

Comprehensive training  
for higher education managers  
and support staff

Training Manual



**UniWeliS**

Let's professionalise services  
for mobile academics!



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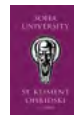
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**UniWeliS**

**Supporting internationalisation of higher education through professionalising services of mobile academic staff**

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# Table of Contents

|   |           |
|---|-----------|
| <b>List of tables</b>   | <b>6</b>  |
| <b>List of figures</b>  | <b>6</b>  |
| <b>List of handouts</b>   | <b>7</b>  |
| <b>Preface</b>  | <b>8</b>  |
| <b>Summary</b>  | <b>9</b>  |
| <b>Training modules at a glance</b>   | <b>11</b> |
| <b>Definitions</b>  | <b>14</b> |
| International PhD students, academics and researchers                                 | 14        |
| Academic mobility   | 14        |
| Long-term and mid-term mobility   | 14        |
| Support services  | 14        |
| Welcome Centre  | 15        |
| UniWeliS Report   | 15        |
| UniWeliS Explorer App   | 15        |
| <b>UniWeliS project</b>   | <b>16</b> |
| Report on attracting and supporting international academics                           | 17        |
| UniWeliS Explorer App   | 20        |
| Pilot training  | 21        |
| Participants overview   | 21        |
| Module assessment   | 22        |
| Outcomes and upgrades   | 24        |
| <b>Introduction to the Training Manual</b>  | <b>25</b> |
| Structure of the Manual   | 25        |
| How to prepare to conduct the training  | 26        |
| <b>Module 1. Institutional welcome centre: practical and strategic considerations</b> | <b>27</b> |
| Suggestions for prospective trainers  | 29        |
| Expected learning outcomes  | 30        |
| Training scenario   | 31        |

# Table of Contents

|   |           |
|---|-----------|
| References  | 40        |
| Handout 1. (M1) Daily Operations Assessment                         | 41        |
| Handout 2. (M1) Welcome Centre Capacity Building Needs              | 43        |
| <b>Module 2. Digital Welcome Centre</b>                             | <b>45</b> |
| Suggestions for prospective trainers                                | 47        |
| Expected learning outcomes  | 47        |
| Training scenario   | 48        |
| References  | 54        |
| Handout 3. (M2) Motivation to collect and maintain data             | 55        |
| Handout 4. (M2) What data are important for you?                    | 56        |
| <b>Module 3. Comprehensive approach to support services</b>         | <b>58</b> |
| Suggestions for prospective trainers                                | 60        |
| Expected learning outcomes  | 60        |
| Training scenario   | 61        |
| References  | 68        |
| Good practices examples as presented in the PowerPoint presentation | 69        |
| <b>CHOOSE MY UNI! The game</b>                                      | <b>71</b> |
| <b>Game materials</b>   | <b>76</b> |
| CHOOSE MY UNI! – Service template                                   | 76        |
| CHOOSE MY UNI! – Researchers' Profiles Cards                        | 77        |
| CHOOSE MY UNI! – Action cards                                       | 83        |
| CHOOSE MY UNI! – Handouts with support services                     | 84        |
| Handout 5. (M3) Pre-arrival services                                | 85        |
| Handout 6. (M3) On-arrival services                                 | 87        |
| Handout 7. (M3) During the stay services                            | 89        |
| Handout 8. (M3) Pre-departure services                              | 90        |
| Handout 9. (M3) Post-departure services                             | 91        |

# Table of Contents

|  |            |
|--|------------|
| <b>Module 4. Local Partnerships</b>  | <b>92</b>  |
| Suggestions for prospective trainers   | 94         |
| Expected learning outcomes   | 95         |
| Training scenario  | 96         |
| Additional materials   | 104        |
| References   | 106        |
| Multimedia   | 107        |
| Handout 10. (M4) Key partners  | 108        |
| Handout 11. (M4) Actions   | 110        |
| Handout 12. (M4) Roleplay: Could you help me to...   | 112        |
| <br>   |            |
| <b>Modul 5. Intercultural Communication: Responding to cultural specifics and universals</b> | <b>115</b> |
| Suggestions for prospective trainers   | 117        |
| Expected learning outcomes   | 119        |
| Training scenario  | 120        |
| Additional materials   | 130        |
| References   | 132        |
| Multimedia   | 133        |
| <br>   |            |
| <b>Module 6. Global profile, marketing and talent attraction</b>                             | <b>134</b> |
| Suggestions for prospective trainers   | 136        |
| Expected learning outcomes   | 138        |
| Training scenario  | 139        |
| References   | 147        |
| Examples of good practices as presented in the PowerPoint presentation                       | 149        |
| Handout 13. (M6) My organisation's visibility channels                                       | 150        |
| Handout 14. (M6) My organisation's SWOT analysis   | 154        |
| Handout 15. (M6) My organisation's values and unique selling points                          | 155        |
| <br>   |            |
| <b>Contributors</b>  | <b>156</b> |
| <b>Thank you!</b>  | <b>159</b> |
| <b>Bibliography</b>  | <b>160</b> |

# List of tables

|  |    |
|--|----|
| Table 1. Training modules – target groups and training goals   | 11 |
| Table 2. Career stages of researchers  | 14 |
| Table 3. Most common challenges facing institutions in the target region when establishing and delivering quality support services | 18 |
| Table 4. Required knowledge and training courses according to managers and support staff   | 18 |
| Table 5. Topics covered by the comprehensive training programme.   | 19 |
| Table 6. List of categories in Practice Explorer   | 20 |
| Table 7. Pilot training participants according to the country of origin  | 21 |
| Table 8. List of training modules  | 25 |

# List of figures

|  |    |
|--|----|
| Figure 1. UniWeliS Explorer App welcome page                         | 20 |
| Figure 2. Participants' role/position in the organisation            | 21 |
| Figure 3. Major responsibilities of the pilot training' participants | 22 |
| Figure 4. Assessment of the training content                         | 23 |
| Figure 5. Usefulness/relevance for your current work                 | 23 |

# List of handouts

|   |     |
|---|-----|
| Handout 1. (M1) Daily Operations Assessment                         | 41  |
| Handout 2. (M1) Welcome Centre Capacity Building Needs              | 43  |
| Handout 3. (M2) Motivation to collect and maintain data             | 55  |
| Handout 4. (M2) What data are important for you?                    | 56  |
| Handout 5. (M3) Pre-arrival services                                | 85  |
| Handout 6. (M3) On-arrival services                                 | 87  |
| Handout 7. (M3) During the stay services                            | 89  |
| Handout 8. (M3) Pre-departure services                              | 90  |
| Handout 9. (M3) Post-departure services                             | 91  |
| Handout 10. (M4) Key partners                                       | 108 |
| Handout 11. (M4) Actions  | 110 |
| Handout 12. (M4) Roleplay: Could you help me to...                  | 112 |
| Handout 13. (M6) My organisation's visibility channels              | 150 |
| Handout 14. (M6) My organisation's SWOT analysis                    | 154 |
| Handout 15. (M6) My organisation's values and unique selling points | 155 |

# Preface

Is it possible to create a universal training in the field of welcome services for mobile academics? This question may spring to mind after reading our Manual's title.

We are all aware of the general challenges in terms of academics' mobility and the differences between the immigration rules among countries within the European Union and even more so among all European countries. Therefore, the aim of the UniWeliS team was not to prepare guidance concerning immigration issues, especially since this subject has already been well covered by other institutions and initiatives like EURAXESS. Our aim was to expose how to maximise academic mobility – both for the host institution and for the academics – remembering that ultimately, is not only the higher education institution and the academic who benefit from the project. It is the common good of science and society that is well served by international academic and research cooperation.

There are three reasons why support for mobile academic staff is crucial. First of all, the COVID-19 pandemic, the climate crisis, and the energy crisis all have had a negative effect on academic mobility. The chain of challenges, such as epidemic restrictions and price increases, have made mobility less accessible. It means not only that we have to consider limitations, especially in short-term mobility, but also that every stay must be well prepared and conducted, while its outcomes should be sustained to ensure that the value of academic mobility for the society is greater than its costs.

The second incentive to create the Manual is to support higher education administration staff. The problem of high turnover among higher education administration staff is noticeable. More than two-thirds of support, professional, and administrative staff members at colleges and higher education institutions in the United States state are likely to consider leaving their jobs<sup>1</sup>. According to the Times Higher Education pool<sup>2</sup> (worldwide), 37% of administrative staff reported they are likely to vacate higher education in the next five years due to excessive workload.

The “additional workload and lack of administrative staff”<sup>3</sup> was also mentioned as one of the most common challenges faced by higher education institutions in Central-Eastern and South-Eastern Europe when establishing and delivering quality support services for mobile academics. The struggle to retain staff is undeniably an important problem to solve. On the other hand, the higher education institutions have to ensure that the newcomers can be smoothly onboarded. Hence, our training and the UniWeliS Explorer App<sup>4</sup> can serve as basic tools for introducing new personnel and lessening the burden for more experienced colleagues.

Last but definitely not least, we should bear in mind that services for mobile academic staff in our turbulent times consist in much more than merely solving formal issues and providing an inspiring environment for researchers. Following the Russian aggression against Ukraine, professionalization of services for people not so much traveling but fleeing the war became the number one priority in Poland and most European countries. In result, the welcoming services at our higher education institutions gained a new meaning and have grown more important than ever before.

As consortium partners of the UniWeliS Project, we hope this Manual will be of assistance in professionalising the services for mobile academic staff and in maximising the added value of all academic stays at your institution, regardless of the reason behind the academics' mobility.

Zofia Sawicka

Deputy Director  
of the Polish National Agency  
for Academic Exchange



1. Greenfield N.M., *Why higher education is losing its luster as an employer?*, University World News, 10.08.2022, <https://www.universityworldnews.com/post.php?story=20220809163426107> [access: 31.01.2023].

2. Times Higher Education, *THE work-life balance survey 2022*, <https://www.timeshighereducation.com/depth/work-life-balance-survey-2022> [access: 31.01.2023].

3. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].

4. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].



# Summary

This is a training manual for institutions aiming to professionalise services for international academics. The Manual is addressed to higher education managers, support staff dealing with incoming academics and trainers specialised in this topic.

The publication was created as part of UniWeliS – Supporting internationalisation of higher education through professionalising services of mobile academic staff (number: 2020-1-SK01-KA203-078369), a project financed by European Union's Erasmus+ Programme, Key Action 2: Strategic Partnerships.

This Manual consists of six training modules addressing the main obstacles faced by PhD students, academics and researchers coming to higher education institutions in Central-Eastern and South-Eastern Europe, as well as challenges met by host institutions. The problems diagnosed are described in the report [Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements](#)<sup>5</sup> (UniWeliS Report). Moreover, the chapter “[Report on attracting and supporting international academics](#)” presents the most common challenges faced by institutions when establishing and delivering quality support services, as well as knowledge and training courses deemed necessary by managers and support staff. These findings informed the comprehensive training programme presented herein.

To address the primary issues concerning mid- and long-term mobility of academics, the following training modules were designed:

- Module 1: Institutional welcome centre: strategic and practical considerations
- Module 2: Digital Welcome Centre
- Module 3: Comprehensive approach to welcome services
- Module 4: Local partnerships
- Module 5: Intercultural Communication. Responding to cultural specifics and universals
- Module 6: Global profile, visibility and talent attraction

The entire programme provides know-how, knowledge and understanding of how to engage the institution's potential to attract more talent, render the academics' stay more satisfactory and make administrative work more effective. In general, the training aims to provide a blueprint for how to create and successfully operate a welcome centre, understood either as a single office or as an umbrella term denoting the entirety of welcome services.

Module 1: [Institutional welcome centre: strategic and practical considerations](#) can be treated as an introduction to the programme. Its overview may be beneficial for higher education institution authorities, board members and managers. When presented to support staff members, it will provide a useful introduction to the topic.

[Digital Welcome Centre](#) (module 2) focuses on the digitalisation of the welcome centre operations. It provides information on data collection and its use in daily operations.

In module 3: [Comprehensive approach to welcome services](#), support services are presented as a five-step process in which services are grouped and reimaged as checklists to simplify day-to-day work.

Module 4, [Local partnerships](#), is dedicated to building and maintaining relations with the organisation which affect and/or support academic mobility.

[Intercultural Communication. Responding to cultural specifics and universals](#) (module 5) challenges the prevailing beliefs to shift attitudes towards communication.

[Global profile, visibility and talent attraction](#) (module 6) presents strategic approaches and solutions. It focuses on visibility channels and global talent attraction.

The objectives of all modules, as well as the target groups they are designed for, are summarised in the chapter “[Training modules at a glance](#)”. Further details are placed in the dedicated chapters.

5. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].

The six training modules can be treated as one comprehensive on-site training. However, each module is complete and can also be used separately. Each training module includes training materials (PowerPoint presentations and handouts) and a training scenario that explains how to prepare for conducting the training and how to adapt it to a specific target group's needs to make the best use of the materials. Furthermore, each module includes examples of good practices, which are gathered in the [UniWeliS Explorer App](#)<sup>6</sup>.

UniWeliS Explorer App is a repository that collects examples of activities, structures and services supporting mid-term and long-term mobility of academics and PhD students. Besides accompanying the training modules, the UniWeliS Explorer App may also be used to implement new ideas and solutions after the training is finished.

The training modules can be delivered by professional trainers or by higher education institution staff members engaged in support services who are willing and able to engage in knowledge-sharing. Experience in conducting workshops is useful yet not necessary.

Before delivering workshops according to the Manual, it is best to read the introduction as well as the dedicated chapter(s) concerning training module(s) and visit the [UniWeliS webpage](#)<sup>7</sup>, where PowerPoint presentations, handouts and other training materials are available. All materials are free and can be copied while preserving copyright and delivering information on the project and its funding.

Readers interested in the design and preparation process of the comprehensive training programme may be interested in the chapter "[UniWeliS Project](#)", where previous project deliverables (report and repository of good practices) and actions (pilot testing) are presented.

Basic terms used in this Manual are listed in "[Definitions](#)". Supplementary clarifications may be found in Suggestions for prospective trainers in each training module.

Unlike in classic scientific publications, footnotes in the Manual are repeated, and their numbering corresponds to individual modules and individual training materials. This way should help future trainers and participants efficiently navigate the training materials.

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6. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].

7. UniWeliS Project, *Training programme for HE managers & support staff*, <https://uniwelis.saia.sk/en/pages/training-programme/> [access: 31.01.2023].

# Training modules at a glance

Table 1. Training modules – target groups and training goals

| Modules   | Target groups  | Training goals  |
|---|--|---|
| <p><b>Module 1</b></p> <p><u><a href="#">Institutional welcome centre: strategic and practical considerations</a></u></p> <ul style="list-style-type: none"> <li>• <b>Strategic approach</b></li> <li>• <b>Internationalisation</b></li> <li>• <b>Welcome centre</b></li> </ul> | <ul style="list-style-type: none"> <li>• Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.</li> <li>• Higher education managers (leadership and management, coordinators, leaders, etc. at central and faculty levels) involved in the internationalisation of their institution.</li> <li>• Research institutions managers and support staff interested in internationalisation of their institutions.</li> <li>• Higher education staff engaged or interested in: <ul style="list-style-type: none"> <li>– internationalisation of higher education institutions,</li> <li>– international mobility of PhD students, academics and researchers,</li> <li>– support services for incoming PhD students, academics and researchers,</li> <li>– internationalisation of higher education institutions,</li> <li>– strategic management,</li> <li>– strategic planning.</li> </ul> </li> <li>• Newly hired staff members of higher education institutions whose duties include support for international PhD students, academics and researchers.</li> </ul>   | <p>Raise awareness with regard to the importance and benefits of a strategic and systematic approach to building a welcoming environment and offering high-quality standardised support services to incoming PhD students, academics and researchers. Transformation of this approach into an institutional strategic plan.</p> <p>Showcase concrete systematic measures, practical steps and phases of setting up an institutional welcome centre.</p> |
| <p><b>Module 2</b></p> <p><u><a href="#">Digital Welcome Centre</a></u></p> <ul style="list-style-type: none"> <li>• <b>Data collection</b></li> <li>• <b>Data analysis</b></li> <li>• <b>Digitalisation</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.</li> <li>• Higher education managers (leadership and management, coordinators, leaders, etc. at central and faculty levels) involved in the internationalisation of their institution.</li> <li>• Academic staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.</li> <li>• Research institutions managers and support staff interested in internationalisation of their institutions.</li> <li>• Higher education staff engaged or interested in: <ul style="list-style-type: none"> <li>– internationalisation of higher education institutions,</li> <li>– international mobility of PhD students, academics and researchers,</li> <li>– support services for incoming researchers,</li> <li>– data collection,</li> <li>– data analysis,</li> <li>– digitalisation processes,</li> <li>– strategic management,</li> <li>– strategic planning.</li> </ul> </li> <li>• Newly hired staff members of higher education institutions whose duties include support for international PhD students, academics and researchers.</li> </ul> | <p>Design a clear vision of data collection processes in the welcome centre (including designing a meta-model) in order to achieve awareness on the directions to digitalise the operations of the welcome centre and to motivate participants to master a variety of online collaboration tools.</p>   |

| Modules   | Target groups   | Training goals  |
|---|---|---|
| <p><b>Module 3</b></p> <p><u><a href="#">Comprehensive approach to welcome services</a></u></p> <ul style="list-style-type: none"> <li>• <b>Support services</b></li> <li>• <b>International PhD students, academics and researchers' needs</b></li> <li>• <b>Strategic approach</b></li> </ul> | <ul style="list-style-type: none"> <li>• Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.</li> <li>• Higher education managers (leadership and management, coordinators, leaders, etc. at central and faculty levels) involved in the internationalisation of their institution.</li> <li>• Academic staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.</li> <li>• Research institutions managers and support staff interested in internationalisation of their institutions.</li> <li>• Higher education staff members engaged or interested in: <ul style="list-style-type: none"> <li>– internationalisation of higher education institutions,</li> <li>– international mobility of PhD students and academics,</li> <li>– support services for incoming researchers,</li> <li>– support services development and/or improvement,</li> <li>– strategic management,</li> <li>– strategic planning.</li> </ul> </li> <li>• Newly hired staff members of higher education institutions whose duties include support for international PhD students, academics and researchers.</li> </ul>    | <p>Understand support services as a process which affects institutional efficiency in hosting international PhD students, academics and researchers.</p> <p>Learn how to design and improve support services to answer real needs and build a better institutional image.</p> |
| <p><b>Module 4</b></p> <p><u><a href="#">Local partnerships</a></u></p> <ul style="list-style-type: none"> <li>• <b>Partnerships</b></li> <li>• <b>International mobility support</b></li> <li>• <b>Collaboration</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.</li> <li>• Higher education managers (leadership and management, coordinators, leaders, etc. at central and faculty levels), involved in the internationalisation of their institution.</li> <li>• Academic staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.</li> <li>• Research institutions managers and support staff interested in internationalisation of their institutions.</li> <li>• Higher education staff members engaged or interested in: <ul style="list-style-type: none"> <li>– internationalisation of higher education institutions,</li> <li>– international mobility of PhD students and academics,</li> <li>– support services for incoming researchers,</li> <li>– local partnerships development and/or improvement,</li> <li>– strategic management,</li> <li>– strategic planning.</li> </ul> </li> <li>• Newly hired staff members of higher education institutions whose duties include support for international PhD students, academics and researchers.</li> </ul> | <p>Highlight the importance of collaboration with various partners and explore how local collaboration affects international academic mobility.</p>   |

| Modules  | Target groups  | Training goals   |
|--|--|--|
| <p><b>Module 5</b></p> <p><u><a href="#">Intercultural Communication. Responding to cultural specifics and universals</a></u></p> <ul style="list-style-type: none"> <li>• Cultural specifics</li> <li>• Cultural universals</li> <li>• Intercultural communication</li> </ul> | <ul style="list-style-type: none"> <li>• Administrative staff members providing support to international PhD students, academics and researchers.</li> <li>• Academic staff members providing support to international PhD students, academics and researchers.</li> <li>• Research institutions support staff interested in internationalisation of their institutions.</li> <li>• Higher education staff members engaged or interested in: <ul style="list-style-type: none"> <li>– support services for incoming PhD Students and academics,</li> <li>– intercultural communication,</li> <li>– cultural differences,</li> <li>– cultural universals.</li> </ul> </li> <li>• Newly hired staff members of higher education institutions whose duties include support for international PhD students, academics and researchers.</li> </ul>  | <p>Deepen the recognition of cultural differences and apply this awareness in effective communication with persons of different cultural backgrounds.</p>            |
| <p><b>Module 6</b></p> <p><u><a href="#">Global profile, visibility and talent attraction</a></u></p> <ul style="list-style-type: none"> <li>• Global profile</li> <li>• Talent attraction</li> <li>• Strategic approach</li> </ul>  | <ul style="list-style-type: none"> <li>• Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.</li> <li>• Higher education managers (coordinators, leaders, etc. at central and faculty levels), involved in the internationalisation of their institution.</li> <li>• Academic staff members working in the area of internationalisation and/or engaged in talent attraction processes.</li> <li>• Research institutions managers and support staff interested in internationalisation of their institutions.</li> <li>• Higher education staff members engaged or interested in: <ul style="list-style-type: none"> <li>–internationalisation of higher education institutions,</li> <li>–international communication,</li> <li>–international brand awareness,</li> <li>–attracting global talent,</li> <li>–staff recruitment,</li> <li>–marketing,</li> <li>–strategic management,</li> <li>–strategic planning.</li> </ul> </li> <li>• Newly hired staff members of higher education institutions whose duties include support for international PhD students, academics and researchers.</li> </ul> | <p>Develop knowledge of strategic approaches and solutions in building an institution's attractiveness for global talent (researchers, academics, PhD students).</p> |

# Definitions

## International PhD students, academics and researchers

The terms “international academics”, “international researchers” and “international PhD students, academics and researchers” refer to a broad category of visiting academic staff at various career stages, including PhD students, academics, lecturers, and researchers, who hold citizenship of a country different from the country where the higher education institution is located.

The definitions of “career stages” were outlined and described in the European Commission’s communication [Towards a European Framework for Research Careers](#) and include four stages presented in Table 2.

In the training materials, the terms “international academics”, “international PhD students, academics and researchers” and “international researchers” are used interchangeably.

**Table 2. Career stages of researchers**

|    |                        |   |
|----|------------------------|---|
| R1 | First Stage Researcher | up to the point of PhD                                      |
| R2 | Recognised Researcher  | PhD holders or equivalent who are not yet fully independent |
| R3 | Established Researcher | researchers who have developed a level of independence      |
| R4 | Leading Researcher     | researchers leading their research area or field            |

Source: European Commission’s communication, *Towards a European Framework for Research Careers*, [https://euraxess.ec.europa.eu/sites/default/files/policy\\_library/towards\\_a\\_european\\_framework\\_for\\_research\\_careers\\_final.pdf](https://euraxess.ec.europa.eu/sites/default/files/policy_library/towards_a_european_framework_for_research_careers_final.pdf) [access: 31.01.2023].

## Academic mobility

Academic mobility is “a physical, hybrid or online experience at a higher education or research institution based in a country different from one’s country of origin, conducted for the purpose of study, employment, or (research/teaching) exchange”<sup>8</sup>.

8. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, p.12, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].

9. *Ibidem*, p. 13.

## Long-term and mid-term mobility

Mid-term and long-term academic staff mobility lasts three months or longer. It is understood as a physical, hybrid or online experience at a higher education institution located in a country other than the academic’s country of origin for study, research, employment, or exchange.

## Support services

This study understands support services (also referred to as welcome services) as “a broad range of activities addressing administrative, academic, professional, personal and other matters, pursued by higher education institutions in an organised manner, in order to enable and facilitate the stay of international PhD students, lecturers, and researchers at their respective host institutions”<sup>9</sup>.

## Welcome Centre

Welcome Centre is understood here as a way of thinking and delivering services, rather than a single place, building or office. It refers to the attitudes towards incoming academics that produce better (and sometimes tailored-made) services to all foreign academics hosted by the institution.

In practical terms, the Welcome Centre may take the form of a central-level department, a structured unit or a set of connected offices working to provide support (welcome) services, depending on the higher education institution's structure and capacity.

## UniWeliS Report

[\*Attracting and Supporting International PhD Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements\*](#) (UniWeliS Report), drafted in 2021 and published in 2022, presents the main obstacles to incoming academic staff mobility and the institutional gaps in welcoming services. It is a report that contains both diagnoses and recommendations. The full version can be found at <https://uniwelis.saia.sk/en/>

## UniWeliS Explorer App

[UniWeliS Explorer App](#) (also: UniWeliS Explorer, UniWeliS App) is a repository of good practices for supporting international mobility. It serves as a model welcome service framework providing a flexible mix of recommended services and activities higher education institutions can introduce in order to offer better support to incoming PhD students and academic staff. UniWeliS Explorer App may be found at <https://uniwelis.saia.sk/en/>

# UniWeliS project

Supporting internationalisation of HE through professionalising services for mobile academic staff<sup>10</sup> (UniWeliS Project) is a project focused on supporting higher education institutions in the Central-Eastern and South-Eastern European region in competing for international talent through the development of enhanced integration services and more effective internationalisation management in general. The project is financed by European Union's Erasmus+ Programme, Key Action 2: Strategic Partnerships.

Designed to run for 32 months from November 2020 to June 2023, the project has the following objectives:

- Diagnose the main obstacles to incoming academic staff mobility and identify the institutional gaps for more welcoming services (see: [UniWeliS Report](#)),
- Build UniWeliS Explorer App, which collects good practices of welcome services and serves as a planning tool for higher education institutions (see: [UniWeliS Explorer App](#)),
- Prepare a comprehensive training programme, which can be used by all interested higher education institutions (see: this Training Manual),
- Prepare online courses for higher education managers and support staff with open-access content enabling as many higher education professionals as possible to access the training (see: [Online training programme](#)).

All outcomes of the project are practical tools which, along with existing support services provided at institutional, local, or national levels (EURAXESS network, migration information centres, etc.), should assist higher education institutions in developing their capacity for hosting international PhD students, academics and researchers.

The UniWeliS project has six European partners:

- three higher education institutions:
  - Comenius University in Bratislava, Slovakia
  - Sofia University “St. Kliment Ohridski”, Bulgaria
  - University of Niš, Serbia
- two mobility funding agencies:
  - NAWA – Polish National Agency for Academic Exchange, Poland
  - SAIA, n.o. – Slovak Academic Information Agency, Slovakia (project coordinator)
- one European association of national organisations for internationalisation of higher education:
  - ACA – Academic Cooperation Association, Belgium.

Cross-border collaboration and intensive knowledge exchange among the six project partners provided access to a wealth of expertise and know-how unavailable in the participating countries alone. In addition, UniWeliS Project outcomes are designed to be transferable to other contexts, thus enabling a potential extension of the acquired know-how and tools to other higher education institutions in the region.

**Additional information on UniWeliS Project may be found at**

<https://uniwelis.saia.sk/en/>

10. UniWeliS Project website, <https://uniwelis.saia.sk/en/> [access: 31.01.2023].



# Report on attracting and supporting international academics

[Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements](#)<sup>11</sup> (UniWeliS Report) is a result of the research carried out in 2021 in ten countries of Central-Eastern and South-Eastern Europe (Bulgaria, Croatia, Czechia, Hungary, North Macedonia, Poland, Romania, Serbia, Slovakia and Slovenia) at two target groups<sup>12</sup>:

1. International PhD students, researchers and lecturers who worked or studied, visited or were employed at a higher education institution in the past five years in the target region (survey questionnaire);
2. Higher education managers and administrative staff of higher education institutions in the target countries engaged in international mobility according to their positions and competencies (interview questionnaire).

The study also involved carrying out a policy analysis and review.

UniWeliS Report indicates the obstacles faced by international PhD students, academics and researchers coming to higher education institutions in Central-Eastern and South-Eastern Europe and the institutional barriers hindering the target groups' better integration. It describes the data collection process, presents research results and provides recommendations. It is a diagnosis which serves as a basis for the comprehensive training programme for higher education managers and professionals.

Interviews with higher education staff members highlighted two crucial problem areas. Firstly, it identified the most common challenges facing institutions in the target region face when establishing and delivering quality support services. Secondly, it gathered suggestions as to knowledge and training courses considered the most wanted by managers and support staff. Research results are presented below in Table 3 and Table 4.

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11. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].

12. Detailed concerning methodology may be found at pp. 13-14 of the UniWeliS Report, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf), [access: 31.01.2023].

**Table 3. Most common challenges facing institutions in the target region when establishing and delivering quality support services**

| Commitment and resources   | Governance and management   | Capacity   |
|--|---|--|
| Lack of interest, commitment to or ownership of internationalisation across the institution  | Insufficiently clear, formalised and streamlined support processes for less essential services (e.g., professional development, social integration) delivered at faculty, department or supervisor levels | Lack of specialist knowledge of various aspects of support (e.g., family related matters; advice on pensions, tax returns, immigration issues, career guidance and networking) |
| Lack of strategic vision and comprehensive approaches to global talent recruitment and support contributing to broader institutional mission | Additional workload and lack of administrative staff  | Lack of skills or attitudes required for quality support (e.g., inability to deal with intercultural differences, insufficient knowledge of English)                           |
| Lack of sustainable opportunities to attract international staff, particularly researchers, for longer periods                               | Lack of institutional data monitoring systems and approaches to track international academics, and to better respond to their needs   | Lack of staff training programmes to expand service knowledge, skills, and attitudes at central, faculty, and department levels  |
| Financial difficulties (e.g., insufficiently attractive salary packages, limited financial and staffing autonomy)                            | Insufficient coordination and lack of trust between various internal support structures   | Lack of recognition for acquired knowledge and skills  |
|  | Lack of coherent institutional language policies  | Infrastructural problems (e.g., on-campus housing satisfying various needs)  |

Source: UniWeliS Report, Table 7. Most common challenges facing institutions in the target region when establishing and delivering quality support services, p. 50.

**Table 4. Required knowledge and training courses according to managers and support staff**

| Top skills, attitudes and knowledge required  | Desired training courses  |
|---|---|
| Internal and external knowledge of (international) higher education                             | Expert training on topics such as welcome services and orientation, family related matters, community-building, marketing, etc.   |
| Communication and intercultural skills (incl. foreign language skills, empathy and flexibility) | Intercultural training, service attitude/soft skills training<br>English language training, particularly for administrative staff |
| Problem-solving skills  | Management, leadership and personal efficiency training (e.g., time and stress management, conflict resolution)                   |
| Digital skills  | Training on data collection/tracking systems and analysis   |

Source: UniWeliS Report, Table 8. Required knowledge and training, p. 50.

These challenges have roots in many areas. Certain aspects (financial difficulties, infrastructural problems, etc.) need deeper reflection and joint work of higher education authorities and policymakers of different levels. Thus, some challenges cannot be resolved by training. In comparison, other aspects (lack of skills and knowledge, suboptimal attitudes) may be mapped and improved by training.

Therefore, the comprehensive training programme aims at developing professional skills, knowledge and understanding. It is focused on developing the human capacity of higher education institutions, without going into institutional or organisational problems.

After analysing desired areas of improvement declared by respondents, the Project team decided to build a set of 6 modules to have a perceptible impact on the participants' daily work. There are two general assumptions behind the training. First, by completing the programme, the higher education support staff members will be aware of challenges of incoming international academics and have tools to resolve arising difficulties. Second, higher education managers will be more involved, will work to ensure better integration, and will launch relevant processes to create effective welcome and support services across their institutions.

The comprehensive training programme consists of expert trainings (see Table 5). It is addressed to managers and professionals engaged in the process of international mobility of PhD students, academics and researchers. It aims to increase individual participants' knowledge, skills and attitude, without engaging with institutional struggles as far as possible.

Full text of the UniWeliS Report may be found at

<https://uniwelis.saia.sk/>

**Table 5. Topics covered by the comprehensive training programme.**

| Needs addressed by the training  | Training modules   |
|--|--|
| Strategic approach to international mobility to build more welcoming and inclusive environment for international PhD students, academics and researchers | Module 1: Institutional welcome centre: strategic and practical considerations         |
| Data collection and analysis in the service of international mobility  | Module 2: Digital Welcome Centre   |
| Support (welcome) services – building quality processes  | Module 3: Comprehensive approach to welcome services                                   |
| Building links which support international mobility – knowledge, good practices, problems solving  | Module 4: Local partnerships   |
| Communication and intercultural skills   | Module 5: Intercultural communication. Responding to cultural specifics and universals |
| Marketing approach to talent attraction  | Module 6: Global profile, visibility and talent attraction                             |

## UniWeliS Explorer App

UniWeliS Explorer App is a repository of best practices for supporting international PhD students, academics and researchers in academic organisations and administrative and managerial staff who are involved in assisting them. It collects good examples and practices in 14 categories addressing the main obstacles faced by international PhD students, academics and researchers coming to higher education institutions in the region of countries of Central-Eastern and South-Eastern Europe.

UniWeliS Explorer App allows the users to create an individual account, to list and share practices within the users' own organisations. Thus, this tool may be used by higher education institution teams devoted to the international mobility of researchers (check: [Login button](#)).

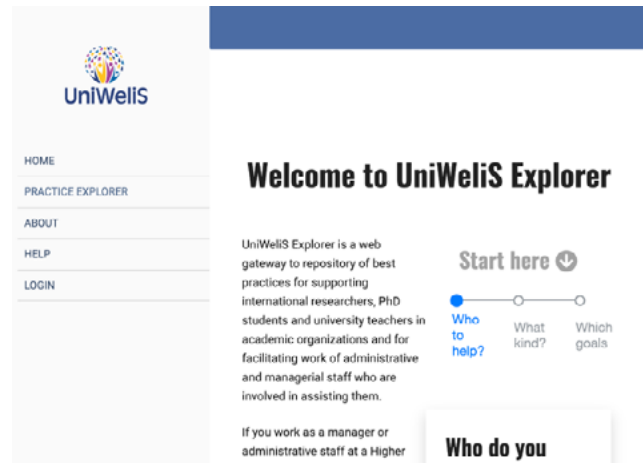
It is possible to use Practice Explorer to find relevant examples considering three main aspects: 1) target groups, 2) categories of support services (see Table 6), and 3) goals.

The "Target groups" filter includes all possible actors of international mobility – from the different stages' researchers, their spouses and family members to varying levels of higher education institution staff. "Goals" provides information on possible improvements in numerous areas (equality of service, visibility, communication, etc.).

**Table 6. List of categories in Practice Explorer**

|                                     |   |
|-------------------------------------|---|
| Social Integration & Daily Life     | Institutional Processes                         |
| Language Support, Language Policy   | Capacity Building of Support & Management Staff |
| Family Matters                      | Promotion & Visibility                          |
| Professional & Academic Development | Visa, Residence & Work Permit                   |
| Networking                          | Institutional strategy                          |
| Administrative & Legal Support      | Accommodation                                   |
| Safety, Healthcare & Wellbeing      | Social security, Health Insurance, Taxation     |

**Figure 1. UniWeliS Explorer App welcome page**



Source: <https://app.uniwelis.saia.sk/>

Examples collected in the UniWeliS Explorer App can be found in many training modules. To learn more, please visit:

<https://app.uniwelis.saia.sk/>

## Pilot training

All training modules were tested at Sofia University St. Kliment Ohridski in October 2022. During the four-day training event, participants took part in 6 workshops, tested the UniWeliS Explorer and participated in networking events.

Below are the results of the pilot training evaluation. The data reflects 21 responses, which represents an 87.5% return rate of the evaluation survey. The evaluation survey contains 15 closed questions:

- 5 concerning the status and knowledge of participants,
- 6 concerning individual training modules,
- 1 for UniWeliS Explorer App session,
- 3 focused on the other organisational training issues,

and 2 open, non-obligatory questions allowing the respondents to share personal opinions on the training.

The evaluation session was anonymous and was organised on the last training day (5 October 2022).

### Participants overview

The pilot training gathered 25 participants from 4 countries. The participants took part in all workshops, were active and engaged, and willingly shared their views and opinions concerning the training.

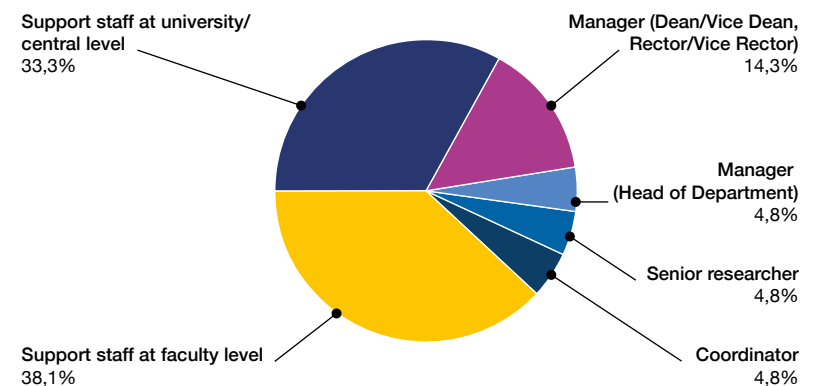
According to the evaluation surveys (21 responses), more than 70% of participants represented support staff from central and faculty levels. At the same time, more than 19% were managers. Thus, 19 participants (15 support staff and 4 managers) who evaluated the training were members of the defined target audience.

**Table 7. Pilot training participants according to the country of origin**

| Country  | Number of participants |
|----------|------------------------|
| Slovakia | 10                     |
| Bulgaria | 9                      |
| Serbia   | 5                      |
| Poland   | 1                      |
| Total    | 25                     |

Most participants had considerable experience: 28.6% of participants had 4-10 years of administrative or management experience in internationalisation, international students and staff, and 38.1% had more than 10 years of such experience.

**Figure 2. Participants' role/position in the organisation**



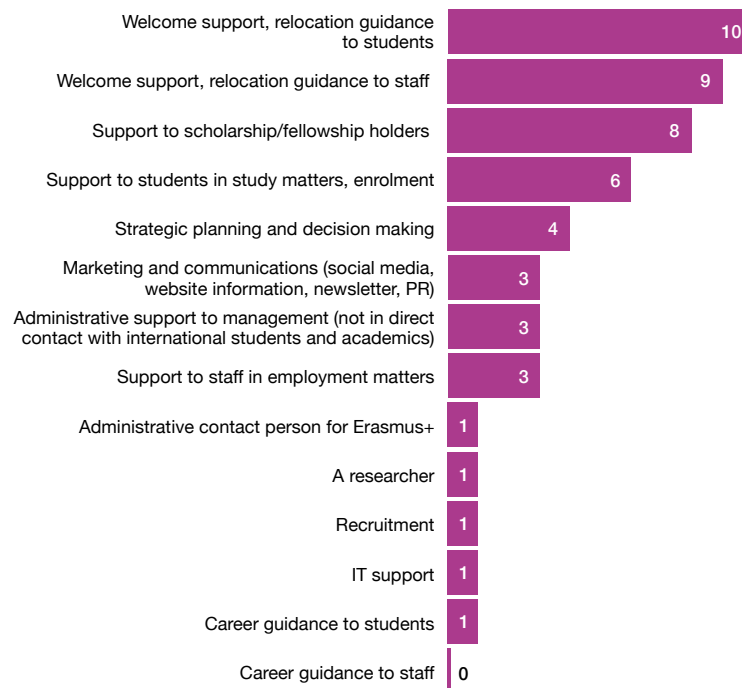
Based on the survey results (Figure 3), considering their major responsibilities regarding international students, academics and researchers, the following conclusions can be drawn:

- more than one-third of pilot training's respondents (9 participants) were engaged in support activities on a full-time basis,
- 8 of 9 participants had experience both in staff and student mobility,
- 12 participants were strictly involved in supporting incoming staff (including relocation, employment and other administrative matters),
- 15 participants had experience in supporting students in numerous matters relevant for the higher education institution context.

Moreover, participants who support scholarships/fellowship holders were experienced in many other areas, including marketing, strategic planning, recruitment, welcome support to students and academic staff, employment and study matters, and career guidance to students.

Therefore, participants' opinions about the modules come from different perspectives and allow for appropriate evaluation.

**Figure 3. Major responsibilities of the pilot training' participants**



## Training evaluation

**90% of persons participating in the evaluation would recommend this training to colleagues.** The participants indicated the following benefits of the training:

- the practical dimension of the training,
- diversity of examples and approaches to the international mobility of academics,
- involvement of participants,
- the possibility of exchanging knowledge with other personnel within the same field.

According to the participants, the most significant problem in terms of training evaluation was the training's intensity. The pilot training was organised and scheduled according to the project assumptions, which

resulted in limiting its lengths, which in turn led to a cumulation of teaching hours. Answering the question: "What should be done differently/improved during the next training session?", training time was mentioned by 9 of the 13 participants who delivered their comments.

In their general conclusions, the participants also suggested that the sessions should contain well-defined introductions with plainly named aims and a training agenda.

They also stressed that:

- training should be adjusted to the participants (considering their perspective and position),
- group interactions should be shorter,
- some training modules should have more limited content.

The conclusions from the pilot training were incorporated into the training modules. They are described in the chapter "[Outcomes and upgrades](#)".

## Module assessment

Each module was evaluated by asking the following questions:

1. Level of knowledge before the training
2. Quality of the content
3. Usefulness/relevance for your current work
4. Trainers' performance
5. Training materials
6. Duration of the training session

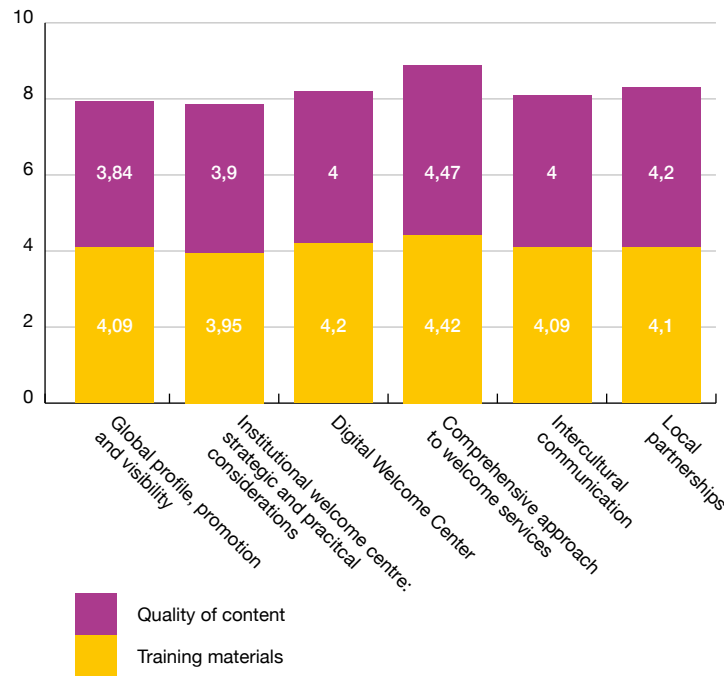
Questions were rated on a scale:

- 1-5, where 1 means: low and 5 means: very high, with the option of marking: no answer (questions 1-5);
- 1 means: too short, should be longer; 3 means: appropriate; 5 means: too long, should be shorter (question 6).

There are no significant differences in the evaluation of the training modules, but there are some areas where differences may be observed.

Participants generally rated their knowledge of the training subject as intermediate: 3.14 (on a 5-point scale). Yet knowledge in the field of data analysis (module: Digital Welcome Centre) was rated at 2.58, which means that participants were more willing to call themselves beginners in this specific subject area.

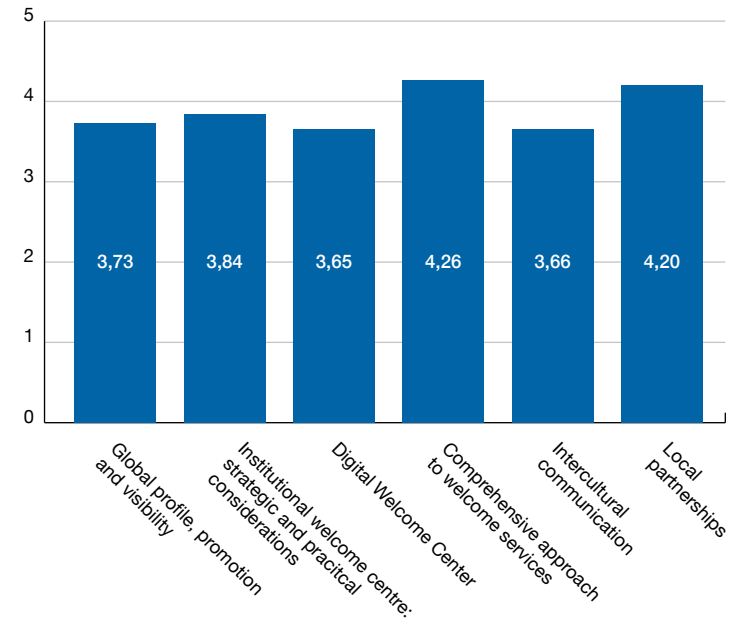
Figure 4. Assessment of the training content



The average rate for the entire content (quality of content and training materials) was 4.11 on a 5-point scale. This means that participants were satisfied with the delivered content and rated it highly. Moreover, the trainer’s performance was also ranked high: 4.18 on a 5-point scale.

The usefulness/relevance of the training to the participant’s current work was rated as 3.89. Considering that the group was diverse, the content was not equally interesting for all participants, and some participants’ primary job duties did not cover the issues presented during the training, **the content should encourage the implementation of acquired knowledge in their workplaces even more openly.**

Figure 5. Usefulness/relevance for your current work



The average rating of the duration of the training modules was 3.71/5; given that the scale was: 1 – too short, should be longer; 3 – appropriate; 5 – too long, should be shorter, the rating means that **training modules seemed to be a bit too long.**

## Outcomes and upgrades

Using the knowledge gained during the evaluation, the following changes were made to the training modules:

1. Training modules were modified and shortened, considering participants' needs, training aims, and the quality of the teaching materials.  
Therefore, some modules now contain additional materials, which can be used depending on the participant's level of knowledge, experience and position, and available time.
2. Training content was clarified and simplified (when applicable) on the reasoning that better-suited content will be better absorbed and offer a better chance of practical applicability in the future.
3. Each module contains basic knowledge gathered in the training scenario (Suggestions for prospective trainers), which may be used when the training is delivered to participants with less experience in supporting the long-term mobility of international academics but may also be skipped if not needed.
4. The modules were more clearly structured, which should help with timekeeping and maximise training outcomes in the given time. Each module starts with an introduction, which clarifies training aims. Then, exercises and group discussions have written instructions. Each module ends with a summary.
5. Presented knowledge, planned exercises and group discussions were modified (when needed) to underline their applicability in everyday work. It also highlights its effect on internationalisation.

Moreover, the introductory part of the training scenarios has been extended so that future trainers can familiarise themselves with the topic before conducting the training (section with references to publications, links to digital materials, and explanation of terms used in the modules). Furthermore, the order of modules was rearranged, and the name of one module (module 6) was changed. All changes were designed to promote clarity of the content.



# Introduction to the Training Manual

## Structure of the Manual

The training can be merged into a 3- to 5-day training programme. It is also possible to deliver each module separately. Each module (to some extent) contains references to the others. Examples of good practices presented in the modules vary. However, certain crucial discoveries and excellent examples of good practices may be found in more than one module.

Each training consists of:

1. **Basic training description**, including main aim, target groups, expected learning outcomes and covered content. This part may be used to learn more about each module and to attract participants.
2. **Suggestions for prospective trainers** provide a list of sources on which the module is based, links to valuable materials, definitions and recommendations considering different training target groups (national, international, etc.). This part includes all information which will help prospective trainers to prepare for the training.

3. **Training scenario**, which presents each module in a step by step sequence, offers additional information on the exercises, provides sources and gives examples. It also provides information on the estimated duration of the individual training steps. This part should help with timekeeping.
4. **Handouts** – training materials to be used in exercises, which can be printed or delivered online to participants.
5. **PowerPoint presentation**, which can be used as-is or modified if needed.
6. **References** that, along with suggestions for prospective trainers, may be helpful in preparing for delivering the training.

The comprehensive training programme consists of six modules. Table 8 lists these training modules and their authors with affiliations.

**Table 8. List of training modules**

| Modules number  | Name of the modules   | Author(s)                           | Institution   |
|-----------------|---|-------------------------------------|---|
| <b>Module 1</b> | Institutional welcome centre: strategic and practical considerations            | Karla Zimanova, Silvia Kotulicova   | SAIA, n.o. – Slovak Academic Information Agency, Slovakia   |
| <b>Module 2</b> | Digital Welcome Centre  | Milan Zdravkovic                    | University of Niš, Serbia                                   |
| <b>Module 3</b> | Comprehensive approach to welcome services                                      | Joanna Laskowska                    | NAWA – Polish National Agency for Academic Exchange, Poland |
| <b>Module 4</b> | Local partnerships  | Albena Antonova, Nikolina Tsvetkova | Sofia University “St. Kliment Ohridski”, Bulgaria           |
| <b>Module 5</b> | Intercultural communication.<br>Responding to cultural specifics and universals | Helena Tužinská                     | Comenius University in Bratislava, Slovakia                 |
| <b>Module 6</b> | Global profile, visibility and talent attraction                                | Veronika Kupriyanova                | ACA – Academic Cooperation Association, Belgium             |

## How to prepare to conduct the training

The training can be delivered by professional trainers or higher education staff members who have experience in support services and wish to share knowledge with their co-workers. Besides the practical knowledge the training delivers, learning from co-workers helps in team building and contributes to a better understanding of daily responsibilities.

Before the training, getting familiar with all the training materials is necessary. Depending on the trainer's experience in the topic, it may be useful to read the recommended articles or publications and visit websites the modules refer to. All the basic resources provided as part of the training programme are available online (at the moment of writing) and should be accessible.

For better immersion into the topics, the trainer should consult the chapter “Definitions”, where a short list of basic terms used in this Training Manual is presented. Introductions to the specific training modules include additional definitions, which along with supplementary explanations and quotes offered in the training scenarios should help to understand the relevant topics.

In each case, it is necessary to get to know the studies and examples gathered by the project team:

1. UniWeliS Report<sup>13</sup>: [Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements](#) concerning obstacles faced by incoming academics. By studying the UniWeliS Report, the trainer gains in-depth knowledge of all the problems the training programme should provide an answer to.
2. [UniWeliS Explorer App](#)<sup>14</sup>, a repository of good practices in supporting international mobility of academics.

The repository is offers access to examples that illustrate the content delivered within the training programme. Participants can also use the UniWeliS Explorer to plan changes in their own organisations.

For homogeneous groups, it is recommended to offer country-specific examples. Nevertheless, cases and examples from outside the country may be an inspiration to rethink or rebuild procedures, attitudes etc. Therefore, they should be used widely.

When participants enrol for the training, application forms that allow for data collection concerning the applicant's role in the institution (place of employment, seniority, areas of engagement) are rather useful.

The training is planned as an on-site event. Therefore, additional materials should be printed and delivered to participants. This helps participants to be fully engaged, especially when the training takes place during working hours. Training materials can be collected from the participants after the training and reused to avoid unnecessary waste.

13. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, p.13, [https://uniwelis.saia.sk/\\_user/UniwelIs/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/UniwelIs/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023]

14. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].

# 1

## MODULE

# Institutional welcome centre: practical and strategic considerations

**Authors**

Silvia Kotulicova, Karla Zimanova  
SAIA, n.o. – Slovak Academic Information Agency, Slovakia

**Total duration**

4 hours, including two 20 minute breaks

**Number of participants**

minimum: 5, maximum: 20

**Target group**

- Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.
- Higher education managers (leadership and management, coordinators, leaders, etc. at central and faculty levels) involved in the internationalisation of their institution.
- Research institutions managers and support staff interested in internationalisation of their institutions.
- Higher education staff engaged or interested in:
  - internationalisation of higher education institutions,
  - international mobility of PhD students, academics and researchers,
  - support services for incoming PhD students, academics and researchers,
  - internationalisation of higher education institutions,
  - strategic management,
  - strategic planning.
- Newly hired staff members of higher education institutions whose duties include support for international PhD students, academics and researchers.



### Training goals

Raise awareness with regard to the importance and benefits of a strategic and systematic approach to building a welcoming environment and offering high-quality standardised support services to incoming PhD students, academics and researchers. Transformation of this approach into an institutional strategic plan.

Showcase concrete systematic measures, practical steps and phases of setting up an institutional welcome centre.



### Points to be covered

1. Importance and value of a more strategic and systematic approach to supporting services for international academics.
2. Benefits and key drivers of internationalisation of higher education from a global, regional (Central-Eastern and South-Eastern Europe) and institutional perspective.
3. Overview of the internal processes for quality support of international PhD students, academics and researchers.
4. Benefits of comprehensive data collection and tracking of international PhD students, academics and researchers.
5. International services portfolio.
6. Identification of internal actors to cooperate with.
7. Overview of potential external partners for streamlined international services.
8. Tools for effective and efficient sharing and exchange of knowledge as well as experience.
9. Tools for enhancing quality assurance of the supporting services.
10. Good practice examples.



### Training materials

1. [PowerPoint presentation](#)
2. [Handout 1. \(M1\) Daily Operations Assessment](#)
3. [Handout 2. \(M1\) Welcome Centre Capacity Building Needs](#)

# Suggestions for prospective trainers

This training is an introduction to the programme and serves as a springboard for the other modules and the strategy for more professionalised support processes. Therefore, it is crucial for higher education institution authorities, board members, and managers who are in need of condensed knowledge. Nevertheless, it is also a useful introduction to the topic for staff members directly involved in the provision of support services.

Since the training is wide-ranging, the trainer should be aware that topics can be studied in a more in-depth manner by engaging with the other training modules developed as part of the UniWeliS project. This applies in particular to data collection, collaboration with local partners, designing support services, global profile, visibility and talent attraction, and intercultural communication.

In training materials (see: PowerPoint presentation), numerous statistical data points and findings on internationalisation are presented. Therefore, before the training, the trainer should get familiar with the following resources:

1. [Attracting and Supporting International PhD Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements](#)<sup>15</sup> (UniWeliS Report) published by the Academic Cooperation Association in 2022.
2. [Internationalization of Higher Education: An Evolving Landscape, Locally and Globally. IAU 5th Global Survey](#)<sup>16</sup> published by the International Association of Universities (IAU) in 2019.
3. [European innovation scoreboard](#)<sup>17</sup>, which provides a comparative analysis of innovation performance in EU countries, other European countries, and regional neighbours.

4. [Frameworks for the Assessment of Internationalisation](#)<sup>18</sup> published by the European Consortium for Accreditation in Higher Education in 2015.
5. [Open, Transparent and Merit-based Recruitment of Researchers – TM-R](#), a policy presented at the EURAXESS portal<sup>19</sup> and its review in the [UniWeliS Explorer App](#)<sup>20</sup>.

To find relevant examples and stay up to date with the latest findings on the mobility of international PhD students, academics and researchers, the trainer should get familiar with the [UniWeliS Explorer App](#), which is a welcome service modular framework.

For the training delivered in a specific country, the trainer should also be familiar with the following:

1. National internationalisation strategy (if such exists), its objectives, measures, and indicators.
2. Possibilities for external evaluation/audit of institutional internationalisation processes.

Moreover, for the training delivered in a specific organisation, the trainer should be familiar with:

1. Institutional strategies related to internationalisation.
2. HR development plan.
3. Possibilities for institutions to take an internationalisation evaluation or audit on national and/or international level.

Links to relevant national policy documents and examples of existing procedures should be collected and, if necessary, delivered to the participants.

15. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].

16. Marinoni G., *Internationalization of Higher Education: An Evolving Landscape, Locally and Globally. IAU 5th Global Survey*, DUZ Academic Publishers, Berlin 2019, <https://www.iau-aiu.net/IAU-releases-the-5th-Global-Survey-on-Internationalization-of-Higher-Education> [access: 31.01.2023].

17. European Commission, *European innovation scoreboard*, [https://research-and-innovation.ec.europa.eu/statistics/performance-indicators/european-innovation-scoreboard\\_en](https://research-and-innovation.ec.europa.eu/statistics/performance-indicators/european-innovation-scoreboard_en) [access: 31.01.2023].

18. Aerden A., *Frameworks for the Assessment of Internationalisation, European Consortium for Accreditation in Higher Education*, The Hague 2015, <https://cequint.eu/uploads/2020/11/CeQuint-Frameworks-for-the-Assessment-of-Quality-in-Internationalisation.pdf> [access: 31.01.2023].

19. EURAXESS, *Open, Transparent and Merit-based Recruitment of Researchers – OTM-R policy*, <https://www.euraxess.es/spain/services/open-transparent-and-merit-based-recruitment-researchers> [access: 31.01.2023].

20. UniWeliS Explorer App, *Open, transparent, merit based recruitment policy*, <https://app.uniwelis.saia.sk/practice/view/129> [access: 31.01.2023].

# Expected learning outcomes

With the completion of the training, the participant will:

1. Better understand the importance and benefits of a strategic and systematic approach to offering high-quality, efficient, and effective support services to international PhD students, academics and researchers.
2. Be able to assess where their institution stands in the area of a welcoming environment, what their own role in relation to the agenda of international talent is, and how they can cooperate with other internal key actors and share responsibilities in order to streamline the international support services.
3. Understand the key concepts and internal processes underlying systematic approach to international support services:
  - Pull factors for attracting international PhD students, academics and researchers.
  - Importance of comprehensive data collection and tracking of international PhD students, academics and researchers.
  - Portfolio of services required by the target group.
  - Synergies for services delivery.
  - Quality assurance (services for target group/capacity building of higher education support staff).
  - Feedback loops for target groups.
  - Strategic leadership behind a successful implementation of the internal integration processes.
4. Be able to understand key internal processes regarding setting up/enhancing more inclusive support services for international PhD students, academics and researchers.
5. Be able to identify key internal actors to cooperate with at institutional and outside of the institution levels to streamline the support services for international PhD students, academics and researchers.
6. Be (more) willing to streamline support process regarding international PhD students, academics and researchers.
7. Be (more) willing to explore and use various tools to deliver professional/high-quality support services to international PhD students, academics and researchers and will be willing to improve their knowledge by participating in trainings, seeking opportunities for continuous learning.

Moreover, **higher education managers** involved in internationalisation after completion of the training will:

- Be more willing to develop or improve an institutional vision and strategy for professionalised support processes integrated with overall institutional goals.
- Identify key processes for successful implementation of the institutional internationalisation strategy.

# Training scenario

| Time | Most important content  | Training materials                             | Guidelines for trainers  | Desired outcome                       | <input checked="" type="checkbox"/> |
|------|---|--|--|---------------------------------------|-------------------------------------|
| 5'   | <b>Welcome</b><br>Trainer's presentation  | PowerPoint presentation                        | Welcome should be short and clear. It is important to provide information on the trainer's experience in the field and/or the reason why the training is organised. The training agenda should contain information about the coffee breaks.  | Starting the training.                | <input type="checkbox"/>            |
| 2'   | <b>House-keeping rules</b>  | n/a  | Participants are welcome to ask questions in the course of the presentation.<br><br>For the onsite training, the participants are kindly asked to put aside their laptops and cell phones in order to fully focus on the training content and its activities.  | Establishing rules of training.       | <input type="checkbox"/>            |
| 15'  | <b>Presentation of the participants</b><br><br>A simple quick round introducing participants and possibly also their professional responsibilities and/or expectations. | Stickers for participants to write their names | It is important to do presentation in order. The trainer may deliver the following example:<br><br><b>Example:</b><br><br>My name is XY. I work for the Erasmus Plus office and I'm here to get to know how to make my daily work more effective and efficient and what I would need to achieve this goal. | Building open relations in the group. | <input type="checkbox"/>            |
| 15'  | <b>Introduction to the module</b>   | PowerPoint presentation                        | The trainer presents the UniWeliS project and the main objectives of the training and explains what a strategic approach to welcoming services is and why it is needed (source: UniWeliS Report <sup>1</sup> ).  | Introduction to the main topic.       | <input type="checkbox"/>            |

1. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].

| Time         | Most important content   | Training materials  | Guidelines for trainers   | Desired outcome  |                                     |
|--------------|--|---|---|--|-------------------------------------|
| 20'          | <b>Exercise: My House</b>  | Paper sheet (A4), markers (blue, red, green and black), post-it notes | <p>The trainer introduces exercise, making sure that each participant has a sheet of paper, markers and access to post-it notes.</p> <p><b>Exercise: My House</b></p> <ol style="list-style-type: none"> <li><b>Individual work:</b> Create a map of your (internal) workplace/institutional ecosystem.<br/>Start with an individual assignment.<br/>Flat and block of flats/house are used as metaphors of the participant's own department and institution. Participants are asked to define their neighbourhood (other departments, units), visitors (Master's degree students, PhD students, researchers, academics). They follow instructions in the PowerPoint slides.</li> <li><b>Group work: How international are our houses?</b><br/>Participants are divided into groups, each group with up to 5 participants. Participants affiliated with the same institution should preferably work together.<br/>Participants join/put together their sheets and discuss benefits of internationalisations and key measures to attract international visitors, especially international PhD students and researchers/academics. Questions are presented in the PowerPoint slide.</li> <li><b>Work in group: Do I know my place?</b><br/>Groups discuss the questions in the PowerPoint.<br/>Each group briefly reports on the outcomes of their discussion.</li> </ol> | <p>Understand the institutional ecosystem and a participants' own role in it in relation to the agenda of international PhD students, academics and researchers.</p> <p>Identify key internal actors.</p> <p>Identify benefits of internationalisation from participants' own perspective.</p> <p>Identify measures to attract more international PhDs/academics to the participants' institutions from their own perspective.</p> <p>Identify institutional strengths to attract more international PhDs/academics.</p> | <input checked="" type="checkbox"/> |
| 10'          | <b>Benefits of internationalisation and trends in international mobility</b> | PowerPoint presentation   | <p>The trainer presents the results of the 5<sup>th</sup> global survey on benefits, key drivers and internal and external obstacles of internationalisation<sup>2</sup>. The participants would be able to see how their own perspective corresponds with the global trends.</p> <p>The trainer presents the trends of mobility of international PhD students and researchers to the Central-Eastern and South-Eastern Europe (source: UniWeliS Report<sup>3</sup>). With time, the data on international mobility trends to the region will need to be updated on a basis of the original source – Eurostat<sup>4</sup>.</p>  | <p>Participants get to know key information on internationalisation.</p> <p>Participants get to know trends in international mobility.</p> <p>Confronting participant's own perspective with global perspective on internationalisation.</p>   | <input type="checkbox"/>            |
| <b>Break</b> |  |   |   |  |                                     |

2. Marinoni G., *Internationalization of Higher Education: An Evolving Landscape, Locally and Globally*. IAU 5th Global Survey, DUZ Academic Publishers, Berlin 2019, <https://www.iau-aiu.net/IAU-releases-the-5th-Global-Survey-on-Internationalization-of-Higher-Education> [access: 31.01.2023].

3. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].


4. Eurostat, Data Browser, *Researchers by sector of performance, country of citizenship and sex – 2016-2019*, <https://ec.europa.eu/eurostat/databrowser/bookmark/dfe19aa4-0915-4b57-8d04-f084fd807e38?lang=en> [access: 31.01.2023].



| Time | Most important content  | Training materials      | Guidelines for trainers  | Desired outcome  | <input checked="" type="checkbox"/> |
|------|---|-------------------------|--|--|-------------------------------------|
| 5'   | <p><b>Strategic Planning Process Diagram</b></p> <p>The trainer presents a diagram of strategic internal processes for implementation of professional support services to international PhD students, academics and researchers.</p>      | PowerPoint presentation | <p>The Strategic Planning Process Diagram is based on the following areas: data, needs, services, services providers (“By whom”), quality assurance (effective operation processes, knowledge-sharing tools/initiatives, support staff capacity building), feedback from the target group/international academics, which are presented in detail in the subsequent slides.</p> <p>Moreover, presentation slides include references to the other UniWeliS training modules.</p> | <p>Understand key processes for strategic and systematic approach to inclusive welcome services.</p> <p>Get inspired by examples of good practice.</p> <p>Get motivated to attend also other UniWeliS trainings to acquire more in-depth understanding of respective topics.</p> <p>Get motivated to check out and use the online UniWeliS Explorer App<sup>5</sup>.</p> | <input type="checkbox"/>            |
| 5'   | <p><b>Why international PhDs and academics want to come to Central-European and South-Eastern countries?</b></p> <p>Individual processes explained in detail plus examples of good practice; refreshed by a brief plenary discussion.</p> | PowerPoint presentation | <p>The explanation of the motivation concerning international mobility: Why international PhDs and academics want to come to Central-European and South-Eastern countries on the basis of the survey, source: <a href="#">UniWeliS Report</a>.<sup>6</sup></p>   | <p>Understand the key matters for support by different groups of incoming PhDs/academics/researchers.</p> <p>Understand the main obstacles/persisting challenges in relation to mobility of international PhDs/academics/researchers.</p>  | <input type="checkbox"/>            |

5. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].

6. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].

| Time | Most important content                   | Training materials      | Guidelines for trainers   | Desired outcome  |  |
|------|--|-------------------------|---|--|---|
| 10'  | <b>Strategic Planning Process: Data</b>  | PowerPoint presentation | <p>The trainer presents the Data slide.</p> <p>Available presentation may be supported by “Motivation to collect and maintain data” – a slide from Module 2: Digital Welcome Centre</p> <p><b>Plenary discussion:</b></p> <ul style="list-style-type: none"> <li>• What data on mobility flow are collected?</li> <li>• Who (at the institutional level) needs to be informed about international PhD students' or academics' and researchers' arrival and for what purposes?<br/>Possible answers: Higher education institution/central level IRO, HR department, Study department, Research Office, Library, Accommodation facility, IT centre, ESN, institutional canteen, etc.</li> <li>• What kind of data do other internal actors require and when/at what stage of mobility?</li> <li>• How can DATA make your JOB easier/more effective and efficient?</li> </ul> <p>After the discussion, the trainer presents a summary.</p> <p>The trainer presents mobility flow data collection and provides related good examples.</p> | <p>Knowledge on data collection.</p> <p>Plenary discussion serves to share knowledge and experience.</p> | <input type="radio"/>   |
| 5'   | <b>Strategic Planning Process: Needs</b> | PowerPoint presentation | The trainer provides information concerning needs of international PhD students, academics and researchers on the basis of the <a href="https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf">UniWeliS Report</a> <sup>7</sup> .  | Knowledge on needs of international PhD students, academics and researchers.                             | <input type="radio"/>   |

7. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].

| Time | Most important content   | Training materials | Guidelines for trainers   | Desired outcome   |                                     |
|------|--|--------------------|---|---|-------------------------------------|
| 10'  | <p><b>Strategic Planning</b><br/> <b>Process: Services,</b><br/> including</p> <p><b>Exercise: Our support</b></p> |                    | <p>The trainer provides an introduction and asks participants to share their experience.</p> <p><b>Exercise: Our support (work in group)</b></p> <p>Participants are asked to discuss the following questions:</p> <ul style="list-style-type: none"> <li>• What welcome services does your institution provide to support incoming PhD students, academics and researchers?</li> <li>• Make a list of the services your institution provides at each stage.</li> <li>• How many services have you been able to name?</li> </ul> <p>The trainer summarises this exercise by presenting results of the UniWeliS Report<sup>8</sup> (International services portfolio, Persisting challenges) and providing information on the UniWeliS Explorer App<sup>9</sup>.</p> <p>For more details refer to the relevant training module: Comprehensive approach to welcome services and <a href="#">UniWeliS App</a>.</p> | <p>Knowledge on support services for international PhD students, academics and researchers.</p> | <input checked="" type="checkbox"/> |

8. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/\\_user/Uniwelisy/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelisy/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].

9. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].

| Time | Most important content   | Training materials   | Guidelines for trainers   | Desired outcome  |                                     |
|------|--|--|---|--|-------------------------------------|
| 15'  | <p><b>Strategic Planning Process: By whom,</b> including</p> <p><b>Exercise: In Researcher's Shoes</b></p> | <p>PowerPoint presentation</p> <p><a href="#">Researchers Profile Cards (C-L) from CHOOSE MY UNI! The game</a></p> | <p>The trainer presents a graph of the services provided at various stages of mobility at different level (national (agency/embassy), host institution central/ faculty level, host institution department/supervisor level) and the allocation as well as difference in the information guidance/assistance at each stage on the basis of the survey (source UniWeliS report<sup>10</sup>).</p> <p><b>Exercise: In Researchers' Shoes</b></p> <p>Participants are working in the same groups as during the previous exercises.</p> <p>Each group selects a persona/fictional researcher from the Researchers' Profile Cards and discuss what steps are needed, which departments/internal actors are involved in order to make sure that an incoming PhD student, academic or researcher can comfortably settle in.</p> <p>The participants will need a separate sheet of paper.</p> <p>Each group reports the outcomes of the group work.</p> <p><b>NOTE:</b> each person should have following parameters: country of origin, career stage, job position (with work contract/fellowship holders, length of stay/mobility, information on accompanying family members (if any) – is the incoming person going to be accompanied by their family members?, etc.</p> <p>If participants have doubts concerning specific data, the trainer should feel free to provide additional information.</p> <p>The trainer summarises the exercise by providing information on local and external partnerships, benefits that such collaboration(s) may bring to all parties. It also provides an example of Welcome Centre in Tartu<sup>11</sup>. This is showcased in relation to the outcomes presented by participants.</p> | Understand the steps that incoming PhD, academics and researchers have to take to settle in. | <input checked="" type="checkbox"/> |
| 5'   | <p><b>Strategic Planning Process: Quality Assurance</b></p>  | PowerPoint presentation  | The trainer provides example of tools that help in providing quality and professional support services supported by the relevant good practices (EURAXESS – Knowledge sharing platform <sup>12</sup> ) and various forms of support staff capacity building.  | Knowledge on quality assurance.  | <input type="checkbox"/>            |

10. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022. [https://uniwelis.saja.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saja.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].

11. Welcome Centre in Tartu, <https://tartuwelcomecentre.ee/> [access: 31.01.2023].

12. EURAXESS, <https://euraxess.ec.europa.eu/> [access: 31.01.2023].

| Time | Most important content                           | Training materials   | Guidelines for trainers   | Desired outcome  |                                     |
|------|--|--|---|--|-------------------------------------|
| 5'   | <b>Strategic Planning Process: Feedback loop</b> | PowerPoint presentation  | To wrap up, the trainer provides information on evaluation process and a good example of feedback collection from the target group – international PhD students, academics and researchers, using <a href="#">UniWeliS survey questionnaire for international academics</a> <sup>13</sup> .   | Knowledge on evaluation process and feedback collection.   | <input checked="" type="checkbox"/> |
| 8'   | <b>Strategic layer</b>                           | PowerPoint presentation  | <p>The trainer presents the importance of the institution's leadership commitment and support necessary for the formulation, implementation and evaluation of the institutional overall internationalisation vision.</p> <p>It concerns:</p> <ul style="list-style-type: none"> <li>• Higher education institution's leadership support,</li> <li>• Strategy &amp; Assessment /Audit (internal/external)</li> <li>• Visibility/online presence</li> <li>• Funding</li> <li>• OTMR recruitment: Open, Transparent and Merit-based Recruitment of Researchers.</li> </ul>   | <p>Identify and understand institutional synergies and concrete measures to facilitate the settling-in process.</p> <p>Gain knowledge on activities and tools for enhancement of effectiveness and efficiency of daily operations, knowledge sharing and other forms of capacity building.</p> | <input type="checkbox"/>            |
| 8'   | <b>Exercise: Self-assessment</b>                 | <p><a href="#">Handout 1. (M1) Daily Operations Assessment</a></p> <p><a href="#">Handout 2. (M1) Welcome Centre Capacity Building Needs</a></p> | <p>Participants work with handouts.</p> <p>If groups are institutionally homogenous, participants can work together. They will need both handouts in A3 format (those could be stuck on e.g. a wall or a flipchart).</p> <p>For mixed groups, participants could work in pairs with the handout in A4 format. In this case, they can simply compare their priorities and their answers.</p> <p><b>Higher education managers</b> who take part in the training are asked also to fill in two separate dedicated parts. In the Handout 1. (M1) Daily Operations Assessment higher education managers are asked to make a note on the institutions' processes and make a list of operations and/or activities which to examine, rebuild, develop or implement. This part should serve as a basic summary for managers and lead to further examination in the institutions.</p> <p style="text-align: right;"><i>see the following page</i></p> | Identify priorities among operations and their current state of implementation.  | <input type="checkbox"/>            |

13. UniWeliS Report, UniWeliS survey questionnaire for international academics, [https://uniwelis.saia.sk/\\_user/UniwelIs/Outcomes/Annex-1\\_UniWeliS-questionnaire\\_international-academics.pdf](https://uniwelis.saia.sk/_user/UniwelIs/Outcomes/Annex-1_UniWeliS-questionnaire_international-academics.pdf) [access: 31.01.2023].

| Time | Most important content | Training materials   | Guidelines for trainers   | Desired outcome   | ✓ |
|------|------------------------|--|---|---|---|
|      |                        | <p><b><u>Handout 1. (M1) Daily Operations Assessment</u></b></p> <p><b><u>Handout 2. (M1) Welcome Centre Capacity Building Needs</u></b></p> | <p><b>Handout 1. (M1) Daily Operations Assessment</b></p> <p>Instruction:</p> <ol style="list-style-type: none"> <li>1. Make a group of participants affiliated with the same institution/make a pair with a participant from your institution.</li> <li>2. Go through the list of practices/operations in the handout: Daily Operations Assessment.</li> <li>3. Assess their current state of implementation at your institution. (fully implemented, partially implemented, not implemented, I don't know).</li> <li>4. Discuss the importance of each practice for your institution. Rate the practices on a scale: 1-3 (1 – essential to have, 2 – good to have, 3 – nice to have).</li> <li>5. Discuss in the group how you could (from your job position) contribute to setting up/improving the welcoming environment at your institution.</li> <li>6. Put down your ideas on stickers or on the handout Daily Operations Assessment.</li> </ol> <p><b>Handout 2. (M1) Welcome Centre Capacity Building Needs</b></p> <p>Instruction:</p> <ol style="list-style-type: none"> <li>1. Make a group from the participants affiliated with the same institution/ make a pair with a participant from your institution.</li> <li>2. Go through the list of capacity building/operation needs of support staff members in the handout: Welcome Centre Staff Capacity Building Needs.</li> <li>3. Assess their current state of implementation at your institution (fully implemented, partially implemented, not implemented, I don't know).</li> <li>4. Discuss the importance of each need for you as the support staff member. Rate the needs on a scale: 1-3 (1 – essential to have, 2 – good to have, 3 – nice to have).</li> <li>5. Discuss in a group what would help you to enhance your knowledge, skills, internal procedures, and communication when dealing with international PhD students, academics and researchers to create a more welcoming environment.</li> <li>6. Put down your ideas on stickers or on the handout: Welcome Centre Staff Capacity Building needs.</li> </ol> <p>Groups follow the instruction on the PowerPoint presentation.</p> <p>When all answers are given, the groups summarise their results. The trainer asks participants to add or compare the outcome(s) of the group that reports as first in order to avoid the same answers.</p> | <p>Identify priorities among capacity building needs and their current state of implementation.</p> <p>Identify how the participants can, from their job position, contribute to improving the measures on the list.</p> <p>Identify the training/capacity building needs of the participants.</p> <p>Handout 2. (M1) Welcome Centre Capacity Building Needs serves as a springboard for developing further trainings for administrative staff.</p> |   |

| Time | Most important content        | Training materials      | Guidelines for trainers  | Desired outcome   |   |
|------|-------------------------------|-------------------------|--|---|---|
| 5'   | <b>Wrap up and conclusion</b> | PowerPoint presentation | <p>Summarise the key message.</p> <p>A strategic approach to setting up and running an institutional welcome centre involves 6 interconnected steps:</p> <ol style="list-style-type: none"> <li>1. collecting and managing data,</li> <li>2. identifying the needs of the different target groups,</li> <li>3. assessing the welcome services currently being provided,</li> <li>4. identifying and deploying institutional synergies and understanding the added value of external partnerships,</li> <li>5. assuring quality of the services and</li> <li>6. deploying feedback loops both from target groups and support staff.</li> </ol> <p>Each of these steps is key for an effective and efficient operation of an institutional welcome service.</p> <p>Strategic layer (leadership support, adequate funding, audit, global visibility, OTMR) is crucial for creating a more welcoming environment and attracting and retaining international talent at higher education institutions.</p> | Synthesise the content of the training and make sure that the participants understand the complexity of the strategic approach to welcoming services. | ☑ |

# References

1. Aerden A., *Frameworks for the Assessment of Internationalisation*, European Consortium for Accreditation in Higher Education, The Hague 2015, <https://cequint.eu/uploads/2020/11/CeQuint-Frameworks-for-the-Assessment-of-Quality-in-Internationalisation.pdf>.
2. Assignment for the Support of an Incoming Researcher, <https://dresden-concept.de/welcome/incoming-researcher/?lang=en>.
3. EURAXESS, <https://euraxess.ec.europa.eu/>.
4. EURAXESS, *Open, transparent, merit based recruitment policy*, <https://www.euraxess.es/spain/services/open-transparent-and-merit-based-recruitment-researchers>.
5. European Commission, *European innovation scoreboard*, [https://research-and-innovation.ec.europa.eu/statistics/performance-indicators/european-innovation-scoreboard\\_en](https://research-and-innovation.ec.europa.eu/statistics/performance-indicators/european-innovation-scoreboard_en).
6. Eurostat, Data Browser, *Researchers by sector of performance, country of citizenship and sex – 2016-2019*, <https://ec.europa.eu/eurostat/databrowser/bookmark/dfef19aa4-0915-4b57-8d04-f084fd807e38?lang=en>.
7. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf).
8. Marinoni G., *Internationalization of Higher Education: An Evolving Landscape, Locally and Globally*. IAU 5th Global Survey, DUZ Academic Publishers, Berlin 2019, <https://www.iau-aiu.net/IAU-releases-the-5th-Global-Survey-on-Internationalization-of-Higher-Education>.
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10. UniWeliS Explorer App, *Open, transparent, merit based recruitment policy*, <https://app.uniwelis.saia.sk/practice/view/129>.
11. *UniWeliS Report, UniWeliS survey, questionnaire for international academics*, [https://uniwelis.saia.sk/user/Uniwelis/Outcomes/Annex-1\\_UniWeliS-questionnaire\\_international-academics.pdf](https://uniwelis.saia.sk/user/Uniwelis/Outcomes/Annex-1_UniWeliS-questionnaire_international-academics.pdf).
12. Welcome Centre in Tartu, <https://tartuwelcomecentre.ee/>.



# Handout 1. Daily Operations Assessment

| Strategy/Operation  | Current state of the art/current implementation |                       |                 |            | Importance  |
|---|---|-----------------------|-----------------|------------|---|
|   | Well implemented                                | Partially implemented | Not implemented | Don't know | Rank on a scale of 1-3<br>1 – essential to have<br>2 – good to have<br>3 – nice to have |
| Direct management support for further welcome services development at central/faculty level   |   |                       |                 |            |   |
| Data collection and management (number of incoming PhD students, academics and researchers, date of arrival, duration of stay, country of origin) shared among relevant departments |   |                       |                 |            |   |
| Target groups needs collection & analysis (questionnaires)  |   |                       |                 |            |   |
| Bilingual institutional language policy (mass mailings, signage, internal guidelines, internal forms)   |   |                       |                 |            |   |
| Administrative support to international PhD students, academics and researchers prior to arrival  |   |                       |                 |            |   |
| Administrative support to international PhD students, academics and researchers during their stay   |   |                       |                 |            |   |
| Administrative support to international PhD students, academics and researchers upon their departure  |   |                       |                 |            |   |
| Social integration activities for international PhD students, academics and researchers   |   |                       |                 |            |   |
| Career development events for international PhD students, academics and researchers   |   |                       |                 |            |   |
| Alumni network  |   |                       |                 |            |   |
| Support for family members  |   |                       |                 |            |   |

## Handout 1. Daily Operations Assessment

| Strategy/Operation  | Current state of the art/current implementation |                       |                 |            | Importance  |
|---|---|-----------------------|-----------------|------------|---|
|   | Well implemented                                | Partially implemented | Not implemented | Don't know | Rank on a scale of 1-3<br>1 - essential to have<br>2 - good to have<br>3 - nice to have |
| National language courses for international PhD students, academics and researchers   |   |                       |                 |            |   |
| Well-structured website in English  |   |                       |                 |            |   |
| Promotion via social media in English/podcasts  |   |                       |                 |            |   |
| International education fairs participation   |   |                       |                 |            |   |
| Funding (available internal schemes – grant/jobs/fellowships) for international PhD students, academics and researchers for long-term mobility (> 3 months)   |   |                       |                 |            |   |
| Open job positions published in English at international platforms (e.g. EURAXESS jobs portal)  |   |                       |                 |            |   |
| <p><b>FOR WELCOME CENTRE SUPPORT STAFF MEMBERS:</b></p> <p>How could you (from your job position) contribute to setting up/improving the welcoming environment at your institution?</p>   |   |                       |                 |            |   |
| <p><b>FOR HIGHER EDUCATION MANAGERS (REFLECTIONS)</b></p> <p>Which activity / operation can be:</p> <ol style="list-style-type: none"> <li>1. Examined (I don't know how it works)</li> <li>2. Rebuilt (It could work better)</li> <li>3. Developed (It works on a basic level and could be upgraded)</li> <li>4. Implemented (Introducing this activity at institutions will help in... )</li> </ol> <p>What kind of resources do I need:</p> <ol style="list-style-type: none"> <li>1. People</li> <li>2. Funds</li> <li>3. Knowledge</li> <li>4. Tools (e.g. IT/databases)</li> <li>5. What are the obstacles</li> </ol> |   |                       |                 |            |   |

## Handout 2. Welcome Centre Capacity Building Needs

| Support staff members capacity building/operation needs  | Current state of the art/current implementation |                       |                 |            | Importance  |
|--|---|-----------------------|-----------------|------------|---|
|  | Well implemented                                | Partially implemented | Not implemented | Don't know | Rank on a scale of 1-3<br>1 – essential to have<br>2 – good to have<br>3 – nice to have |
| Induction training for new support staff members   |   |                       |                 |            |   |
| (Standardised) guideline(s) on how to communicate/provide support for international PhDs and academics   |   |                       |                 |            |   |
| Mobility-related legislation trainings for support staff members   |   |                       |                 |            |   |
| Soft skills training for support staff members (e.g., intercultural communication, assertive communication, time management and efficiency etc).   |   |                       |                 |            |   |
| Interinstitutional networking events for support staff members (study visits, job shadowing)   |   |                       |                 |            |   |
| Internal (institutional) knowledge sharing events  |   |                       |                 |            |   |
| Internal (institutional) knowledge sharing platform/forum/newsletter/MS Teams groups   |   |                       |                 |            |   |
| Internal mobility data collection & management system (enabling registration of incoming international PhD students, academics and researchers with data on their stay and notifying respective departments) |   |                       |                 |            |   |
| FAQs collection for support staff members to share cases internally  |   |                       |                 |            |   |
| Collaboration with external partners for service provision (e.g., municipality, immigration office, IOM migration office, EURAXESS, others HEIs in the region)   |   |                       |                 |            |   |
| Mentoring scheme for support staff members   |   |                       |                 |            |   |
| English language courses for support staff members   |   |                       |                 |            |   |

## Handout 2. Welcome Centre Capacity Building Needs

| Support staff members capacity building/operation needs   |  |
|---|--|
| <p><b>FOR WELCOME CENTRE SUPPORT STAFF MEMBERS:</b></p> <p>What would help you to enhance your knowledge, skills, internal procedures, communication when dealing with international PhD students, academics and researchers in order to contribute to the creation of a more welcoming environment?</p>  |  |
| <p><b>FOR HIGHER EDUCATION MANAGERS:</b></p> <p>Which Department should take part in the following trainings:</p> <ul style="list-style-type: none"><li>• Digital Welcome Centre</li><li>• Comprehensive approach to support services</li><li>• Local partnerships</li><li>• Intercultural communication</li><li>• Global profile, visibility and talent attraction</li></ul> |  |

# 2

## MODULE

# Digital Welcome Centre

**Author**

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**Total duration**

3 hours, including one 15 minute breaks

**Number of participants**

minimum: 5, maximum: 20

**Target group**

- Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.
- Higher education managers (leadership and management, coordinators, leaders, etc. at central and faculty levels) involved in the internationalisation of their institution.
- Academic staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.
- Research institutions managers and support staff interested in internationalisation of their institutions
- Higher education staff engaged or interested in:
  - internationalisation of higher education institutions,
  - international mobility of PhD students, academics and researchers,
  - support services for incoming researchers,
  - data collection,
  - data analysis,
  - digitalisation processes,
  - strategic management,
  - strategic planning.
- Newly hired staff members of higher education institutions whose duties include support for international PhD students, academics and researchers.

**Training goals**

Design a clear vision of data collection processes in the welcome centre (including designing a meta-model) in order to achieve awareness on the directions to digitalise the operations of the welcome centre and to motivate participants to master a variety of online collaboration tools.



### Points to be covered

1. What makes a service centre digital?  
From Excel spreadsheet data tracking to AI chatbots (EURAXESS Serbia Digital Assistant demonstration).
2. Which data to collect? Meta-model.  
EU Research Careers data observatory indicators, MORE studies, EURAXESS Services data app.
3. How to use the collected data?
4. How to collect data?  
What are Customer Relationship Management systems and how they work. Online CRM systems and how to implement them.



### Training materials

1. [PowerPoint presentation](#)
2. [Handout 3. \(M2\) Motivation to collect and maintain data](#)
3. [Handout 4. \(M2\) What data are important for you?](#)

## Suggestions for prospective trainers

The training cannot effectively develop all the skills necessary to implement and run a digital service centre. Rather, its goal is to provide background knowledge to engage in the project of digitalising an existing service centre. In this context, the trainer needs to highlight the motivational aspects of this project and its benefits as well as its difficulties and how to overcome them (but only in general, pinpointing the possible directions) and not go into specific details on how to use the applications presented in the training scenario as examples.

The trainer needs to know the specific requirements of the organisation/national system in which they deliver the training related to data collection and management practices. This knowledge is necessary for highlighting the relevant aspects of the training material while discarding the irrelevant ones. If possible, organisational and national examples should be used during the training.

For the purpose of [osTicket](#)<sup>1</sup> software demonstration, the trainer needs to set up their own account or use the demo version<sup>2</sup> – for example, one provided [here](#).

To present the [EURAXESS Services app](#)<sup>3</sup>, the trainer may follow the presentation. To show the demo version, it is necessary to be registered in the EURAXESS as a member of the organisation.

There are two group exercises planned in the training. To make group work effective, there should not be more than 3 groups of participants, with max 7 members in each. Each of the exercises includes two parts: group work and recapitulation. For the latter part, the group needs to select a rapporteur before the exercise starts. The rapporteur must be fluent in English, open and communicative, and exhibit the leadership skills and confidence needed to chair the group's discussions effectively. Each of the rapporteurs will present the summary of discussions within their group. The trainer will write down these highlights and include them on a slide within the presentation. The trainer may, if desired, take the opportunity to provide their comments on the overall summary by reflecting on their own experience and also by pointing out the common views shared across the groups.

## Expected learning outcomes

With the completion of the training, the participant will:

1. Be aware of the opportunities to digitalise the operations of the welcome centre and the benefits gained by this digitalisation.
2. Be informed about all the relevant factors to decide on which data to collect and how to use this data in institutional decision-making processes.
3. Understand the effort needed for the implementation of the tools required for data collection.
4. Be able to select a set of indicators to be collected for the specific benefit of their organization.
5. Have gained basic skills in using online collaboration tools.
6. Create a new (or update an existing) data collection plan.
7. Be interested in improving the data collection process and implement the tools for increasing its efficiency/effectiveness (CRM as a best-case scenario, but other options are also acceptable).

1. osTicket, [www.eventiotic.com/osticket](http://www.eventiotic.com/osticket) [access: 31.01.2023].

2. osTicket, *Demo version*, [http://www.ostickethacks.com/demo/demo\\_info.php](http://www.ostickethacks.com/demo/demo_info.php) [access: 31.01.2023].

3. EURAXESS, *Service app*, <https://euraxess.eventiotic.com/services/users/login> [access: 31.01.2023].

# Training scenario

| Time | Most important content  | Training materials      | Guidelines for trainers   | Desired outcome   | <input checked="" type="checkbox"/> |
|------|---|-------------------------|---|---|-------------------------------------|
| 5'   | <p><b>Introduction</b></p> <p>Introduction of the training, trainer, objectives and content</p>   | PowerPoint presentation | Introduction should be short, clear, and welcoming.   | Participants are well informed with regard to the target outcomes and the expected content. Trust is established.   | <input type="checkbox"/>            |
| 10'  | <p><b>Participants' profiles</b></p> <p>Introducing participants by means of a short Slido poll with questions offering multiple answer options.</p> <p>The results of the poll is presented after each question.</p> | Slido poll              | <p>Based on the results, the trainer should rearrange the seating to have combined competences/roles at each group/table.</p> <p>Questions for the poll:</p> <ol style="list-style-type: none"> <li>How are you involved in assisting international PhD students, academics and researchers?<br/>Offered answers: <ul style="list-style-type: none"> <li>I am not.</li> <li>Administrative staff assisting international PhD students, academics and researchers.</li> <li>Management of organization...</li> </ul> </li> <li>How experienced you are in any aspect of assisting international PhD students, academics and researchers?<br/>Offered answers: <ul style="list-style-type: none"> <li>I am not.</li> <li>Less than 2 years.</li> <li>2-5 years.</li> <li>More than 5 years.</li> </ul> </li> <li>What are your expectations from this training?<br/>Open question – the result should be a word cloud if possible.</li> </ol> <p>If there is no possibility to re-arrange participants, or if the answers to those questions have already been acquired in training registration process, this slot may be used for establishing state of the art knowledge and attitude towards the topic of the module, by using the following questions.</p> <p style="text-align: right;"><i>see the following page</i></p> | <p>Trainer knows the profile of the participants so that they can refer to some of those profiles during the workshop and/or slightly customise oral presentation (in a real-time) to dominant profiles.</p> <p>Seating reorganization will ensure better results in the later exercises.</p> | <input type="checkbox"/>            |



| Time | Most important content   | Training materials      | Guidelines for trainers   | Desired outcome   |   |
|------|--|-------------------------|---|---|---|
|      |  |                         | <ol style="list-style-type: none"> <li>How did you learn how to do your job in assisting international PhD students, academics and researchers?<br/>Offered answers: <ul style="list-style-type: none"> <li>I learnt it from my colleagues, this was the only way.</li> <li>There is a guidebook, but it is not covering every aspect.</li> <li>There is a guidebook and it covers everything I need to know.</li> <li>There is a guidebook, but sometimes it is too general and vague.</li> </ul> </li> <li>How are you tracking your researchers' assistance cases?<br/>Offered answers: <ul style="list-style-type: none"> <li>I am not.</li> <li>I am not, but I have everything in my email folders.</li> <li>I am using a simple Microsoft Office tool, such as Microsoft Excel.</li> <li>My higher education institution has a custom tool for tracking the cases, developed specifically for this purpose.</li> <li>We use an off-the-shelf tool.</li> </ul> </li> <li>Do you think that custom IT tools can help you in doing your job easier and better?<br/>Offered answers: <ul style="list-style-type: none"> <li>No.</li> <li>Yes, they can help save time.</li> <li>Yes, they can help provide a better-quality service.</li> <li>Yes, they can both help save time and provide a better-quality service.</li> </ul> </li> </ol> |   | ☑ |
| 10'  | <p><b>What does a service centre do?</b></p> <p>The trainer makes an introduction to the training by answering the following questions:</p> <ul style="list-style-type: none"> <li>What is a service?</li> <li>To whom could the service be provided?</li> <li>How could one service be provided?</li> <li>Which service is provided?</li> </ul> | PowerPoint presentation | Highlight that the answers to the questions in the slides are provided based on the process of development of <a href="https://euraxess.eventiotic.com/services/users/login">EURAXESS Services app</a> <sup>1</sup> – those are only examples of possible answers, and each organization should define their own answers.   | The participants understand the “analogue” dimension of the welcome process. The agreement is achieved as to the meaning and wording for referring to key concepts. | ○ |

1. EURAXESS, *Services app*, <https://euraxess.eventiotic.com/services/users/login> [access: 31.01.2023].

| Time | Most important content   | Training materials  | Guidelines for trainers  | Desired outcome   | <input checked="" type="checkbox"/> |
|------|--|---|--|---|-------------------------------------|
| 20'  | <p><b>What makes a service centre digital?</b></p> <p>The trainer provides:</p> <ul style="list-style-type: none"> <li>• Benefits of digitalisation.</li> <li>• Process, data and tools for digital service centre.</li> <li>• Demonstration of EURAXESS Serbia chat.</li> <li>• osTicket – demonstration of ticketing system.</li> <li>• Customer Relationship Management (CRM) systems.</li> </ul> | <p>PowerPoint presentation</p> <p>Demonstration of <a href="#">EURAXESS Serbia digital assistant</a><sup>2</sup> – chatbot</p> <p>Demonstration of <a href="#">osTicket</a><sup>3</sup></p> | <p>To demonstrate EURAXESS Serbia digital assistant – chatbot<sup>4</sup>, the trainer visit: <a href="http://www.euraxess.rs">www.euraxess.rs</a>.</p> <p>The questions that should be asked to the chatbot:</p> <ol style="list-style-type: none"> <li>1. How can I get a work permit in Serbia?</li> <li>2. I am chemist. Where I can find a job?</li> </ol> <p>The trainer follows the conversation. It is necessary to explain that the questions asked by the bot in this case are related to determining the researchers' career stage (R1-R4).</p> <p>The trainer demonstrate osTicket using the demo version<sup>5</sup>.</p> | <p>The participants are aware of the possibilities to improve and benefit from the digitalisation process. Increased interest and engagement.</p> | <input type="checkbox"/>            |
| 10'  | <p><b>Why data?</b></p> <p>Trainer presents the rationale for data collection, motivation to collect and manage data.</p>  | <p>PowerPoint presentation</p>  | <p>This part is an introduction to the subsequent group exercise.</p>  | <p>The participants are aware of the possibilities to improve and benefits from the data collection process.</p>                                  | <input type="checkbox"/>            |

2. EURAXESS Serbia, [www.euraxess.rs](http://www.euraxess.rs) [access: 31.01.2023].

3. osTicket, [www.eventiotic.com/osticket](http://www.eventiotic.com/osticket) [access: 31.01.2023].

4. EURAXESS Serbia, *Digital Assistant*, [www.euraxess.rs](http://www.euraxess.rs) [access: 31.01.2023].

5. osTicket, *Demo version*, [http://www.ostickethacks.com/demo/demo\\_info.php](http://www.ostickethacks.com/demo/demo_info.php) [access: 31.01.2023].

| Time | Most important content   | Training materials  | Guidelines for trainers  | Desired outcome  |                                     |
|------|--|---|--|--|-------------------------------------|
| 35'  | <p><b>Exercise: Why is data important to you?</b></p> <p><b>Instruction:</b></p> <p>Taking into consideration information in the handout, please discuss in the group the following questions:</p> <ol style="list-style-type: none"> <li>Why is data important to you?</li> <li>How can data be used/reused and for which purposes?</li> </ol> <p>Each group should appoint a rapporteur, who presents the overall summary.</p> | <p>PowerPoint presentation for introducing the exercise</p> <p><a href="#"><u>Handout 3. (M2) Motivation to collect and maintain data</u></a></p> | <p>Trainer delivers handouts and divides participants into groups. Each group should first select a rapporteur who will also be in charge of coordinating discussion and keeping it focused.</p> <p>While the rapporteurs present their summaries, the trainer should work on the overall summary in the following slide and then shortly present this summary.</p> <p>Groupwork open discussion with reporting. 20 minutes of discussion, with 15 minutes for reporting and recapitulation by the trainer.</p> <p>The presentation includes the example of summary: the findings of the first exercise on motivation and usability of data, as presented by the trainer. It may be skipped during presentation or presented to the participants for comparison.</p> | <p>The participants start to build mind maps in which previously presented concepts are now mapped to their own existing situations, needs and problems.</p> | <input checked="" type="checkbox"/> |
| 15'  | <b>Break</b>   |   |  |  |                                     |

| Time | Most important content   | Training materials   | Guidelines for trainers  | Desired outcome   | <input checked="" type="checkbox"/> |
|------|--|--|--|---|-------------------------------------|
| 10'  | <p><b>European Commission initiatives on researchers' data collection</b></p> <p>The second part of the training is focused on building data structures. The trainer presents the European Commission initiatives:</p> <ul style="list-style-type: none"> <li>• EURAXESS bi-annual reporting tool<sup>6</sup>,</li> <li>• Researchers' Career Observatory<sup>7</sup>,</li> <li>• MORE4 study<sup>8</sup>,</li> </ul> <p>which need to be taken into account in building an institution's own data structures.</p> | PowerPoint presentation  | <p>Trainer should highlight what data are considered by European Commission as the most important to collect.</p> <p>Moreover, it is important to stress that all the referenced initiatives imply huge investments in data collection by the European Commission.</p> | Participants are made aware of the importance of data collection and its potential impact on the research policy.       | <input type="checkbox"/>            |
| 15'  | <p><b>Data collection. The case of EURAXESS Services app</b></p> <p>The trainer presents the case of EURAXESS Services app<sup>9</sup> with demonstration of the actual app.</p>   | <p>PowerPoint presentation</p> <p>Demonstration of <a href="#">EURAXESS Services app</a></p> | In this part, the trainer is also encouraged to present national tools, if such exists.  | Participants fully understand the data collection and management process.   | <input type="checkbox"/>            |
| 10'  | <p><b>Designing the data collection app</b></p> <p>The trainer presents the data model outline and guidelines for its detailed definition.</p>   | PowerPoint presentation  | When building a data model. it is important to refer to the participants' experience.  | Participants know how to consider the needs and requirements related to implementing digital data collection processes. | <input type="checkbox"/>            |

6. EURAXESS bi-annual reporting tool is available for EURAXESS members only.

7. European Commission, Outcome of proceedings: *Deepening the European Research Area: Providing researchers with attractive and sustainable careers and working conditions and making brain circulation a reality*, online 28.05.2021, <https://www.consilium.europa.eu/media/49980/st09138-en21.pdf> [access: 31.01.2023].

8. Mobility Patterns and Career Paths of EU Researchers (MORE4), <https://www.more-4.eu/> [access: 31.01.2023].

9. EURAXESS, *Service app*, <https://euraxess.eventiotic.com/services/users/login> [access: 31.01.2023].

| Time | Most important content  | Training materials   | Guidelines for trainers  | Desired outcome   |                                     |
|------|---|--|--|---|-------------------------------------|
| 30'  | <p><b>Exercise: What data are important for you?</b></p> <p><b>Instruction:</b></p> <p>Create a list of types of data you would like to collect.</p> <p>Why is each specific type chosen? How will you or someone else (who?) use/reuse the data?</p> <p>Handout can be used to consult previous information on data collection.</p> <p>Each group should appoint a rapporteur, who will present the overall summary.</p> | <p>PowerPoint presentation for introducing the exercise.</p> <p><a href="#">Handout 4. (M2) What data are important for you?</a></p> | <p>Trainer delivers handouts and divides participants into groups.</p> <p>The participants are invited to think of finding only the data which can be of use for a specific purpose (what is that purpose?) by the institution.</p> <p>Group discussion is encouraged. Each group should first select a rapporteur who will also be in charge of coordinating discussion and keeping it focused.</p> <p>While the rapporteurs present their summaries, the trainer should work on the overall summary in the following slide and then shortly present this summary.</p> <p>Groupwork open discussion with reporting. 20' of discussion, with 20' for reporting and recapitulation by the trainer.</p> <p>The presentation includes the example of summary: the findings of the second exercise on data structures, as presented by the trainer. It may be skipped during presentation or presented to the participants for comparison.</p> | <p>The participants continue to build mind maps in which previously presented concepts are mapped to their own existing situations, needs and problems. In addition, now they clearly recognise the specific requirements for data to be collected and used in a wider context.</p> | <input checked="" type="checkbox"/> |
| 10'  | <p><b>Conclusions</b></p> <p>The trainer recapitulates the training and ask participants to share their reflections.</p> <p><b>Plenary discussion:</b></p> <p>How would you use this knowledge in your everyday work?</p>   | <p>PowerPoint presentation</p>   | <p>Trainer wraps up the training.</p>  | <p>Conclusions and takeaways will help participants to use the newly acquired knowledge in their everyday work.</p>   | <input type="checkbox"/>            |

# References

1. EURAXESS Serbia, *Digital Assistant*, [www.euraxess.rs](http://www.euraxess.rs).
2. EURAXESS Serbia, [www.euraxess.rs](http://www.euraxess.rs).
3. EURAXESS, *Service app*, <https://euraxess.eventiotic.com/services/users/login>.
4. European Commission, Outcome of proceedings, *Deepening the European Research Area: Providing researchers with attractive and sustainable careers and working conditions and making brain circulation a reality*, online 28.05.2021, <https://www.consilium.europa.eu/media/49980/st09138-en21.pdf>.
5. Mobility Patterns and Career Paths of EU Researchers (MORE4), <https://www.more-4.eu/>.
6. MORE4 online database, <https://www.more-4.eu/indicator-tool>.
7. Open source CRM systems:
  - a. SUITE CRM, <https://suitecrm.com/>.
  - b. X2ENGINE CRM, <https://x2crm.com/>.
  - c. odoo, <https://www.odoo.com/app/crm>.
  - d. vtiger, <https://www.vtiger.com/pl/>.
  - e. EspoCRM, <https://www.espocrm.com/>.
  - f. CiviCRM, <https://civicrm.org/>.
  - g. Oro, <https://oroinc.com/>.
8. osTicket, *Demo version*, [http://www.ostickethacks.com/demo/demo\\_info.php](http://www.ostickethacks.com/demo/demo_info.php).
9. osTicket, [www.eventiotic.com/osticket](http://www.eventiotic.com/osticket).
10. Slido poll, <https://www.slido.com/>.
11. Wikipedia, *Customer Relationship Management (CRM) systems*, [https://en.wikipedia.org/wiki/Customer\\_relationship\\_management](https://en.wikipedia.org/wiki/Customer_relationship_management).

## Handout 3. Motivation to collect and maintain data

### 1. Why is data important to you?

### 2. How can data be used/reused and for which purposes?

#### Examples of motivation to collect and maintain data

|   |   |
|---|---|
| Impact on policy development  | <ul style="list-style-type: none"> <li>• For the Research Performing Organisations (RPOs), input for strategic documents and action plans</li> <li>• For the national ministry or funding agency, justification of national researchers' mobility policies</li> <li>• For the European Commission (EURAXESS), policy development</li> </ul>     |
| Office productivity   | <ul style="list-style-type: none"> <li>• Tracking contacts with international PhD students, academics and researchers</li> <li>• Tracking process quality – continuous improvement</li> <li>• Internal review, for example, for tracking the needs with regard to competence development and/or resource allocation/reallocation</li> </ul>     |
| Promotion and strengthening capacity                                      | <ul style="list-style-type: none"> <li>• Promotion of Welcome Office</li> <li>• Body of evidence that could be used in fund raising</li> </ul>  |
| When building a meta-model, every choice of indicator should be justified | <ul style="list-style-type: none"> <li>• Data collection and management is labour- and resource-intensive, both for the institution and for international PhD students, academics and researchers</li> <li>• It is best practice not to collect data that are not useful (either for immediate purposes or for anticipated purposes)</li> </ul> |

## Handout 4. What data are important for you?

### Create a list of types of data you would like to collect.

You can use one or more data types/indicators for staff, researcher, program and service.

Then, explain your motivation to choose these specific indicators and how the data will be used/reused by you or your co-workers.

For example, an indicator of service that a staff member may want to collect is “number of hours (time) spent on responding to an individual request”.

In this case, the justification is: “I need this information because I would like to assess the volume of engagement of welcome centre staff in resolving different issues so that I can submit an evidence-based request for reinforcement.”

#### Example:

| Concept        | Type/Indicator | Justification  |
|----------------|----------------|--|
| <i>SERVICE</i> | <i>TIME</i>    | <i>TO ASSESS THE VOLUME OF ENGAGEMENT OF WELCOME CENTRE STAFF IN RESOLVING DIFFERENT ISSUE</i> |

| Concept           | Type/Indicator | Justification |
|-------------------|----------------|---------------|
| <b>Program</b>    |                |               |
| <b>Staff</b>      |                |               |
| <b>Researcher</b> |                |               |
|                   |                |               |
| <b>Service</b>    |                |               |
|                   |                |               |
|                   |                |               |



## Handout 4. What data are important for you?

### TYPE OF DATA covered by MORE4

- Researcher
  - Marital status, family status, age, dual career
- Type of mobility
  - Short/long term, duration, type of contract, hosting organisation type, career stage
- Motivation for mobility
  - Science-related: funding/positions availability, access to research facilities/equipment, working with leading experts, quality of education/training, research autonomy, international networking, teaching/research balance
  - Non-science related: remuneration, job security, social security, culture, personal/family reasons, pension plan
- Barriers for mobility
  - Professional, administrative, personal, practical
- Effects of mobility
  - On research output, on networking opportunities, on career-related aspects, on personal aspects, on financial aspects

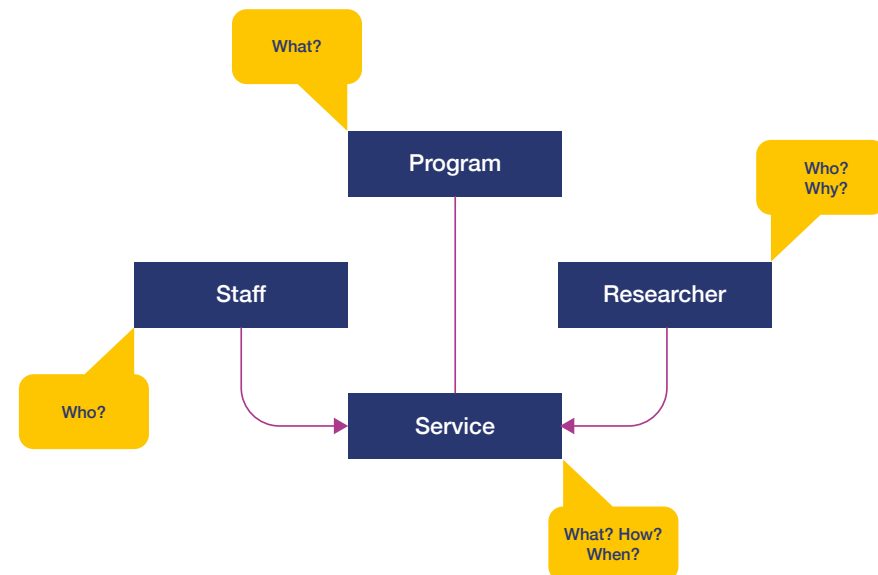
### TOPICS covered by MORE4

- Researchers' socio-demographics
- Education, PhD and doctoral training
- Working conditions
- Career paths
- Geographical mobility (long and short term): stock, flows, motives, barriers and effects
- Collaboration and virtual mobility
- Interdisciplinary mobility
- Intersectoral mobility

### LIST OF CUSTOM FIELDS in EURAXESS Services app

- Researcher's profile
- Gender
- Country of origin
- Destination country
- Nationality of the mobile researcher
- Type of funding
- Type of organisation that requested the assistance (in case that service is provided to 'Support staff')
- Research field
- Starting date of the stay for mobile researchers
- End date of the stay for mobile researchers
- Service provision period – start, end date

### Data Model



# 3

## MODULE

# Comprehensive approach to support services

**Author**

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**Total duration**

Introduction: 1 hour  
Option A: CHOOSE MY UNI! The game: 5 hours, including 25 minute breaks  
Option B: Creating a checklist for the institution: 3 hours, including 15 minute break

**Number of participants**

minimum: 15, maximum: 25

**Target group**

- Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.
- Higher education managers (leadership and management, coordinators, leaders, etc. at central and faculty levels) involved in the internationalisation of their institution.
- Academic staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.
- Research institutions managers and support staff interested in internationalisation of their institutions.
- Higher education staff members engaged or interested in:
  - internationalisation of higher education institutions,
  - international mobility of PhD students and academics,
  - support services for incoming researchers,
  - support services development and/or improvement,
  - strategic management,
  - strategic planning.
- Newly hired staff members of higher education institutions whose duties include support for international PhD students, academics and researchers.



### Training goals

Understand support services as a process which affects institutional efficiency in hosting international PhD students, academics and researchers.

Learn how to design and improve support services to answer real needs and build a better institutional image.



### Points to be covered

1. Five stages of mobility from the perspective of support services:
  - Stage 1: Pre-arrival services
  - Stage 2: On-arrival services
  - Stage 3: During the stay services
  - Stage 4: Pre-departure services
  - Stage 5: Post-departure services.
2. Examples of good practices provided by existing higher education institutions at each stage.
3. List of services to be considered crucial or needed at each stage.
4. Ways to improve existing support models: research on needs, benchmarking, knowledge sharing, data collection, and case collection.
5. Creation of a tool (checklist) to help manage the process.



### