself, how did I contribute to this situation? For example: What do I need to do to remain objective as a trainer?
- Resistance is not a bad thing; it might mean that the participant is learning something at a deeper level. Additionally, the participant might be experiencing personal or work issues that you as the trainer are not aware of.

The intervention ladder

A well-known tool for dealing with challenging situations in the classroom is the intervention ladder. It is a sequence of steps that escalate when the situation becomes more challenging. Even though prevention should be key, it is good to keep this model in mind when handling a challenging participant. Kindly be aware that once you have gone up the ladder, it can be hard to come down. Steps 5 to 7 have to be applied very rarely, but it is good to be aware of them.

1. Observe – Observe the participants' behaviour and discuss with your co-trainer what is happening.
2. Inform – Inform the participant of what you observed and discuss options to resolve the situation.
3. Support – Provide support to the participant and see if it helps to resolve the situation.
4. Provide feedback – If providing support and informing does not help, give the participant feedback on their behaviour and the effect is has on the group. Do this during a quiet time, where you can discuss the issue with the participant privately.
5. Negotiate – Try to come to an agreement of acceptable options.
6. Convince – Persuade the percipient to behave in a more effective manner.
7. Force – Finally if nothing works, you might have to force the participant to change their behaviour or to leave the room all together.

3.4.4. Final words

We hope you find this handbook helpful when preparing for active participation at your sessions and wish you every success for your future presentations!

3.5. Language focus

In this section you can find tips and language examples for different parts of your presentation: introducing yourself and your talk, linking ideas,

3.5.1. Introducing yourself and your talk

Greeting, name, position

Good morning, my name's (…) and I'm in charge of /responsible for (…)

and I am International Director at….

Welcome to XYZ. I know I have already met some of you but for those who do not know me, my name's….

Title/subject

I'd like to talk to you today about…

I'm going to present/explain/inform/describe….

The subject/topic of my talk/presentation

Purpose/objective

We are here today to decide/ agree/consider/look at…

The purpose of this talk is to inform/update/introduce….

Length

My talk will last (…) minutes

I will take only (…) minutes of your time

I plan to be brief

Outline/Main parts

I have divided my presentation into four parts/sections.

Firstly/first of all...

Secondly/next/then…

Thirdly/and then…

Finally/lastly…

Questions

I'll be glad to answer your questions at the end of my talk

If you have any questions or a relevant point, please feel free to interrupt

Please interrupt me if something is not clear. Otherwise, there will be time for questions at the end.

Reference to the audience

I can see many of you are….

I know you have travelled a long way…

Thank you for making a special effort to be here….

3.5.2. Linking ideas

Sequencing/Ordering

Firstly… secondly…thirdly…

Then… next... finally/lastly….

Let's start with...

Let's move/go on to…

Now we come to…

That brings us to…

Let's leave that…

That covers…

Let's get back to…

Comparing

In comparison to…

In the same way…

Like/unlike….

Generalizing

Usually, generally

As a rule

Summarizing

To sum up,

In brief, in short

Giving reasons/causes

therefore, so

As a result, that's why…

Contrasting

but, however

on the other hand,

in contrast

Giving examples

for example, for instance

such as

Highlighting

In particular

especially

particularly

Concluding

In conclusion

to conclude

3.5.3. Ending

Signalling the end

That brings me to the end of my presentation

That completes my presentation

Before I end, just let me say...

That covers all I wanted to say today.

Summarizing

Let me just run over the key points again.

I'll briefly summarize the main issues.

To sum up.....

Briefly......

Concluding

In conclusion, to conclude

I'd like to leave you with this idea...

To bring to a close

To wrap up

Recommending

I would suggest that we....

I'd like to propose that we.....

I would advise that

Closing

Thank you for your attention.

Thank you for listening.

I hope this has been useful for you.

Questions

I'll be glad to answer any of your questions.

Any questions?

3.5.4. Flow chart

INTRODUCTION

I'd like to talk today about....

OUTLINE

I've divided my talk into...

QUESTIONS

If you have any questions, please...

PART 1

Let's start with....

So that covers....

PART 2

That brings me to....

Let's leave that there....

PART 3/4 ETC

.... and turn to....

SUMMARY

To sum up....

CONCLUSION

In conclusion....

3.5.5. A final note

It is often considered a greater challenge making a presentation in a foreign language but is this necessarily the case? Read Haruki Murakami's thoughts on why he prefers to present in English rather than in his native Japanese. He also provides some interesting reflections on how to prepare and deliver a presentation that can be a source of inspiration for you. Good luck for your next presentation!

4. Intercultural Communication

Hanna Mamzer

"Your Christ- Jewish
Your car- Japanese
Your pizza – Italian
Your democracy – Greek
Your coffee- Brazilian
Your holidays- Turkish
Your numbers– Arabic
Your letters– Latin
And only your neighbour- a stranger?"

The text cited was displayed in 1991 on the billboards in Berlin/Germany. The German government decided that there is significant need for social campaign educating citizens about their cultural links with other nations. The direct stimuli causing this situation was the situation caused by relatively good at this time economy in Germany. Based on positive economic situation Germans opened options of legal work for Turkish citizens arriving to Germany. This originally short-term plan, exceeded expectations of both parties. Turkish citizens have arrived to Germany, settled down and began to seek for permanent stay permissions. This situation caused at least fear among German citizens who were not prepared for such a situation. In order to deal with it, German government decided to start social campaign helping citizens to understand how much there are linked with other cultures, even if they think that given elements belong only to the German culture. The text in citation illustrates inspiring phenomena human flexibility and ability to adapt to the situation. At the same time it shows contrary tendency- we like living in the world that we know, and which is stable and does not change.

4.1. The basic notions: culture and multiculturalism.

The notion of culture is the crucial one for dealing with the issue of cultural differences. The way culture is defined influences further understandings of all processes related to ethnic and cultural minorities and regulating their functioning in the contemporary world. Here I propose to define culture in terms of the socio-regulatory concept of culture[1], according to which culture is defined as a set of norms and directions that are respected and known in given social group. This is worth to emphasize that the culture here has no ethnic meaning only- it is not limited to national differences. Culture is understood as a broad concept which can characterize not only given ethnic group, but any group. In traditional thinking about culture, this notion was closely linked with ethnic differences, and moreover: it was always sure that if one speaks about "culture" means something that is linked to certain territory and certain group living on this territory. The socio-regulatory concept of culture changes this understanding significantly: in this very broad sense culture can characterize professional groups, ethnic groups, groups belonging to certain organization etc. I find this approach very useful especially in terms of speaking about traditionally understood cultural differences: those are no longer limited to certain territory. Together with overwhelming process of globalization contemporary society encounter situation in which mixing of ethnic groups is the constant process. This way we face new cultural phenomena: one can no longer state that there is something like British or German culture. Those cultures (and all other types of cultures) are influenced by the presence of The Others: those who share different values and different norms, who follow different behaviours and who believe in different social rules. The wonderful illustration for this situation is the citation presented at the beginning of this text.

In changing world the notion of culture needs redefinition- therefore, understanding proposed above and referring to socio-regulatory concept of culture seems to be very suitable. While one still can speak nowadays about certain cultural differences, thinking of this in the context of socio-regulatory concept of culture broadens perspective. In this sense also the term "multiculturalism" changes its meaning: this is no longer co-habitation of at least two different ethnic groups beside each-other. Multiculturalism should be understood as widely defined coexistence of two, or more, groups having distinctive qualities. Worth to mention: this coexistence may take other, than only peaceful forms.

