Embedding key transferable employability skills for lifelong success through blending an innovative portfolio to complement traditional assessment

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Abstract
Southampton Solent University has been running the unit ENG195 Applied and Academic English Advanced for international students since 2008 as part of the Institution-Wide Language Programme. Following the implementation of a new employability strategy in 2013, the unit was revalidated in July 2014, which led to a major redesign of the curriculum for delivery from the academic year 2014 - 2015. In addition to having updated academic content, it now has a specific focus on employability skills and their transferability to the real world. In particular, this paper evaluates the assessment practice on this unit in terms of the embedding of employability into the three assessed elements which consist of a Reading Test, a Speaking Test and an online Portfolio. Student feedback so far has been very positive, highlighting the usefulness of the unit, not just for academic study whilst at university, but for the world of work.

Keywords
Portfolio assessment; International students; Institution-Wide Language Programme (IWLP); Foreign languages; Transferable skills; employability and lifelong learning; English for Specific Academic Purposes (ESAP).

Introduction

This paper evaluates the assessment practice on the unit ENG195 Applied and Academic English Advanced at Southampton Solent University (SSU) in terms of employability skills and student feedback. First, it provides an overview of the institution as a whole and the student population as well as giving the context of the unit within the Institution-Wide Language Programme (IWLP). Second, it outlines approaches to employability in the Higher Education sector and how this has been interpreted within the context of SSU as a widening participation institution. Third, the article highlights the embedding of transferable skills within the unit ENG195 Applied and Academic English Advanced in terms of both the syllabus and related assessments for the academic year 2014 - 2015. Finally, feedback gathered from students and data from the Virtual Learning Environment (VLE) is given, highlighting a positive experience overall.

Background

Southampton Solent University (SSU) gained university status in 2005 so has recently celebrated its 10th anniversary of inauguration and is known in particular for its excellence in maritime courses, the

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creative industries and sport. It has invested heavily into new learning and teaching facilities, which will become operational in early 2016. SSU is a progressive and dynamic university and was named 'a top creative university' in the Which? University Student Survey 2014 (Which? 2015). In addition, it has recently won the Most Improved Student Experience category in the prestigious Times Higher Education Awards 2015 (Southampton Solent University, 2015). The university was one of the first in the UK to be granted the new Small Business Charter, in recognition of its exceptional engagement with small-to medium-sized businesses (SMEs) and the excellent support available for its student entrepreneurs (The Guardian, 2015). The university prides itself on first-rate employability, providing a wide range of courses that offer real-life job opportunities such as placements and internships. It also integrates industry expertise into the curriculum, with experienced staff and a diverse programme of visiting guest speakers, as well as presenting networking opportunities. SSU has around 11,000 students, of which 13% are international students, originating from over 100 countries. There is a good mix of international students, with 7% coming from European countries and the other 6% from countries outside of Europe (The Complete University Guide, 2015).

For international students, ENG195 Applied and Academic English Advanced is one of the options available as part of the Institution-Wide Language Programme (IWLP) which offers credit-bearing units. ENG195 is a 20 credit skills-based unit, focusing on areas such as academic writing and referencing. The unit is delivered across 15 weeks, with 4 hours of contact time per week, divided into two sessions of 2 hours each, one of which is classroom-based, whilst the other is situated in a computer room. The unit is delivered twice per year to maximise the number of students choosing it as an option and to support student development and achievement as widely as possible. It was redesigned in 2014 to include employability concepts and embed transferable skills, which are integrated into the three assessments for the unit. The panel at the validation event commended this initiative and as a result of the successful revalidation, it is considered that the unit has undergone thorough ethical approval both by internal and external academics as well as invited representatives from industry. In addition to the institutional approval, the unit belongs to the Languages Portfolio, which has just joined the new School of Business and Law; thus reinforcing the links with industry and professional bodies. The recently redesigned unit serves to complement SSU's mission to 'develop self-confident and highly employable graduates' (Southampton Solent University, 2015).

Employability in the Higher Education sector

Before embedding employability into our curriculum at SSU, it was important to look at the literature on employability and how this has been applied in general across the Higher Education (HE) sector. In a broad sense, employability is defined by Yorke (2006) as:

'A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy' (p.8).

Relating this to HE, the Confederation of British Industry (CBI, 2009) point out that students need to ‘think about employability before university and consider a university’s activity on employability when making their choice of university.’ In addition, they advocate that universities should ‘address employability issues from day one.’ In a similar vein, Million+ highlight that universities need to ‘develop approaches to teaching and learning that ensure graduates have the skills and dispositions to apply their knowledge in the workplace and adapt to changing circumstances’ since 'modern universities have a

transformational impact upon the aspirations and life chances of their students' (Hadfield et al, 2012). Furthermore, employability is one of the key themes of the Higher Education Academy (HEA) and they have recently updated their guidance on 'pedagogy for employability' (Pegg et al, 2012). Research also indicates that employers are clear that they look to the education system to develop confident, motivated young people with the attitude, knowledge and skills to succeed in the world of business. In particular, they are looking for students to have a 'broad set of employability skills necessary for all jobs,' along with 'qualifications that are recognised, understood and valued by businesses' (CBI, 2010, p.3).

Various Higher Education Institutions (HEIs) have developed employability models that are relevant to their students, such as Dacre Pool and Sewell's (2007) CareerEDGE model at the University of Central Lancashire. Their model comprises of degree subject knowledge, understanding and skills, generic skills such as flexibility and creativity, emotional intelligence, career development learning, and life and work experience. Dacre Pool and Sewell (2007) propose that universities should provide opportunities for reflection and evaluation in terms of Personal Development Planning (PDP) to assist with developing the aforementioned areas. Finally, building self-efficacy, self-confidence and self-esteem 'provide a crucial link between knowledge, understanding, skills, experience and personal attributes and employability' (Dacre Pool and Sewell, 2007, p.285). At Liverpool John Moores University, Knight and Yorke (2003) developed the USEM model of employability which puts forward four inter-related components of employability in the form of an acronym: Understanding, Skills, Efficacy beliefs (self-theories) and Metacognition (p.8). They stress the importance of 'knowing' students in order to provide 'learning cultures that help them to know what they are learning and why, and that help them to know how to develop the claims to achievement that make them more employable' (p.14).

Employability at SSU

Southampton Solent University (2015) aims to foster 'a stimulating student experience characterised by intellectual rigour, personal fulfilment and excellent career prospects' as well as encourage employability through a blending of 'academic, theoretical and practical study.' SSU's Mission Statement highlights the importance of 'the pursuit of inclusive and flexible forms of Higher Education that meet the needs of employers and prepare students to succeed in a fast-changing competitive world.' As SSU is a widening participation institution, there is a perceived need to develop both social and psychological capital alongside more traditional career management skills. With the backdrop of employability initiatives in general within the HE sector as outlined above, as well as SSU's widening participation drive, Sant and Jones (2013) devised the Solent Capital Compass Model, which is comprised of 16 key areas to develop students' human, social and psychological capital through developing connections, capabilities and confidence during their time at SSU. The Solent Capital Compass Model (Figure 1) ties in with research from the CBI, which indicates that employers are looking for employability skills (78%), a positive attitude (72%) and relevant work experience (54%) (2009, p11). The model is used for embedding employability into the curriculum across the university and accordingly, appropriate activities for students are suggested at different stages in their studies as they progress along their employability journey. Academics are assisted to do this with the help of our in-house Employability and Enterprise Advisers, who have developed up-to-date lesson plans and resources including a CV and application guide, all of which are easily accessible on the Virtual Learning Environment (VLE). The Solent Capital Compass Model and associated employability strategies were highlighted as good practice in a recent HEA publication (Owens and Tibby, 2014).

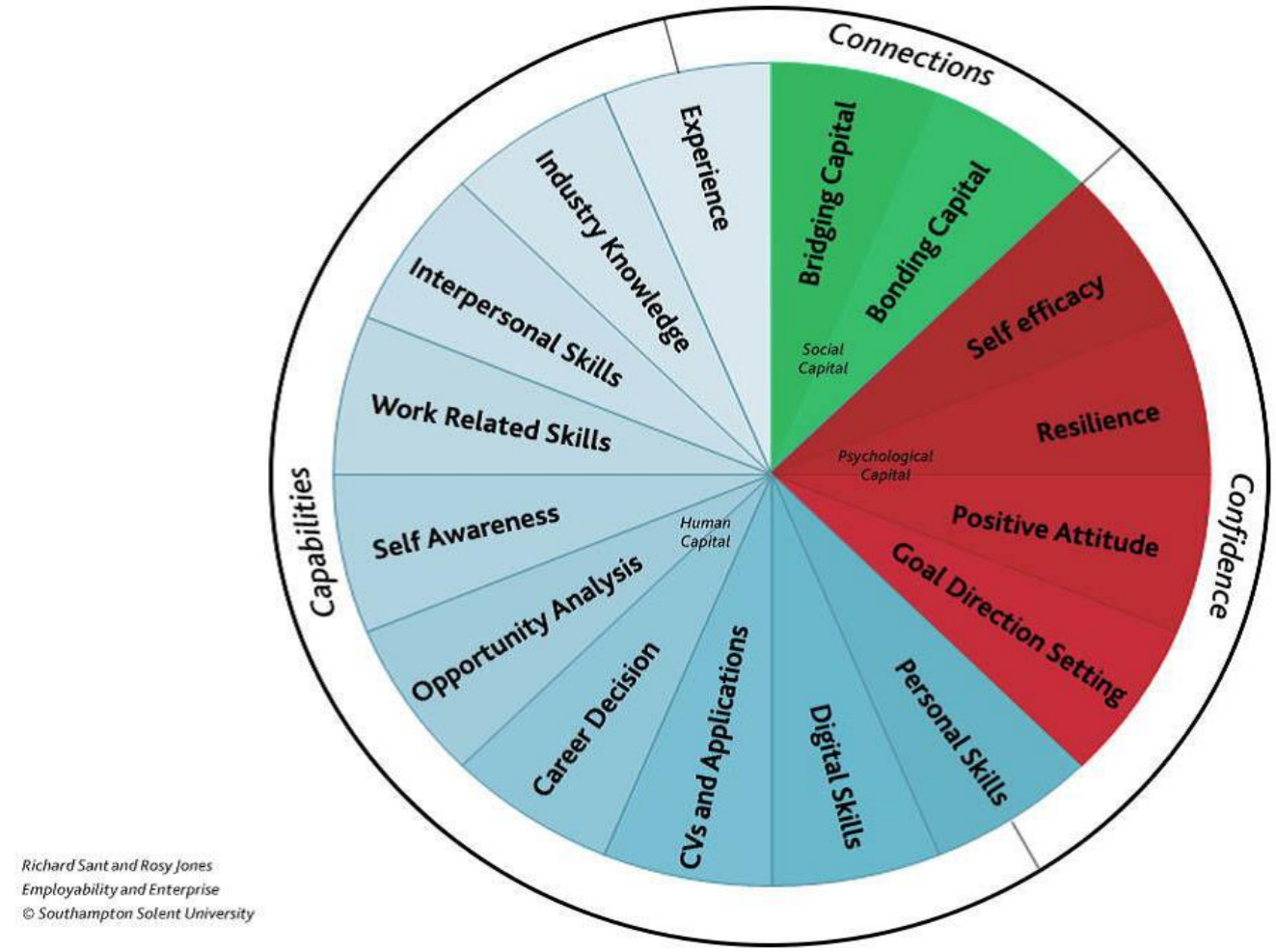

Figure 1. The Solent Capital Compass Model (Sant and Jones, 2013).

ENG195 seeks to align its delivery and assessment with the Solent Capital Compass by enhancing students' human and psychological capital, thus enhancing their employability. The team felt that confidence building amongst international students was paramount as they are operating in an additional language. Our graduates are aiming to enter global workplaces where the ability to deal effectively with other nationalities, cultures and perspectives is essential: ENG195 seeks to support them in this aspiration. As part of their employability journey, students complete the Employability Self-Evaluation (ESE) test, which was developed by Sant (2014). The test reflects different aspects of employability and on completion, a graph is produced, illustrating the skills ratings and highlighting key areas to work on. The ESE test may be taken more than once in order to show progress over time; for example, students can complete it at the beginning and the end of an academic year to see how they have developed. The skills reflected in the ESE test are closely linked with the 7 key skills that the CBI advocate that students need to address 'from day one' at university, which include: self-management, team working, business and customer awareness, problem solving, communication and literacy, application of numeracy and application of information technology (CBI, 2009, p19). In bridging the gap between academic and transferable skills, this unit aims to consolidate prior learning, develop new skills and enhance employability through skills development as well as assessment.

Embedding key skills into assessment

Yorke and Mantz (2003) identified that employability has tended to be a 'bolted-on' supplement to career planning and PDP delivery within the HE environment. However, it seems fair to say that many HE institutions have embraced employability and embedded it within curricula to aid constructive alignment (Biggs and Tang, 2011). At SSU the welcome focus on inclusivity and widening participation (WP) has created a diverse student population with a variety of learning needs. Many of our students are the first generation in HE (SSU, 2015) and have unclear expectations and low confidence. Such a broad student population needs to be managed and assessed sensitively whilst also helping them to achieve their goals and engender confidence in order to become employable graduates. This is even more acute within the English as a Foreign Language (EFL) environment where international students often feel disadvantaged or inferior for not being native speakers of English, especially when studying at UK establishments. Despite 'the myth-like properties of the native-speaker' and the 'ambiguity' of the term (Davies, 2003, p.3), Whistance's (2015) study reveals British English as the preferred model of English for the majority of students in the sample, reinforcing the ideal of the native speaker in the minds of learners to engender confidence whilst studying in the UK and to better prepare for the world of work.

Portfolios and e-portfolios

Portfolios can be seen to represent a shift away from comparison and evaluation of achievement within a cohort to a more individualised approach that enhances achievement and recognises individual progress (Pikulski and Cooper, 1997). Similarly, key employers such as PWC , Deloitte and Ernst and Young (BBC, 2015) have publicly changed their recruitment processes to assess candidates on current skills and attributes rather than historical competitive qualifications in favour of candidates with a much broader skill set.

However, embedding employability and such innovative assessment can be hard within more static educational environments that still rely on competitive evaluation which reflects some of the more established institutions. SSU welcomes and encourages innovation that supports our very specific student cohort and we have found a lot of support to help us develop our assessment strategy as a 'powerful, multi-facetted assessment tool which allows students to develop according to their personalities and abilities within a solid support system' (Guard et al, 2002).

This recognised powerful tool has been acknowledged as facilitating collaboration, networking, analysing and encouraging development from feedback (JISC, 2015, Ward and Strivens, 2010) as well as adding a dimension of creativity and freedom of choice within the assessment process (O' Sullivan et al, 2012).

As noted above, employability is related to the transferable skill set of graduates (CBI, 2009) and JISC go further to highlight the fact that graduates need to demonstrate 'digital influence' which showcases 'professionally relevant learning' (2015). We believe that the online Weebly portfolio allows students to demonstrate all of these key attributes and begins the process of preparing graduates for the world of work as well as encouraging proactive career planning. In addition, various researchers, including O'Sullivan et al (2012) and JISC (2015), have highlighted the fact that summative assessment based on a single piece of work can bring into question the grade allocation and validity of such qualifications whereas the portfolio allows students to showcase the broad range of their skills that include academic as well as transferable capabilities. This can be especially true in business related modules or when

preparing students for the world of business which may require less tangible or subject specific knowledge when compared to, for example, the medical sector. The portfolio allows students to demonstrate evidence not only of the outcomes achieved but the journey in solving the problem and this links very well with the requirements of employers today (CBI, 2009).

With this in mind we decided to embed employability into the Academic English language unit ENG195 (previously ENG172) to complement the academic english and traditional testing methods with more innovative processes to enhance career planning (Marshall, 2003).

Assessment Rationale on ENG195

Prior to the revalidation of ENG195 Applied and Academic English Advanced, direct market research was carried out and 45 local employers representing SMEs as well as international organisations responded to the specially tailored survey to establish their specific needs. Almost all the respondents highlighted global awareness, having inter-cultural competencies, demonstrating critical thinking, good communication skills and appreciation of world issues as core requirements for their respective businesses. As well as a focus on transferable skills, certain specific technical skills were accentuated by the employers as preferable, such as the ability to deliver quality pitches. Alongside the consolidation of study and learning skills for academic success in the immediate future, these employability elements have all been embedded into ENG195 Applied and Academic English Advanced as part of the redesign of the unit to promote career enhancing and lifelong success.

In response to the outcome of the abovementioned market research, the unit now incorporates CV-writing skills, pitching and job interviews as well as creating a professional online presence, in addition to developing the more traditional reading, writing and referencing skills. Opportunities to complete the ESE test are also provided, enabled by the timetabling of one class per week in a computer room, with an emphasis on technology and IT skills and the integration of the use of the VLE in class. The remodelling of the unit had a big impact on the assessments, which address employability through three assessed elements: a Reading Test, a Speaking Test and an online Portfolio.

The Reading Test is a 40 minute test of academic skills, involving scanning and skimming, referencing, paraphrasing and comprehension of academic journal articles. Although the main focus of this test is academic, it also includes skills that would be required in the workplace, such as proof-reading and summarizing information in writing (see Appendix A). The students have a lot of tasks to do in a short amount of time and so this has been the main area of negative feedback to address, as one student commented:

> 'I found it difficult to show my real skills and abilities in such short time.'

Unfortunately, the constraint of 40 minutes applies to all language units at SSU and so cannot be changed for reasons relating to test standardization and quality assurance. However, the number of tasks students are required to complete and the length of the articles they need to read in the test will be looked at before the unit is delivered again. In the meantime to assist with this, the students completed a practice test a few weeks before the actual assessment in order to concentrate on time management skills and to obtain feedback on their reading and referencing skills.

The Speaking Test is a 15 minute interview for an existing job. The brief, including the job

advertisement, is given a week beforehand so that students have time to prepare and to research the company, as they would in real life. Many students like to dress for the occasion as if they were attending an actual interview and some bring along a CV or business card to present to the tutor, who is pretending to be the employer, although this is not compulsory. The interview is videoed for students to reflect on afterwards, so that they can focus on their skills, capabilities and pitching abilities. Students prepare for this test through pair and group work in class where they take it in turns to be the employer, the interviewee and an observer using practice briefs and job advertisements. The course content also includes typical job interview questions and time for students to reflect on their skills and to think of examples of how they have demonstrated them, using the STAR (Situation, Task, Activity, Result) technique (The Guardian, 2014). Students also have access to CareerBox which is a careers-related resource available on SSU's VLE and has plenty of advice relating to job interviews and self-promotion in general. The interview is filmed and made available to students to review and reflect on; this is a valuable tool for international students wishing to develop their presentation and speaking skills. An unexpected advantage of this was that several students chose to embed their videos within their personal profile website as part of the final assessment to showcase their skills to a wider audience. A disadvantage of the Speaking Test is the intensity of it for the tutor in terms of the time taken to administer it individually to each student and then mark the test afterwards, although this is an issue with speaking tests in language assessment in general. A colleague at the Assessment in Higher Education Conference 2015 suggested that students could assess each other in the test and that the marking criteria could be negotiated in advance with the whole cohort. However, due to ensuring consistency and quality assurance, this is not currently viable in our context but is definitely worth considering in future.

The Portfolio assessment is equivalent to 3,000 words and combines both scholarly and employability skills. It contains an academic essay on the student's topic of choice - though it is agreed in advance of the submission date with the tutor - a critical reflection on their performance in the speaking test with the help of the video recording, and a CV with additional employability evidence. There are a range of styles of e-portfolio that can work within different fields and cohorts, (Duffy and Vickers, 2010) and with this is mind we also wanted students to be able to develop their 'digital influence' (JISC, 2015). SSU has developed its own e-portfolio tool using mahara which has been embedded into the SSU VLE, myCourse. However, at present this is only available to graduates up to 6 months after graduation and it was important for us in the tough job market that students have full access to their site and also that students continue to develop their personal branding site as part of life-long learning. As a result, we opted for a free and easy to use site, Weebly, that enables students to create their portfolio online which not only develops their IT skills but allows them to have professional online presence as part of their personal branding and 'digital influence' (JISC, 2015). The free Weebly website appealed to us as an employability tool for its ease of use, popularity and broad accessibility to potential employers, lecturers and other students. In addition, the concept of having a digital profile and personal branding (ibid) has become essential within all aspects of business (see Appendix B).

The basic version of Weebly is free to use and can be personalized easily using different fonts, layouts and integrated multimedia allowing students an element of choice and creativity in how they present their work, which is advocated by O'Sullivan et al (2012). The freedom of choice is further enhanced by allowing students to select their essay title (O'Sullivan et al, 2012) and this was deliberate to encourage engagement with the task and the portfolio. Students may link to their LinkedIn profile as well as providing a covering letter for the job they interviewed for in the Speaking Test. Some students give

information such as a short personal profile including SMART goals (Doran et al, 1981) related to their chosen career path, whilst others like to link to virtual creative portfolios or related social media sites. The classes timetabled in a computer room allow plenty of time for students to work on their Weebly site and to gain regular feedback from the tutor and their peers. This kind of formative feedback is recommended by Biggs and Tang (2011) to nurture a deep learning experience and to further encourage student acceptance of this assessment. According to Ward and Strivens (2010) the online portfolio can reach a variety of audiences; this needs to be made clear to the students so that they can 'buy-in' to the portfolio process and embrace it and engage with it fully. This has been evidence by previous cohorts who had reported positive experiences with some even receiving spontaneous enquiries from potential employers and this, therefore, encouraged acceptance of this assessment among the cohort. Lastly, student acceptance of portfolios has been also been linked with having clear objectives and it is clear linking the students' own employability with the portfolio has added to student 'buy-in' of the whole process. Tutors reinforced the fact that Weebly is a public website and therefore discouraged students from including details such as their address to protect their privacy (The Association of Teachers and Lecturers, 2013).

Webb (2010) highlights that career prospects for language students have been positive due to the broad skillset that they have, the range of transferable skills that students of other languages have, coupled with awareness and competence of working within global and diverse environments can make them attractive, However, we recognised that this appeal may not automatically extend to international students studying in the UK, many of whom believe their language skills inferior to native speakers despite many of them being proficient and confident users (Whistance, 2015). Targeting these students with a potentially career enhancing assessment that develops their transferable skills, raises their awareness of their own capabilities and consolidates their previous experience and learning was our intention. In using a mixture of English as a Foreign Language (EFL) and English for Specific Academic Purposes (ESAP) delivery to achieve this, we hope, makes the unit viable and appealing.

Initially, we were concerned that the unit was assessment-heavy, but we were assured by colleagues at the Assessment in Higher Education Conference 2015 that comparable units at other institutions had a higher number of assessments. To tackle our students' perception of the amount of assessment, all three assessment tasks were introduced in a gradual manner as the unit progressed, making them accessible and achievable, thus building student confidence. Perceived Ease of Use (PEU) is relevant here (MacDonald, 2006, Beetham and Sharpe 2007, Ko and Rossen 2010, Buckley et al 2010, Palmer, Holt and Bray 2008), as any task that appears daunting or out of sync with the student perception of either their own abilities or their construction of the desired outcomes of the unit will then seem impossible or unappealing. As Fry et al (2008) state, 'without changes or additions to pre-existing knowledge or understanding, little learning will occur' and this will result in lack of engagement and could in turn lead to a feeling of overall disenchantment which would affect success rates. The introduction of the assessment tasks in this manner was obviously successful, since the average mark overall was 52 out of 100. Further feedback from delegates at the Assessment in Higher Education Conference 2015 was positive, with several academics planning to take our ideas back to their own institutions.

Student feedback

Feedback was gathered from around 50 students via a variety of means, including focus group discussions in class, 1:1 tutorials, email contact and anonymously online via the Solent Unit Evaluation

Survey at the end of the academic year. In addition, the data on the VLE was analyzed, which captures activity from all students enrolled on the unit. Overall, students were very positive, considering the unit to be 'useful':

> 'Learning more about academic writing in English that is really important for somebody who does not have English as the mother tongue.'
>
> 'It is nice that you get information about the referencing and about the online library. The information was very practical.'

Students clearly saw the value of the unit in relation to their future academic and career paths:

> 'Organised in such a way, that it helped me practice my speaking, writing, communication, and presentation skills. It also helped me feel more confident in my English. And I learned a lot of things that I would use in the real life and in my professional career.'
>
> 'This unit allows me to improve many skills; listening, reading and speaking. In addition I improved my English with a lot of vocabulary in link with the professional world.'

There were positive comments around the portfolio element that asks students to develop an online personal branding presence and several graduates have commented in personal correspondence that they continue to use the website after completing the unit and this is very welcome as it has been and continues to be one of the aims of the unit. At least 2 students have used the website they created to showcase their skills and abilities in job applications which demonstrates the currency of the unit. Furthermore, one student reported receiving a spontaneous enquiry from a potential employer offering a work placement – in a very challenging job market, the team considers this a great success. Furthermore, the feedback revealed encouraging comments about the tutors and style of teaching, highlighting a 'good atmosphere in class.' The opportunity for discussion and group work as well as face-to-face feedback was highly valued.

As noted above, the Speaking Tests were recorded and embedded into SSU's VLE to enable the students to reflect on their performance. Overwhelmingly, students reported this was helpful even if they disliked seeing themselves on screen. Several from each cohort have reported that they have shared the video with family or friends to showcase their achievements whilst others have embedded them into their portfolios for public viewing. This is seen as evidence of students growing in confidence and embracing employability; in other words enhancing their transferable skills and social and psychological capital.

All of this is backed up by the data retrieved from the VLE, which showed a high level of interaction with the resources made available there. As with any unit, engagement with the VLE peaked around the times close to the assessments, but of particular interest is the fact that students were still engaging with the material even after the final assessment had been completed, demonstrating that they were continuing to find it helpful outside of the unit itself and is positive evidence of the impact of the unit. Figure 2 shows the engagement for the first delivery of the unit, whilst Figure 3 depicts the statistics for the second delivery of the unit with a different cohort of students. Overall, this data supports the aspiration for ENG195 to support lifelong success through the ongoing engagement with materials.

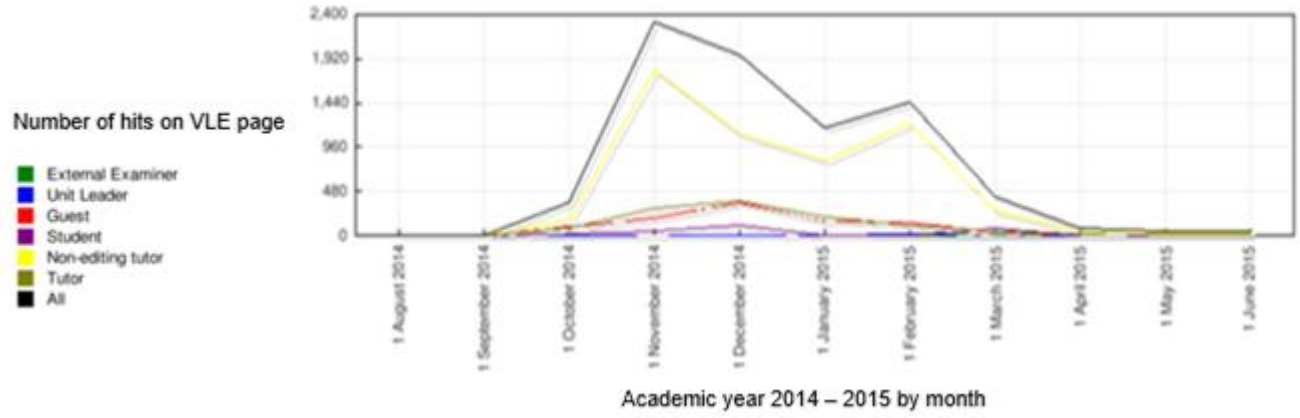

Figure 2. Student engagement with the VLE during Teaching Period 1 during the academic year 2014 – 2015.

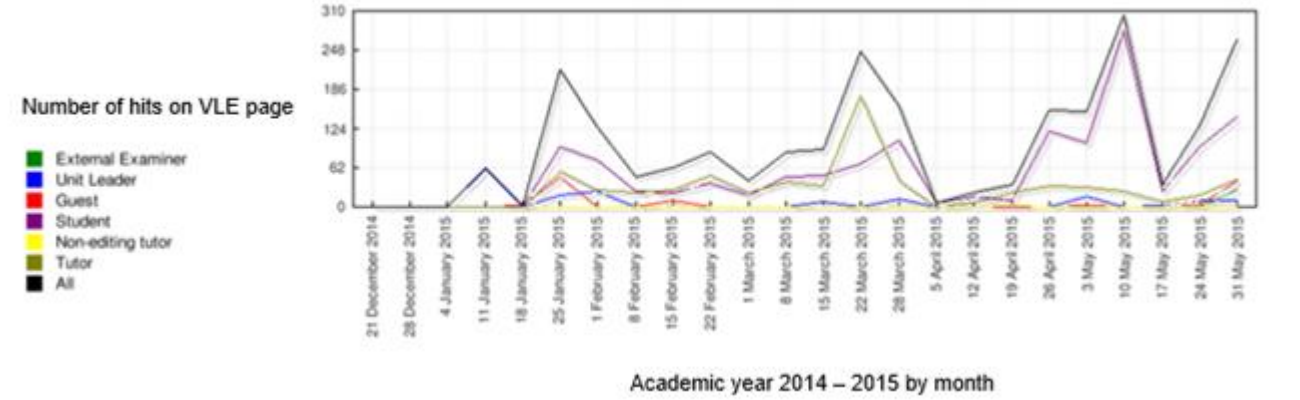

Figure 3. Student engagement with the VLE during Teaching Period 2 during the academic year 2014 – 2015.

In delivering our findings at the Assessment in Higher Education Conference 2015, we were delighted by the positive feedback from colleagues concerning this data from the VLE, with one delegate commenting that our statistics were 'to die for.' Whilst we have not extrapolated specific user data and therefore cannot be sure about the number of times a single user used the materials, colleagues assured us that these figures were very positive. It would be interesting to continue to share best practice and to collaborate further with colleagues across the sector.

Conclusion

The redesign of ENG195 Applied and Academic English Advanced has had a particular impact on the assessments, with academic skills being assessed through the Reading Test and the essay within the Portfolio, whilst embedded employability skills are being assessed in all elements, but especially the Speaking Test and the Portfolio. As well as aligning to Southampton Solent University's employability strategy and Mission Statement, the changes are also in line with the Higher Education sector as a whole. Feedback from students has been very positive, with them finding the unit useful for their academic study as well as their future careers. The teaching team are keen to expand the experience of

delivering ENG195 to other IWLP courses and other content-driven units to further embed employability and support SSU students in recognising and enhancing their graduate-ness.

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We would like to thank all of our students who undertook ENG195 Applied and Academic English Advanced during 2014 – 2015 for their positive engagement and constructive feedback. We also acknowledge the usefulness of the excellent resources developed by the Employability and Enterprise team at SSU and the support and advice from Richard Sant, our Employability in the Curriculum Manager. We are also grateful for observations from colleagues at the Assessment in Higher Education Conference 2015.

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Appendix A: example of a Reading Test assessment

ENG195 Applied and Academic English Advanced Reading Test 2014 - 2015

The test lasts 40 minutes and is worth 25% of the unit mark. You may **not** use a dictionary. You have 40 minutes to read the materials and answer the following questions.

Student No:			
Date:			
Mark:	/25	x 4 =	/100

Part One: reading materials

Text 1

Defining intercultural competence and global leadership

Perhaps because it has been widely addressed across a range of disciplines - from psychology to international management to education, to name a few - intercultural competency has been broadly defined as the ability to function effectively in another culture (see Dinges and Baldwin, 1996; Gertsen, 1990). As Deardorff (2004) notes, there is widespread disparity in delineating what specifically comprises intercultural competence. In their review of literature, Chen and Starosta (1996) point out that it is often described as involving affective, cognitive and behavioral perspectives. Leiba-O'Sullivan (1999) further distinguishes between stable and dynamic competencies, noting that the former are stable and enduring, while the latter are more susceptible to development through training. Dynamic competencies are also highly context- and task-dependent. Within this paper we retain the broad definition and define the relevant content domain in terms of stable competencies, which are also often defined in terms of personality traits or predispositions.

The definition of global leadership is similarly challenging. As both Jokinen (2005) and Osland (2008) point out in their review of global leadership research, distinctions between domestic and global leadership and between global managers and global leaders consistently emerge as central issues. Osland (2008) suggests, and we adopt, a definition of global leadership as "the process of influencing the thinking, attitudes, and behaviors of a global community to work together synergistically toward a common vision and common goal". This definition applies not only to individuals in clearly identifiable leadership positions, but to anyone whose effective role involves this process.

A review of the global leadership and expatriation literatures

Mendenhall and Osland (2002a, b) categorized the global leadership literature as exhibiting six core dimensions of competencies, with numerous facets within each dimension When they subsequently compared the dimensions of global leadership and attendant competencies to the literature of expatriate effectiveness, they found significant overlap between three of the competency domains of global leadership that relate specifically to intercultural effectiveness and competencies that are important to living and working in a foreign country as an expatriate (Jokinen, 2005; Mendenhall, 2001; Mendenhall and Osland, 2002a, b; Osland *et al.* , 2006; Osland, 2008). The six dimensions can be conceptually divided between those that involve competencies directly related to intercultural interaction at the person and small group level (which are critical to expatriate effectiveness and global

leadership), and those that involve the mastery of more macro, global business knowledge and skills. All the reviews agree that a major dimension of global leadership involves the mastery of intercultural competencies (Jokinen, 2005; Mendenhall, 2001; Mendenhall and Osland, 2002a, b; Osland *et al.* , 2006; Osland, 2008). However, none of the reviews to date are able to definitively delineate which intercultural competencies form the nomological net in terms of their valence and cogence to manifestations of effective global leadership.

Review of the expatriation literature

Because the reviews of global leadership competencies clearly indicated a strong overlap with the expatriate adjustment competency domain when it comes to intercultural effectiveness, we analyzed reviews of the empirical expatriate adjustment literature since 1984 (Arthur and Bennett, 1995; Bhaskar-Shrinivas *et al.*, 2005; Dinges and Baldwin, 1996; Gertsen, 1990; Harrison *et al.* , 2004; Hechanova *et al.* , 2003; Jordan and Cartwright, 1998; Kealey, 1996; Mendenhall *et al.* , 2002; Mendenhall and Oddou, 1985; Mol *et al.* , 2005; Oddou and Mendenhall, 1984; Ones and Viswesvaran, 1997; Ronen, 1989; Stahl, 2001; Thomas, 1998; Thomas and Lazarova, 2006) to evaluate their assessment of the state of the field. Additionally, we have included empirical studies that were not included in the aforementioned reviews or that were published after the appearance of these reviews. To assess the empirical literature of the global leadership field, we analyzed the most prominent reviews of that literature to date (Jokinen, 2005; Mendenhall, 2001; Mendenhall and Osland, 2002a, b; Osland, 2008; Osland *et al.* , n.d.).

Expatriate adjustment competencies

The ability to adjust to the work, social, and general cultural dimensions of a new culture has been shown to influence subsequent productivity in an overseas assignment (Kraimer *et al.* , 2001; Harrison and Shaffer, 2005). Successful expatriate adjustment predicts task completion and relationship building effectiveness during the overseas assignment (Harrison and Shaffer, 2005), thus an understanding of what competencies influence expatriate adjustment is critical to an understanding of enhancing individual performance in the global workplace.

Mendenhall and Oddou (1985) undertook a review and categorization of competencies associated with expatriate adjustment. They found that factors influencing expatriate adjustment could be grouped into one of three categories: the self-oriented dimension, the others-oriented dimension, and the perceptual dimension.

The self-oriented dimension includes "activities and attributes that serve to strengthen the expatriate's self-esteem, self-confidence, and mental hygiene" Mendenhall and Oddou (1985, pp. 40, 41, 42). The others-oriented dimension includes "activities and attributes that enhance the expatriate's ability to interact effectively with host-nationals", while the perceptual dimension contains cognitive processes that facilitate an expatriate's "ability to understand why foreigners behave the way they do", thus enhancing their "ability to make correct attributions about the reasons or causes of host-nationals' behavior").

This categorization has been), in part, the basis for the most rigorously tested, influential and robust model of expatriate adjustment in the field, the international adjustment model (IA). The IA model was developed by Black *et al.* (1991) and comprehensive reviews and empirical validation of this model have

been conducted by [4] Bhaskar-Shrinivas *et al.* (2005), Hechanova *et al.* (2003) Mendenhall *et al.* (2002) and Shaffer*et al.* (1999).

In the IA model Mendenhall and Oddou's (1985) earlier categories were renamed: self-orientation became self-efficacy, reflecting the degree to which an individual believes he or she has the ability to succeed in new tasks and settings (Bandura, 1977); others-oriented and perceptual, were respectively renamed relational and perceptual.

These three dimensions constituted the Individual dimension of the IA model, which focused on traits and competencies that had been shown in the literature to positively influence heightened levels of success in interacting with people from other cultures in overseas or cross-culturally significant settings. The Individual dimension constituted one of four dimensions of direct determinants of expatriate adjustment (the others were job, organizational, and nonwork).

A comprehensive meta-analysis of the IA model by Bhaskar-Shrinivas *et al.* (2005) of over 50 determinants of expatriate adjustment using data from 8,474 expatriates in 66 studies emphasized the "centrality, criticality, and complexity of adjustment, strongly supporting Black *et al.* 's (1991, pp. 257, 272) model." They also concluded that the "meta-analytic findings attest to the importance of some individual factors - overall self-efficacy and relational skills - in predicting expatriate adjustment. The variance explained by the latter exceeded that explained by other predictors by 30 percent".

To summarize, empirical evidence suggests that the content domain of intercultural competence can be usefully organized using three broad dimensions for individuals: the cognitive/perceptual, other/relationship, and self/self-efficacy domains (Bhaskar-Shrinivas *et al.* , 2005; Mendenhall and Oddou, 1985; Black *et al.*, 1991; Thomas, 1998, p. 247). For clarity purposes, these three dimensions have been re-titled the Perception Management, Relationship Management, and Self Management factors.

Text 2

The paradox, indeed. Or a visious circle... Culture cannot live in piece with management, particularly with an obtrusive and insidious management, and most particularly with a management aimed at twist the culture’s exploring/ experimenting urge so that it fits into the frame of rationality the managers have drew. The management’s plot against the endemic freedom of culture is a perpetual casus belli. On the other hand, however, culture creators need managers if they wish (as most of them, bent on ‘improving the world’, do) to be seen, heard, listened to and to stand a chance in seeing their task/project through to the completion. Otherwise they risk marginal, impotence and oblivion.

Culture creators have no choice but to live with that paradox. However loudly they protest the managers’ pretensions and interference, they would seek a modus co-vivendi with administration or sink into irrelevance. They may choose between managements pursuing different purposes and trimming the liberty of cultural creation according to different designs – but certainly not between acceptance and rejection of administration. Not realistically, at any rate.

This is so because the paradox in question stems from the fact that all the mutual mud-slinging notwithstanding, culture creators and managers are bound to share the same household and partake of the same endeavour. Theirs is a sibling rivalry. They are both after the same target, sharing the same

goal: to make the world different from what it is at the moment and/or from what it is likely to turn into if left alone. Both of them derive from the critique of the status quo (even is their declared purposes are to conserve it or to restore it to status quo ante). If they quarrel, it is not about whether the world should be an object of constant intervention or left rather to its own inner tendencies – but about the direction which the intervention should take. More often than not their strife is about who is to be in charge; to whom belongs, or ought to be given, the right to decide the direction, and to select the tools with which its pursuit is monitored as well as the measures by which its progress is assessed.

Part 2: The Assessment

1. Referencing

The following sources were consulted for Text 1. Use the information below to write a bibliography in accordance with the Harvard Referencing System. (4 marks in total)

"Global Explorers: The Next Generation of Leaders" was published in 1999 in New York by Routledge publishers. It was written by J.S.Black, Anthony Morrison and H.B Gregersen
D. Landis and R.S Bhagat were the editors of Handbook of Intercultural Training, 2nd ed. which included a chapter entitled "Intercultural competence: a research perspective" by Nigel G. Dinges and Katherine, D. Baldwin.
In September 1977 Antony Bandura wrote an article entitled "Self-efficacy: toward a unifying theory of behavioral change" which appeared in volume 84 of the Psychological Review journal on pages 191-215

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2.

3.

2. Paraphrasing / Summarising

Read the original sentences below and using your own words, paraphrase them (3 marks each)
1. "Mendenhall and Oddou (1985) undertook a review and categorization of competencies associated with expatriate adjustment. They found that factors influencing expatriate adjustment could be grouped into one of three categories: the self-oriented dimension, the others-oriented dimension, and the perceptual dimension"

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2. "In the latest model Mendenhall and Oddou's (1985) earlier categories were renamed: self-orientation became self-efficacy, reflecting the degree to which an individual believes he or she has the ability to succeed in new tasks and settings (Bandura, 1977); others-oriented and perceptual, were respectively renamed relational and perceptual."

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3. Proof Reading and error correction

Paragraph one of Text 2 (below) contains 6 grammar or spelling mistakes. <u>Underline</u> them in the text below and write the corrections underneath. (½ mark for identification and 1 mark for correction)

The paradox, indeed. Or a visious circle... Culture cannot live in piece with management, particularly with an obtrusive and insidious management, and most particularly with a management aimed at twist the culture's exploring/ experimenting urge so that it fits into the frame of rationality the managers have drew. The management's plot against the endemic freedom of culture is a perpetual casus belli. On the other hand, however, culture creators need managers if they wish (as most of them, bent on 'improving the world', do) to be seen, heard, listened to and to stand a chance in seeing their task/project through to the completion. Otherwise they risk marginal, impotence and oblivion.

Corrections:

1. ……..

2. ……..

3. ……..

4. ……..

5. ……..

6. ……..

4. Analysis and Comprehension

Consider the two texts and compare and contrast them in terms of content and reliability. (6 marks in total)

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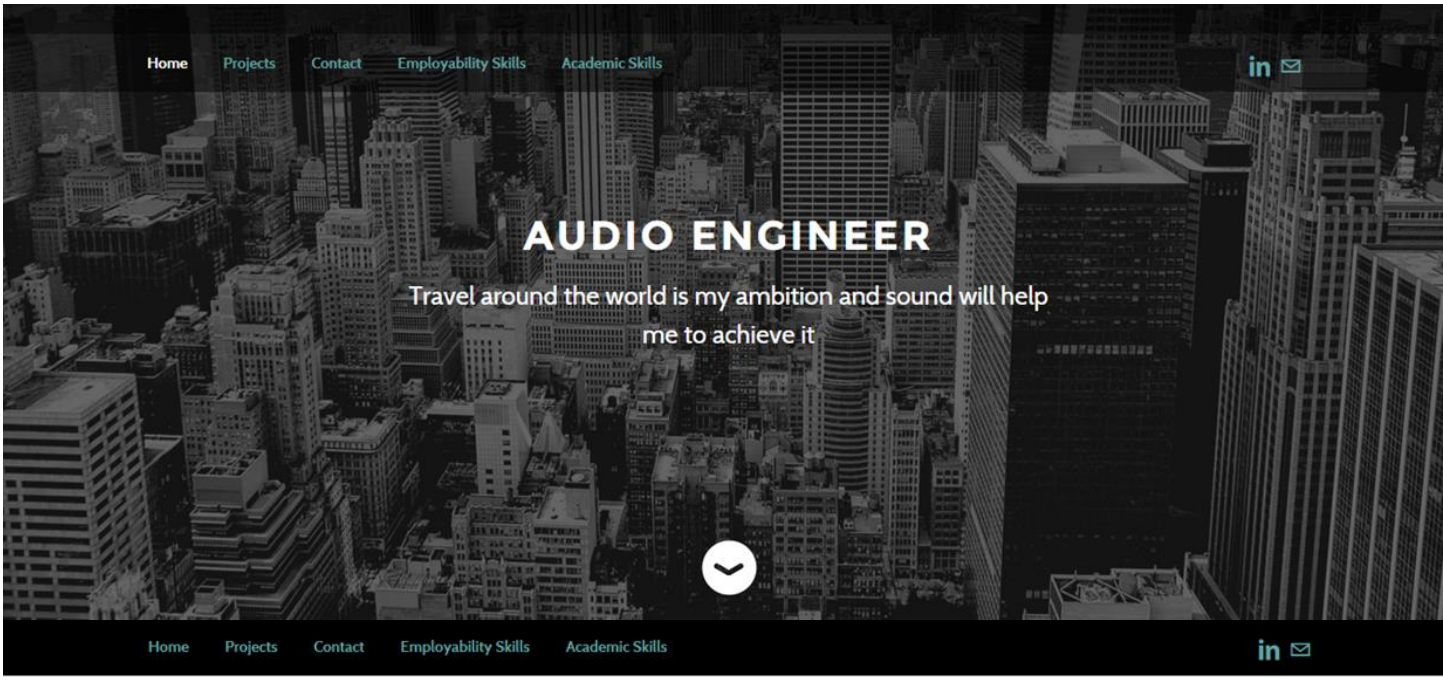
END OF TEST

Appendix B: screenshots from Weebly Portfolio assessment



Education and Qualifications.

Southampton Solent University (2014-2017), **BSc (Hons) Audio Engineering (Full Time).**
Units studying include: Audio Production Technics, Pro Tools, Signal & Sources (Audio and Video), Computing Fundamentals, Electronics Fundamentals, Engineering Physics, Electronic Applications, Computing and Networking, Audio Systems, Media Formats, Managing Project, Sound Design, Live Sound Techniques, Electroacoustics.

Kings Collegeges London (2013-2014), **English Learning - IELTS - FCE - CAE.**
IELTS: overall 7.0
FCE: Grade B.

SAE Institute Brussels (2011-2013), **Audio Engineering Diplomat of Sound, Digital Video Producer.**
Units include: Logic, Pro Tools, Cubase, MIDI, Music (basic knowledge), Musical Culture and Instruments, Analogical Console (Mackie 1604, SSL4000), Numerical Console (Behringer SX4882, 02R96), Computing, Principal of Sound, Electronic, Sampling, Microphones, Sync and Time Code, Stereo Placement/Position, Numerical Theory, Mastering, Sequoia, Sound in cinema, Surround Sound, Acoustic.

ARC Ciney (Belgium) (2011), **CESS (GCSE equivalent).**