The simple scheme illustrating culture is an iceberg, which indicates clearly, that what we see above the sea level is just external behaviours and gestures. What hides "below the sea level" are real meanings of cultural artefacts.

4.2. Multiculturalism

As phenomena multiculturalism has been always present in human lives; however it used to the different forms in the past and nowadays. The past multiculturalism was a random and rare phenomena being observed by only selected groups of people. The traditional societies very much tided to the land they were living on, were limited in mobility and moreover- mobility was treated as a risky business. Those travelling to other places in the world were usually treated as exceptions, human beings living outside of the dominant social rules. Those travelling around were usually representing: traders, soldiers and troublemakers of various kings (beggars, Gypsies, suspected comic groups etc). The "proper" citizen did not travel: did not have a reason to travel. All his

[1] Banaszak G., Kmita J. (1991). Społeczno regulacyjna koncepcja kultury. Poznań: Instytut Kultury.

relatives used to live close-by; the world outside own village or city was dangerous and full of various risks (predators animals and mentioned already thieves and burglars). Due to technical limitations mobility would take a lot of time and contact with those who have left their own space, was practically impossible. Over centuries, this situation has changed to the point, where one faces absolutely opposite situation. Travelling is the must. If one claims, he doesn't enjoy travelling- is treated as some kind of exception from the normality. Dynamic technological development created the situation of shrinking of the world- using low-fare airlines; one can fly all over the world and reach all possible destinations. In the worst case: one can switch on television and foreign regions become closer than anything else. Multiculturalism nowadays becomes everyday life, intensified by smooth and cheap communication technologies (in both meanings: transportation and maintaining contact with others); globalization. In addition two interesting processes strengthen multiculturalism. Those are processes of deconstruction and construction. The process of deconstruction can be illustrated by falling of old systems apart which causes serious changes in organization of the world present in Cold War period (divisions of former socio-political structures former Soviet Union, Former Yugoslavia and Czechoslovakia). Opposite process of constructing bigger than national entities is also faced: countries create Unions (like European Union), which also forces membering countries to meet cultural differences demonstrated by each other. Fall of the communism in late 80's and in 90's allowed more and more intense exchange with Western world. All those processes can be analysed in detail; however it is important to note that they do create a specific environment for analysing multiculturalism as inevitable element of our lives.

In terms of theoretical approaches to multiculturalism as phenomena there are a number of representatives thinking of multiculturalism in various ways, sometimes significantly differing from each other. Probably most known in this area are the views of Will Kymlicka (1991, 1996), Canadian thinker, liberal and politically involved academic, claiming that multiculturalism should be respected by states as the policy guarantying equality and equal chances to all members of the modern society.

This Canadian French-English- Indigenous environment was also inspiring for Charles Taylor (1991), who in his works widely analyses multiculturalism and treats it as a must in terms of effective and friendly community development, serving well-being of its members. Taylor in his works presents communitarian critique of liberal theory's understanding of the self, and claims that although nowadays each human being is responsible for his or her own self construction, one cannot do it based on "pure relationships". This is the term coined by Taylor in order to describe such type of human relations which are maintained only as long as they provide positive emotional fulfilment. Human relations of this type disappear as soon as they lose the satisfactory power. Such a situation leads to the critical point in which one cannot count on any support unless provides some kind of "payment". This "payment" is usually made in form of positive emotions. Taylors underlines, that such kind of relationships, if dominant in society- create unbearable social environment, which is selfish, self-oriented and closed to others' needs. Being communitarian himself, Charles Taylor claims that the power and the quality of every day human life is located in friendly and open communities, and that importance of social institutions in the development of individual meaning and identity is really significant.

Some of the experts (Bennet 1998, Kohls, Knight 1994; Stroti 19914) dealing with issues of complexity in contemporary societies, prefer to use the term interculturalism to the term multiculturalism. Interculturalism is understood here as a philosophy of exchanges between cultural groups within given society- the dynamic element is crucial here. The main objective of following this approach is to develop a common civic culture based on the values of freedom and liberty, and of human rights, as derived from the Western civilization and encouraging interaction between the communities living in the same country, area, space. As such, Interculturalism requires democracy and full respect for universal human rights

Last but not least- the term of “Transculturalism” was coined by Cuban anthropologist Fernando Ortiz in 1947 (Duno-Gottberg 2003). to describe the phenomenon of merging and converging cultures. According to Ortiz Transition means not only acquiring another culture, which is what the word acculturation implies but it also involves the loss of a previous culture (deculturation) and carries the idea of the consequent creation of new cultural phenomena, which could be called neoculturation. Ortiz also referred to the devastating impact of Spanish colonialism on Cuba's indigenous peoples as a "failed transculturation”

4.3. Differences in inter-cultural communication

Brief presentation made above shows already, not only how difficult it is to define multilateral cultural contacts, but also how fragile issue we deal with, not only on theoretical level, but also on a very practical one. There are a number of obstacles which make it sometimes very difficult to perform effective multicultural communication. Thanks to the authors working in this area, one can identify categories of cultural differences, and based on this categorization try to avoid problematic situations in communicating with those representing other cultures.

The classical works of Geert Hofstede (2010) allowed already in 70’s identifying four basic dimensions characterizing various cultures.

Hofstede conducted one of the most comprehensive studies of how values in the workplace are influenced by culture. He analysed a large data base of employee values scores collected by IBM between 1967 and 1973 covering 76 countries, from which he first used the 40 largest only and afterwards extended the analysis to 50 countries and 3 regions. Based on his research he identified four dimensions describing cultures: Power Distance, Individualism versus Collectivism, Masculinity versus Femininity, Uncertainty Avoidance. A fifth Dimension was added in 1991 based on research by Michael Bond who conducted an additional international study among students with a survey instrument that was developed together with Chinese employees and managers. That Dimension, is Long-Term Orientation and was applied to 23 countries.

Table 4. Cultural Characteristics in Countries

Cultural characteristic	Countries
Pro-partnership, ceremoniality, plichronic, low expression	India, Bangladesh, Indonisia, Melesia, Vietnam, Thailand, Philipines
Pro-partnership, ceremoniality, monochrinic, low expression	Japan, China, South Korea, Singapour
Pro-partnership, ceremoniality, plichronic, high expression	Saudi Arabia, Egypt, Greece, Brasil, Mexico
Moderate pro-partnership, ceremoniality, plichronic, expression changable	Russia, Poland, Romania
Moderate pro-transaction, ceremoniality, changable approach to time, high expression	France, Belgium, Spain, Hungary
Moderate pro-transaction, ceremoniality, monochronic, low expression	Estonia, Latvia, Lietuva
Pro-transaction, moderate ceremoniality, monochronic, low expression	UK, Denmark, Finland, Germany, The Netherlands, Chech REpublic
Pro-transaction, low ceremoniality, monochronic, changable expression	Australia, Canada, USA

- Individualism/Collectivism—Are individuals defined by their unique attributes or by their group memberships? Is individual achievement and gratification most important, or is group harmony?
- Uncertainty Avoidance—Is it preferable to tread well-known traditional paths, or is risk taking and experimentation prized?
- Power-Distance—Should status differences be kept to a minimum, or are strict social hierarchies preferred?
- Masculine/Feminine—Does the culture cultivate competition or cooperation? Acquisitiveness or sharing?

Short-Term Orientation/Long-Term Orientation (also known as Confucian Dynamism)—Are immediate outcomes and personal dignity most important, or should long-term perspectives and social order be emphasized? Of these six dimensions, collectivism/individualism receives the greatest attention. Sometimes the gulf between the two orientations seems immense. While individualists are most concerned with doing what must be done to succeed at a task, collectivists may be attuned to avoiding conflict and assuring harmony. While individualists believe in direct and honest talk, collectivists may choose to communicate indirectly, through metaphor or through an intermediary, in order to avoid losing face oneself or causing others to do the same.

Because collectivist thought is literally so foreign to many Westerners, researchers have promulgated a set of recommendations for individualists interacting with collectivists.

- Recognize that collectivists pay attention to group memberships and predict behaviour thereby. Recognize that collectivists change their behaviours when they change group membership. Don't force equality of status—vertical hierarchies are ok.
- Avoid overt competition—emphasize harmony and cooperation instead.
- Avoid threatening another person's "face"—help them save face when necessary.
- Recognize that collectivists do not separate criticism of an idea or action from criticism of the person. Avoid overt confrontation—use a strategy of indirection—or just let go of the conflict. Cultivate long-term relationships.
- Behave more formally than usual in initial interactions.
- Follow the collectivists' lead in self disclosure.

As Hofstede states: "The country scores on the dimensions are relative - societies are compared to other societies. Without make a comparison a country score is meaningless. These relative scores have been proven to be quite stable over decades. The forces that cause cultures to shift tend to be global or continent-wide. This means that they affect many countries at the same time, so that if their cultures shift, they shift together, and their relative positions remain the same. The country scores on The Hofstede's dimensions can also be found to correlate with other data about the countries in question. Some examples: Power distance is correlated with income inequality in a country. Individualism is correlated with national wealth. Masculinity is correlated negatively with the percent of women in democratically elected governments. Uncertainty avoidance is associated with the legal obligation in developed countries for citizens to carry identity cards. Long-term orientation is correlated with school results in international comparisons" (http://geert-hofstede.com/national-culture.html).

Hofstede research was criticized of course, mainly due to the very specific group of respondents (white collars, educated, male-dominated group of experts in management and IT); however the research still is treated as a base for discussions on cultural differences. This research was the first research to demonstrate in quantitative form, that cultural differences do exist and they are not only a matter of subjective judgement. It was relatively easy to apply this knowledge on the level of the trainings and workshops designed for business in order to make international communication more effective and positive. Some examples are:

- Expressiveness
- Touch acceptance
- Physical distance
- Eye contact
- Type of Hand shake

Another author, dedicating his research to the issue of cultural differences was Edward Hall (1976) who defined: low-context cultures (place relatively less emphasis on nonverbal cues) and high-context cultures (place relatively more emphasis on nonverbal clues). The situational context is very important in actual conversations- Hall states- as it “suggests” how the words or non-verbal communication should be interpreted. Differentiation proposed by Hall describes choices of communication styles translated into a culture that will cater to in-groups, an in-group being a group that has similar experiences and expectations, from which inferences are drawn. In a high context culture, many things are left unsaid, letting the culture explain. Words and word choice become very important in higher context communication, since a few words can communicate a complex message very effectively to an in-group (but less effectively outside that group), while in a lower context culture, the communicator needs to be much more explicit and the value of a single word is less important. In general one can say that lower context cultures are USA, Australia, English Canada, England, Ireland, New Zeeland and German language speaking countries. Higher context cultures are: Arab countries, African, Spanish and Portuguese language countries, and many others.

Hall explained that some cultures are monochronic. They regard time as segmentable, an almost tangible commodity. Monochronic cultures value schedules and can evolve efficient bureaucracies. Polychronic cultures, on the other hand, regard events as embedded in more of a simultaneous matrix of occurrences. Little value is placed on demarcating work time as opposed to socialization time, for instance. People in polychromic cultures are little concerned with promptness or deadlines.

The differentiation proposed by Hall, paid attention to different aspects of communication, than those chosen by Hofstede. At the same time Hall’s proposal added some differences to the list already formed by Hofstede.

Another input to researching cultural differences was added by Richard Gesteland (2010), who identified five cultural variables that cause most of the problems for international negotiators and managers: Deal Focus/Relationship Focus, Direct/Indirect Communication Styles, Egalitarian/Hierarchical Business Behaviour, Monochronic/Polychronic Time Behaviour, and Reserved/Expressive Communication Styles. Some of elements that we see here were already tackled by other researchers (f.i. direct/indirect communication styles) but some add new ides to thinking of cultural differences.

Fons Trompenaars (2011) experienced cultural differences in his own life a lot: first at home, where he grew up speaking both French and Dutch, and then later at work with Shell in nine countries. Based on those experiences he started systematic observation over cultural differences and defined 7 dimensions differing cultures: universalism vs. Particularism; neutral vs. emotional communication; individualism vs. collectivism in everyday orientation towards others; specific vs. diffuse (describing how much people separate private and working lives); achievement vs. ascription (how the social status is obtained- by own achievements or by ascription from somebody else); sequential vs. Synchronic cultures (dimension describing how people do things: one at a time or several things at once?); Internal vs. external control (the concept inspired by classical psychological research by Julian Rotter on the sense of control over external world surrounding human beings. While Rotter did his research on individuals, Trompenaars transferred this characteristic over social groups). Harry Triandis (1972), whose major research was the study of the relationship between culture and social behaviour also added valuable information to the research on cultural differences, especially that his findings were directly applied to the training program called Culture Assimilators created in USA.

On top of various dimensions differing cultures proposed by authors mentioned above there are also at least two other huge sources of cultural differences, which create a lot of difficulties in effective inter-cultural communication. Those differences are rooted in stereotypes and in various ways of using and interpreting nonverbal communication. Both those subjects were widely described in the literature: the classical research on stereotypes described in (Gerrig, Zimbardo 2009; Aronson, Wilson, Akert 2009) show that tendency to divide and categorize people based on given characteristics is one of the core functions of the human brain. It is most likely rooted in human evolution, while humanoids and later humans had to asses if what/who the meet was a danger or not. quick and relevant assessment was a guarantee for saving life, therefore no mistakes were allowed here. This tendency to asses and judge people still remains very vivid, although cultural conditions of human coexistence have changed significantly. Social psychologists and sociologists point out however that knowledge of stereotypes and consciousness on how the labelling mechanism works, allows controlling this process and reducing harm that can be done by improper judgements and categorizations.

Cultural differences in nonverbal communication and especially in gestures, but also mimics, and body posture show how much our communication is linked with various kinds of social agreements. In general majority of the gestures belong to the human ethogram- if human being is treated as one of the mammals' species. Humans do distinguish six basic emotions despite of cultural background (fear, disgust, anger, happiness, sadness and surprise).

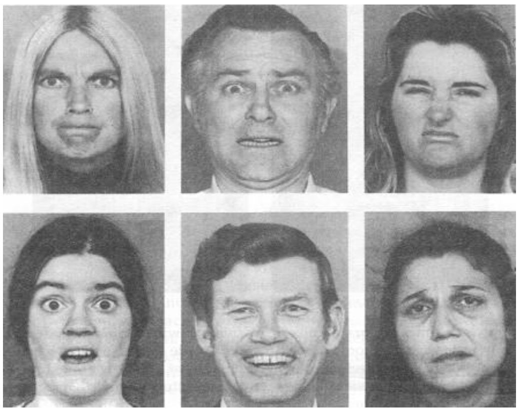


Figure 11. Six emotions

Here we demonstrate behaviours that we share not only with some primates, but also with other mammals. Those gestures were formed based on evolutionary way of human species development, and they are heritage of tradition (social practice forming nonverbal communicates and reproducing knowledge of the way they function). Some of those body-language communicate are rooted in the "animal" nature of human beings (for example it is believed that "bowing" in front of older, dominant person is a way of avoiding direct eye contact what could be treated as provocation for aggressive confrontation). Other gestures are determined by human genetic heritage typical for given individual (for instance the way we cross our arms on the chest is strictly determined by genes). Many others are defined by the cultures we live in (the best example is shaking head, which in majority of the countries around the globe is treated as confirmation, while in Bulgaria this movement expresses contradiction) (Grosse, Reker 2010).

Figure 12. OK symbol [designed by Freepik from Flaticon]

This "OK" gesture used in Anglo-Saxon cultures, can be a reason for major misunderstanding in Turkey.

The subject of nonverbal communication used by humans in communication is fascinating theme, especially when this knowledge is applied to much broader context of inter-species communication. Inter-species communication is a wonderful example of how misunderstanding in inter-cultural communication work: what is given a certain meaning in one culture (or species) has absolutely different meaning in other culture (species). For instance in human- dog communication, non-verbal signals are often interpreted the way we-humans use them: if dog yawns, we tend to think dog ignores us, while among dogs this is calming down signal (Beaver 1944; Miklosi 2007). As I have stated before: having this knowledge of cultural differences in body-language, one realizes how much easier it is to communicate with others and to understand them properly.

On top of all those differences there also are differences in some social rules, which express expectations for certain, behaviours. Widely described already by Goffman (1967) meaning of face and face-saving is a good example of such- very important difference, which causes different behavioural responses to presented tasks. Face is the standing a person has in the eyes of others. The importance of "face" and face-saving varies across cultures. Some cultures value "face" more than others (for example Japan is a perfect example). Other cultures (USA) do not care about face all that much. Saving face takes usually form of preventing other person from being exposed to the fact that s/he has made a mistake in social behaviours (faux pas). Because saving face of the person is so important one would never admit that the person has made a mistake: has a spot on the tie, dirty blouse or smudged make-up. In cultures where saving face is important, members of the society avoid situations of such kind; while in other cultures there are no behavioural restrictions in this respect and one is allowed to express directly doubt, comment or question. Here is the example of practical problem in the workplace caused by this cultural difference: Japanese worker hired in American company is given instructions by the boss, but he did not understand instructions. He prefers to make mistakes in his job, to asking the boss for clarification. The interpretation for this situation is different for both sides: Japanese worker does not ask for clarification since this would present boss as unable to express himself clearly (which means losing face). Boss expects worker to ask for clarification, otherwise ascribes negative intentions to his behaviour of decreases opinion about his intellectual potential.

Short presentation made above lists main sources of misunderstandings in intercultural communication, but it also shows areas for improvement if one aims at mastering communicative skills.

4.4. Improving inter-cultural communication

It is of course possible to improve one's skills in inter-cultural communication. First of all it requires a lot of awareness and self-consciousness. Therefore it is worth to analyse own communication, own cultural codes and then to focus on learning about other cultures. As some empirical studies show (Benedict 2005) this knowledge can be quite useful, however one has to bear in mind that there is a trick hidden here. In a way it is easiest to learn about own communication by observing others' communication. Detecting differences allows naming rules regulating mother culture. Again: certain kind of awareness and openness is required here and best – if this is connected with the ability of postponing own reactions in order of not imposing own interpretations over communicative act.

I propose to divide this process of improving inter-cultural communication in three steps.

Step one is preparing for inter-cultural contacts at it does not take a lot of effort: collecting information about the culture to be communicated with is a crucial point. Getting knowledge of history, specificity of the country, its traditions and habits that people have there is very useful. In some sources, one can find "does and don'ts". Those are instructions based on general knowledge about rules functioning in given culture. It is important to keep in mind that those lists of does and don'ts are somehow stereotypical, but considering that there is a kernel of truth in each stereotype, it is good at least to know them. Certainly it is perfect to balance this kind of knowledge (typically obtained from handbooks, guidebooks, forums etc) with the personal experiences of those who have already been exposed to this specific culture. Those two opposite points of view (collective and individual) create counterbalance drawing areas of particular awareness.

The **second step** is getting knowledge about some general, basic rules regulating inter-cultural contacts- those rules are often clearly expressed in folk proverbs (f.i.:"While in Rome, do as the Romans do"). Those basic rules are: to demonstrate open and positive attitude with friendly interest and direct communication; as incoming person always adjust own behaviour to new culture; to treat representatives of new culture as partners not opponents; to observe and ask; and to differentiate surface and deep meaning. Especially last two rules are important. Human beings ten do interpret what they do observe immediately ("Person cries- is interpreted: person is sad). Those immediate interpretations tide our cognitive process and focus them on searching for proves to confirm those initial hypothesis. It is difficult later on to change interpretation (which of course does not have to be proper). Therefore the rule of dividing observation from interpretation is crucial. Another very important rule is to bear in mind "the iceberg metaphor of culture" (Hofstede 2010). The concept inspired by Freudian division of human personality into consciousness and sub-consciousness. Similar culture can be divided into two spheres: the peak of the iceberg is the small proportion of the iceberg itself, but this is the only part visible to observer- the biggest part of the iceberg creature is hidden under the water surfaces, and one has to dive in order to see nit. Ignoring this huge massive ice can result in the tragic crash. Cultures function in similar ways: what is visible to observer are behaviours, small objects of everyday use, etc- while the real meaning of those behaviours and objects is hidden deep in the culture. Ignoring deeper meaning creates the risk of cultural clash and misunderstanding.

The **third step** is conscious development of competencies used in inter-cultural communication. Jurgen Bolten (2007) lists some of the competencies that he considers most important in effective communication between members of different cultures. Those are: asking' listening, empathy, observation, tolerance, distance to undertaken social roles, readiness to learn, readiness for acculturation, ability to form and maintain own borders, assertiveness, polycentric attitude and skill of meta-communication. It is easy to notice that competencies listed here, are necessary for effective communication in general: all of them are basically necessary if one wants to communicate with others also within own culture. Therefore persons communicating well in one culture, have no problems in intercultural communication, usually.

4.5. Intercultural Communication Competence and ethnocentrism

What does it mean to be a competent communicator across cultures, and what are the elements or components of that competence? Some authorities link intercultural competence with identity; the competent communicator is the person who can affirm others' avowed identities. Other notions of intercultural competence focus on the communicator's goal attainment; the competent communicator is the person who can convey a sense of communication appropriateness and effectiveness in diverse cultural contexts. Certainly proficiency in the host culture language is valuable for intercultural competence. But it is not enough to know the grammar and vocabulary of that language; the competent communicator will also understand language pragmatics like how to use politeness strategies in making requests or how to avoid giving out too much information. Equally important, competent communicators are sensitive to nonverbal communication patterns in other cultures. In addition to avoiding insults and gaffes by using gestures that may mean very different things in a host culture as opposed to one's home culture, competent communicators understand how to use (or avoid) touch, proximity in physical space, and paralinguistic sounds to convey their intended meanings.

Traits that make for competent intercultural communicators include flexibility and the ability to tolerate high levels of uncertainty, reflectiveness or mindfulness, open-mindedness, sensitivity, adaptability, and the ability to engage in divergent and systems-level thinking. The foundation of intercultural communication competence is the capacity to avoid ethnocentrism. Ethnocentrism is the inclination to view one's own group as natural and correct, and all others as aberrant. We tend to think prescriptively, that all groups should behave as our own group behaves. And we are naturally proud of our own group and distrustful of others. Obviously a person who is highly ethnocentric cannot adapt to diverse people, and cannot communicate in an interculturally competent manner. Some authorities hold that some degree of ethnocentrism is inevitable, and even functional for the preservation of distinct cultural groups. Competent communicators simply learn to suppress their natural ethnocentric reactions in order to better understand others on their own terms. Alternatively, it may be possible for individuals to evolve beyond ethnocentrism, to become ethnorelativistic. The Developmental Model of Intercultural Sensitivity (DMIS) is frequently used in intercultural training and assessment to chart individuals' progress toward ethnorelativism. The model posits six stages:

1. Denial—The individual refuses to acknowledge cultural differences.
2. Defense—The individual begins to see cultural differences and is threatened by them.
3. Minimization—While individuals at this stage do acknowledge cultural differences, they see human universals as more salient than cultural distinctions.
4. Acceptance—The individual begins to accept significant cultural differences first in behaviours, and then in values.
5. Adaptation—The individual becomes more adept at intercultural communication by shifting perspectives to the other's cultural world view.
6. Integration—Individuals at this stage begin to transcend their own native cultures. They define their identities and evaluate their actions in terms of multiple cultural perspectives.

4.6. Culture Shock and adaptation

Culture shock is a common stress reaction that individuals have when they find themselves immersed in an unfamiliar culture. One's sense of identity as a mature and efficacious adult can be severely challenged when one can't even figure out how to pay bus fare in a foreign transit system. For relatively short-term sojourners in a new culture—for example exchange students, aid workers, or corporate executives on temporary assignment—the pattern of adjusting to a new culture often follows a predictable pattern from elation to depression to adjustment. Moreover, when the sojourn comes to an end, returnees often experience re-entry shock when they return home. Overall, sojourners may expect to traverse through seven stages:

- Honeymoon—Newcomers are elated about all the exotic sights and experiences and by the friendliness with which they are greeted.
- Hostility—As the welcome wears thin and more quotidian tasks are expected of the sojourner, disorientation and frustration set in. Those lacking in communication skills may either abort their visit or else retreat into isolation.

- Humour—Sojourners are able to see their various challenges and faux pas in perspective.
- In-Sync—Having achieved a sense of comfort and competence in their host culture, sojourners may even serve as mentors for other newcomers.
- Ambivalence—As the end of their sojourn approaches, individuals are torn between the joy of an anticipated homecoming and the disappointment of seeing their overseas adventure coming to an end.
- Re-entry Culture Shock—The sojourner is shocked by the lack of interest and support among those who remained behind in the home culture. Often, the stress of re-entry may exceed the original stress of encountering the host culture.
- Resocialization—As individuals adjust to being back in their home cultures, three patterns are common. assimilators try to fit back into old patterns and forget that they had ever experienced another culture. alienators are never quite satisfied with what they find at home. They may feel restless until they can accept another overseas assignment. transformers are change agents who use their recently acquired intercultural knowledge to help vitalize their home relationships and organizations. For immigrants, refugees, or émigrés, the long-term counterpart of culture shock is acculturation or adaptation. For them, there is to be no re-entry to their home cultures.

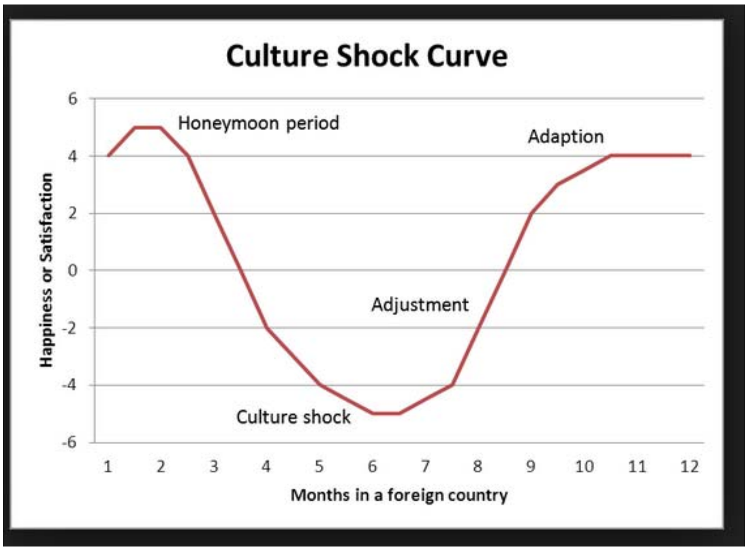


Figure 13. Culture Shock Curve

Communication plays a key role in the adjustment of these individuals to their new home culture. important communication components that will determine the quality of cross-cultural adaptation include

- a critical mass of same-culture immigrants to provide community support and mass media
- the receptivity of the host culture to non-native populations

- opportunities for immigrants and refugees to participate in interpersonal interaction with host nationals. If these communication factors are absent or out of balance, there is a danger that immigrants or refugees may either lose their native cultural identities and assimilate, or that they may isolate themselves from their host culture and fail to participate fully. The goal of communication for adaptation is the establishment of integrated bi-cultural (or multi-cultural) identity.

4.7. Stereotypes

Stereotype which are defined as sets of beliefs about characteristics of people in the group that is generalized to all group members, can be a serious obstacle in intercultural communication. It is being said, however, that all of them contain kernel of truth. They are based on cultural heritage of social group, therefore they always reflect inter-group relations. Example of visual representation for stereotypes is one of the postcards produced in EU:

Figure 14. Example of Stereotypes by EU

What are positive functions of stereotypes:

- Simplify reality
- Select information
- Direct perception
- Making decisions easier
- Are practical
- Justify decisions
- Strengthen self-esteem of the user

- Element of culture
- Base for social identity

The reverse phenomena are negative functions of stereotypes:

- Reduce differentiation in the world
- Stereotype-based decisions may be wrong misinterpretations
- Labelling
- Conformity
- Self-fluffing prophecy
- Limit perception
- Divide groups
- They allow manipulation

Walter Lippman who studied stereotypes as a first sociologist in 1922 defined them as “pictures in our heads”. He noted that stereotypes are always connected with evaluation and can be treated as social norm. The best way to weaken stereotypes is to create situations of direct human contacts and cooperation.

Stereotypes can be also used in informative campaigns. The example of such campaigns are those created by Citroen (https://www.youtube.com/watch?v=GMQnPWjK5pE). In this campaign one can see the attempt of transferring positive stereotype of quality in German cars, on French cars, which obviously do not have such a positive image.

4.8. Conclusion

In this text I have presented the idea how inter-cultural communication is important nowadays. This is the fact due to overwhelming multiculturalism taking place in globalized world, where everybody is exposed to cultural differences. Lack of understanding in such conditions creates difficult conflicting situations, which can be relatively easily avoided however. Naming cultural differences by many various authors (Hall, Hofstede, Trompenaars, Triandis) helps to pay attention to certain areas of social rules forming context for daily communication. Knowledge of the sources of non-verbal signals (genetic, evolutionary and socio-cultural) allows to understand their relative meaning. Treating multiculturalism in a broad sense of various social rules accepted in given groups, shows how important effective communication is in everyday life. It also shows how much more diversed our societies are today comparing even to the situation two hundred years ago. Last but not least: we can train ourselves in effective intra- and inter-cultural communication. And only this kind of self-motivated training allows us to avoid creating what is defined as “socially invisible groups”- groups that we do not understand, fear of, and just in case avoid in communicating. Every and each of human beings once belongs to such “invisible group”, and no matter what type of group it is- it is always very unpleasant and humiliating experience. Therefore conscious actions focused on minimizing process of labelling persons as visible can improve well-being of the 21st century society in the Global Village. Using basic rules regulating cross cultural contacts will improve their quality:

- Incoming person should always adjust own behaviour to new culture
- There are no opponents in cross cultural contacts there are partners
- Observe and ask
- Surface and deep meaning
- Your attitude: be positive
- Develop competencies

5. Evaluation Tool

Uwe Brandenburg

5.1. Introduction

The SUCTI evaluation tool is a tool that has been developed to assess the impact of the SUCTI training on the participants. It uses three time-related and three content-related layers of assessment.

With the respect to the timeline, the SUCTI tool should be applied firstly right before the first training session. This data collection establishes a baseline for the respondent. The next assessment should take place right at the end of the training. This establishes an immediate ex-post assessment. With those two steps, we can then assess the immediate impact the training may have had on the individuals. The third assessment takes place 3 months after the training and is intended to assess possible long-term delayed effects.

All three surveys are fully anonymous. We guarantee this by using a coding system. The SUCTI coordinator received a list of 501 code words (SUCTI001 to SUCTI500), which can be extended if needed. The coordinator than allocates one individual code to each SUCTI participant. The SUCTI participants gets to know his code and can, should he/she have forgotten it, reclaim it from the coordinator at any time. The survey itself is online and when logging in, the participant will first be asked to provide the code word. This is needed to link the data from the three surveys and generate so-called "paired" data. However, the analyst looking at the data does not know which name belongs to the code word while the coordinator never sees the individual data with relation to a code word. This ensures 100% anonymity. You as a trainer will be provided with a list of code words for your group to be distributed and have to make sure that for each code word there is only one participant.

The participants will then call the publicly available web site for the survey. They provide their personal code word and then answer the questions. All of the questions are closed questions. The first set will ask for some demographic data such as gender or age which is needed for in-depth analysis of the project. These questions are only asked in the first survey. Then three sets of specific items follow (see below) which will be identical in all three surveys and thus allow for a comparison of results and consequently an analysis of possible effects. The answer options are always so-called Likert scales ranging e.g. from “strongly disagree” to “strongly agree”. The participants shall choose the answer that represents best their opinion regarding that question.

The three content layers consist of (A) Personality trait Openness; (B) Opinions on internationalisation of the Higher Education Institution; and (C) Attitudes towards intercultural aspects.

5.2. Personality trait Openness (BFI)

We measure this personality trait because it can be assumed to be directly related to internationalisation. Personality traits can tell us about the general disposition of a person and psychometric scales measuring traits have the advantage that they are less prone to socially desired answer patterns than satisfactions surveys or perceptional/opinion-related surveys. We choose the factor Openness from the Big Five Inventory (BFI) (John et al., 1991; 2008) since the BFI is the most widely used tool for measuring personality traits globally. It has been extensively tested and validated, is robust, reliable and representative.

Table 5 Advantages and Disadvantages of the BFI

Advantages	**Disadvantages**
validated, tested	traits are very stable, so little change can be expected
robust, reliable, representative	well-known so some individuals might have been exposed to them before
not biased towards socially desired answer patterns	
has reference list for ages of participants, so we can compare SUCTI participants to general population	

5.3. Opinions on internationalisation of the Higher Education Institution (HEI)

Secondly, we measure the opinions of participants on internationalisation using an item battery developed in a pre-SUCTI project by the Universitat Rovira i Virgili. Although it has not been thoroughly validated in the previous project it already showed useful results and was adapted by deleted items with lesser relevance.

Since there is no standard on opinions on internationalisation, there is no argument to use a different tool. In addition, it has been developed from experts for experts.

The general advantage of measuring opinions is that we can detect changes easier since they are more prone to change than traits.

Table 6 Advantages and disadvantages of item set for opinions on internationalisation

Advantages	Disadvantages
used in the pre-test	untested or validated
made from experts for experts	well-known so some individuals might have been exposed to them before
no standard for opinions on internationalisation exists	might need some adjustment after data-collection
opinions are much less stable than traits, so change is easier to detect	for this reason, few more items than probably needed in the end

5.4. Attitudes towards intercultural aspects

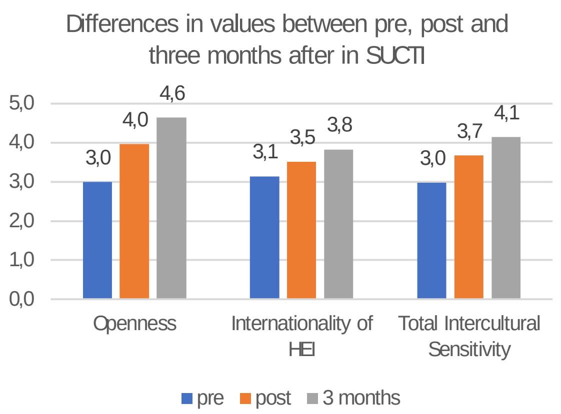
Thirdly, we measure the attitudes towards intercultural aspects using the Intercultural Sensitivity Scale (ISS) (Chen & Starosta, 2000). The scale has been tested and validated - thus reliable, robust and representative - and can be considered a trustworthy and useful tool to assess the core aspect of the SUCTI project, the intercultural training. However, from other projects we know that such scales may lead to socially desired answer patterns and may therefore be regarded with caution.

Table 7 Advantages and disadvantages of the Intercultural Sensitivity Scale (ISS)

Advantages	Disadvantages
validated, tested	longest list of items
attitudes change in the way opinions do, so effect should be detectable if existent	negative experiences with intercultural scales in the past (InHoPe project in Germany): many tried, none worked
directly addresses the aim of the training	usually lead to socially desired answer patterns
robust, reliable, representative	

5.5. Final comments

The data from the three surveys will be paired, so that we have results for each individual across three points in time. This allows for a stricter and more precise assessment of the real effects. We will then look into developments over time regarding the overall averages, but also measure the significance using paired sample t-tests as well as Wilcoxon or McNemar signed rank analysis (as the data stems from Likert scales which do not generate normally distributed data). Furthermore, we will look for effect sizes (Cohen's d) – which tells us whether the difference we see is really an effect of the "treatment", i.e. the course - and r^2 which can inform us about what percentage of the result really relates to the training.



Anova: significant differences between at least two groups

T test and Wilcoxon show: significant differences at level 0.01 for Openness, Internationality, and Intercultural Sensitivity

Cohens d:	Openness	Internatio-nality	Interculturl. Sensitivity
pre to post	0,5	0,3	0,4
post to three-months-after	0,4	0,25	0,3
r²			
pre to post	0,59	0,46	*0,50*
post to three-months-after	0,38	0,23	0,34

Figure 15 Possible analysis of data (example data)

Furthermore, we will analyse the data regarding the influence of so-called lurking variables such as gender, work experience or age.

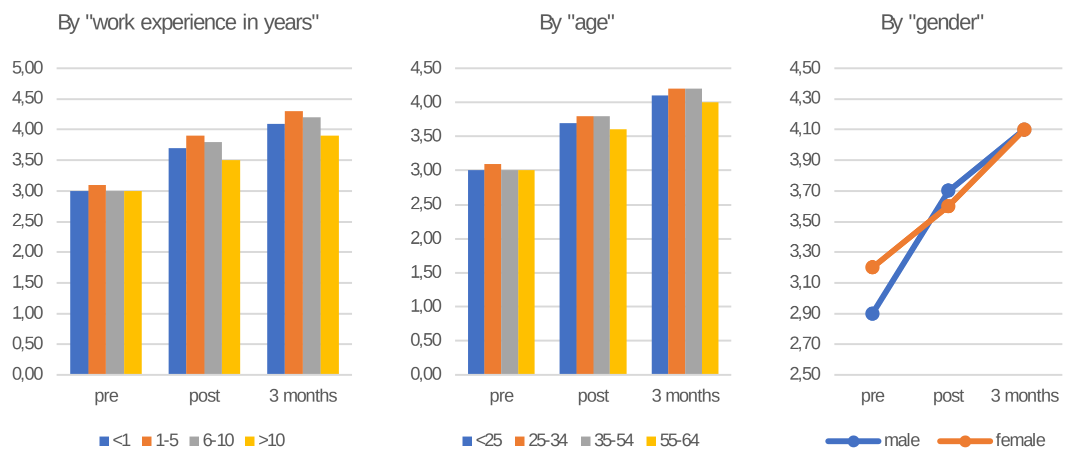


Figure 16 Analysis by work experience, age, gender (example data)

In this way, the SUCTI project will test its effectiveness on the participants. The tool can later also be used by trainers in their own trainings.

6. Moodle: Learning Management System

Moodle Community

6.1. What is Moodle?

Moodle is a free and open-source learning management system written in PHP and distributed under the GNU General Public License. Developed on pedagogical principles, Moodle is used for blended learning, distance education, flipped classroom and other e-learning projects in schools, universities, workplaces and other sectors.

With customizable management features, it is used to create private websites with online courses for educators and trainers to achieve learning goals. Moodle (acronym for modular object-oriented dynamic learning environment) allows for extending and tailoring learning environments using community sourced plugins.

6.2. Background

Martin Dougiamas, who has graduate degrees in computer science and education, wrote the first version of Moodle. Dougiamas started a Ph.D. to examine "the use of open source software to support a social constructionist epistemology of teaching and learning within Internet-based communities of reflective inquiry." Although how exactly social constructionism makes Moodle different from other eLearning platforms is difficult to show, it has been cited as an important factor by Moodle adopters. Other Moodle adopters, such as the Open University in the UK, have pointed out that Learning Management Systems can equally be seen as "relatively pedagogy-neutral".

The stated philosophy of Moodle includes a constructivist and social constructionist approach to education, emphasizing that learners (and not just teachers) can contribute to the educational experience. Using these pedagogical principles, Moodle provides an environment for learning communities.

The acronym Moodle stands for modular object-oriented dynamic learning environment. (In the early years the "m" stood for "Martin's", named after Martin Dougiamas, the original developer). As well as being an acronym, the name was chosen because of the dictionary definition of Moodle and to correspond to an available domain name.

6.3. *Your first steps in Moodle*

So, you've got a new Moodle account? What now? The main page will help you navigate around your site as a student or teacher. Finding your way around is a good place to start.

6.3.1. Your profile

You can access your profile from the user menu top right. It's where you see your name and an arrow. Click to open up the menu, Clicking the Profile link will then display other options, such as a list of your courses, any forum and blog entries and a link to edit your profile.

Clicking the Edit profile link will allow you to change certain information such as your correct timezone, add an avatar, description and, optionally, extra contact details. You cannot normally change your username and your admin might have restricted other changes too.

When you upload an image, it will appear in the user menu by your name and also on your Dashboard page.

6.3.2. Your notifications and messages

Your site can alert you when you have new messages from your teacher and other participants. You can receive alerts about new forum posts or graded assignments and more.

You can receive these alerts via email or pop up, and you can control how you receive them from Preferences > Messaging in the user menu.

If your Moodle admin has set the site up for the mobile app, you can also receive alerts on your mobile phone.

You can message people from Messages in the user menu. Teachers can also add a Messages block to the course page to make messaging easier.

6.3.3. Your courses

How you find courses depends on how the administrator has set up the site.

Site front page - Some sites display all their courses on the front page and students click to enrol themselves into a course. When you are logged in, some site front pages may display only the courses you are enrolled in (to avoid clutter and confusion).

Navigation block - The Navigation block has a link to display courses. If you are not yet enrolled in any courses, you will see all available courses. Once you are enrolled in at least one course, you will see that and further courses only.

Dashboard - This is your personal page which you can customise and view your enrolled courses and outstanding tasks.

6.3.4. Your dashboard

Every user has their own dashboard which they can customise. The Dashboard gives a brief introduction to this, and the documentation on Dashboard gives further information.

You can access your dashboard quickly, from the user menu top right and your site may redirect you automatically to your dashboard once you are logged in.

6.4. Your first course

In Moodle, a teacher has responsibility for the materials in their own course. They often also manage enrolments and are able to change the layout of the course page.

A course is a space on a Moodle site where teachers can add learning materials for their students. A teacher may have more than one course and a course may include more than one teacher and more than one group of learners.

By default a regular teacher can't add a new course. You need the help of the administrator.

A course can display its materials in a number of ways or 'formats' for example in weekly sections or (named) topic sections. You can show all the sections at once or just reveal one at a time. See Course settings for more information.

Course sections may be renamed by turning on the editing and clicking the configuration icon underneath the section name. Sections may also be moved by drag and drop and sections added or removed by clicking the + or - underneath the bottom section.

You can also add elements known as 'blocks' to the right, left or both sides of your central learning area (depending on your theme). Remember that blocks do not display when the Moodle Mobile app so think carefully about which blocks you really need.

6.4.1. Course enrolment

Before a learner can access your course, they must first be authenticated on the site and that is the responsibility of the site administrator.

There are several enrolment methods available to a teacher. What is available again depends on the site administrator. The admin might enrol students into course automatically, or the teacher might be able to enrol students themselves. Depending on the theme used, this can be done either by clicking the gear menu in the nav drawer Participants link or by clicking Enrolled users from the Users link in the Course administration block. This is the Manual enrolment method. Other options can be seen in the Enrolment methods link and include Self enrolment and Guest access.

Note: Guests can only view the course and its resources; they cannot participate in any activities.

An enrolment key may be set if Self enrolment is enabled so that only students with the key can enter.

6.4.2. Grading

Every course has its own Gradebook which can record scores from assignments, quizzes, peer assessment workshops, 'branching' lessons, SCORM activities and LTI learning resources. Other activities such as forums, databases and glossaries can have ratings enabled which will also then be reflected in the gradebook.

Grade items can be manually created from Course administration > Grades > Set up > Categories and items and it is also possible to import and export grades.

6.4.3. Tracking progress

If completion tracking has been enabled for the site and in Course administration > Edit settings, you can then set completion conditions in activity settings. A checkbox will appear next to the activity and a student may either be allowed to tick it manually, or a tick will display once criteria for that particular activity have been met. This feature can be combined with Course completion so that when certain activities have been completed and/or grades obtained, the course itself is marked complete.

Badges can also be issued, manually or based on completion criteria to act as a motivator and record of course progress.

6.4.4. Restricting access

A course can be set to display everything to everyone all the time, or it can be very restrictive, displaying certain items at certain times, to certain groups or based on performance in previous tasks.

Course items and sections may be manually hidden using the 'hide' icon when the editing is turned on. If Restrict access has been enabled by the administrator then a Restrict access section will display in each course activity and resource, allowing you to choose how and when this item will be revealed, and whether to hide it completely or show it greyed out with the conditions for access.

6.5. Resources

A resource is an item that a teacher can use to support learning, such as a file or link. Moodle supports a range of resource types which teachers can add to their courses. In edit mode, a teacher can add resources via the 'Add an activity or resource' link. Resources appear as a single link with an icon in front of it that represents the type of resource.

Administrators can decide whether or not to force teachers to add descriptions for each resource by enabling or disabling a site-wide setting in Administration > Plugins > Activity modules > Common settings.

- Book - Multi-page resources with a book-like format. Teachers can export their Books as IMS CP (admin must allow teacher role to export IMS)
- File - A picture, a pdf document, a spreadsheet, a sound file, a video file
- Folder - For helping organize files and one folder may contain other folders

- IMS content package - Add static material from other sources in the standard IMS content package format
- Label - Can be a few displayed words or an image used to separate resources and activities in a topic section, or can be a lengthy description or instructions
- Page - The student sees a single, scrollable screen that a teacher creates with the robust HTML editor
- URL - You can send the student to any place they can reach on their web browser, for example Wikipedia

6.5.1. Managing resources in several languages

The restriction by language availability condition additional plugin makes it easy to show an English resource only to English users and an activity in French only to French speaking students.

6.6. Activities

An activity is a general name for a group of features in a Moodle course. Usually an activity is something that a student will do that interacts with other students and or the teacher.

In Moodle terminology, an Activity, such as Forums or Quizzes, properly means something students can contribute to directly, and is often contrasted to a Resource such as a File or Page, which is presented by the teacher to them. However, the term activity is sometimes for convenience also used to refer to both Activities and Resources as a group.

There are 14 different types of activities in the standard Moodle that can be found when the editing is turned on and the link 'Add an activity or resource' is clicked.

- Assignments: Enable teachers to grade and give comments on uploaded files and assignments created on and off line
- Chat: Allows participants to have a real-time synchronous discussion
- Choice: A teacher asks a question and specifies a choice of multiple responses
- Database: Enables participants to create, maintain and search a bank of record entries
- Feedback: For creating and conducting surveys to collect feedback.
- Forum: Allows participants to have asynchronous discussions
- Glossary: Enables participants to create and maintain a list of definitions, like a dictionary
- Lesson: For delivering content in flexible ways

- (LTI) External tool: Allows participants to interact with LTI compliant learning resources and activities on other web sites. (These must first be set up by an administrator on the site before being available in individual courses.)
- Quiz: Allows the teacher to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers shown
- SCORM: Enables SCORM packages to be included as course content
- Survey: For gathering data from students to help teachers learn about their class and reflect on their own teaching
- Wiki: A collection of web pages that anyone can add to or edit
- Workshop: Enables peer assessment

6.7. More information

The Moodle community offer thousands of tutorials, manuals, videos, FAQ, and examples about how to use Moodle. So, the best option when you want to do something is to go to this community. In these resources, you will find information in many different languages (e.g. English, Spanish, Portuguese, Germany). You will find at:

- Tutorials, manuals, and videos: https://docs.moodle.org/34/en/Main_page
- FAQ and Forums: https://moodle.org/course/

7.References

Aronson E., Wilson T.D., Akert R.M. (2010). Social Psychology. Upper Saddle River, NJ: Prentice Hall.

Banaszak G., Kmita J. (1994). Społeczno regulacyjna koncepcja kultury. Instytut Kultury, wyd. II, Warszawa

Beaver B.V. (1944). Canine Behavior. Insights and Answers. Saunders Elsevier Inc.

Beelen J. (2014) The Other side of mobility: the impact of incoming students on home students (chapter 16) of Internationalisation of Higher Education and Global Mobility. Edited by Bernhard Streitwieser. Symposium Books.

Beelen J., Jones E. (2015). Redefining internationalisation at home. Bucharest, Romania: Bologna Researchers Conference.

Bennett M.J. (1998) Basic Concepts of Intercultural Communication. Intercultural Press, Boston, MA.

Benedict R. (2005). The Chrysanthemum and The Sword. First Mariner Books.

Bolten J. (2007). Einführung in die Interkulturelle Wirtschaftskommunikation. Vandenhoeck & Ruprecht.

Bridgestock L. (2013) International Higher Education: Five Year Trends. Top Universities.

De Wit H., Hunter F., Howard L., Egron-Polak E. (2015) Internationalisation of Higher Education study. European Parliament.

Duno-Gottberg L. (2003). Solventando las diferencias: La ideología del mestizaje en Cuba., Iberoamericana – Frankfurt am Main, Vervuert, Madrid.

Festinger L. (1957). A theory of cognitive dissonance. Stanford, CA: Stanford University Press.

Gerrig R.J., Zimbardo P.G. (2009). Pssychology and life. Allyn & Bacon

Gesteland R. (2010). Cross-Cultural Business Behavior: Marketing, Negotiating, Sourcing and Managing Across Cultures. Copenhagen Business School Press.

Goffman E. (1967). Interaction Ritual - Essays on Face-to-Face Behavior. Anchor Books. New York

Grosse J., Reker J. (2010). Do not get me wrong. The Global Gestures Guide. Messedruck Leipzig.Hall E. (1976). Beyond the Culture. Anchor Books a division of Random House Inc. New York

Chen G.M, Starosta, W.J. (2000). The Development and Validation of the Intercultural Sensitivity Scale. Communication Studies Faculty Publications. University of Rhode island. DigitalCommons@URI

Hofstede G., Hofstede J. (2010). Cultures and organizations. Software of the Mind. McGrow-Hill Books

Hudzik J.K. (2011). Comprehensive internationalization: From concept to action. Washington, DC: NAFSA: Association of International Educators.

Hudzik J.K. (2017). Lecture. A Future of Higher Education Internationalization: Expansion Under Changing Global Conditions. Nelson Mandela University. August 2017.

John O.P., Donahue E.M., Kentle, R.L. (1991). The Big Five Inventory--Versions 4a and 54. Berkeley, CA: University of California, Berkeley, Institute of Personality and Social Research.

John O.P., Naumann L.P., Soto, C.J. (2008). Paradigm shift to the integrative Big Five trait taxonomy: History, measurement, and conceptual issues. In O.P. John, R. W. Robins, & L. A. Pervin (Eds.), Handbook of personality: Theory and research (pp. 114-158). New York, NY: Guilford Press.Knight J. (2008). Higher education in turmoil. The changing world of internationalisation. Rotterdam, the Netherlands: Sense Publishers.

Kohls L. R., Knight J.M. (1994). Developing Intercultural Awareness. Intercultural Press, Boston, MA.

Kotter J., Cohen D. (2012). The Heart of Change. Harvard Business Press.

Kymlicka W. (1991). Liberalism, Community and Culture. Clarendon Press. Oxford.

Kymlicka W. (1996). Multicultural Citizenship: A Liberal Theory of Minority Rights. Clarendon Press. Oxford.

Leask B. (2009). Using formal and informal curricula to improve interactions between home and international students. Journal of Studies in International Education, 13 (2), 205-221.

Leask B. (2015). Internationalising the curriculum. London: Routledge.

Miklosi A. (2007). Dog behaviour, evolution and cognition. Oxford University Press. Oxford

Nilsson B. (2003). Internationalisation at Home From a Swedish Perspective: The Case of Malmö. Journal of Studies in International Education, Vol. 7 No. 1.

Storti C. (1994). Cross- Cultural Dialogues. Intercultural Press, Boston, MA.

Taylor Ch. (1991). Ethics of Authenticity. Harvard University Press. Cambridge, Massachusttes and London. England.

Triandis H.C., Vassiliou V., Vassiliou G., Tanaka Y., Shanmugam, A.V. (1972). The Analysis of Subjective Culture. New York: Wiley.

Trompenaars F. (2011). Riding The Waves of Culture: Understanding Diversity in Global Business. Mc-Graw Hills Books.

Usher A. (2017) Megatrends in International Higher Education. A summary.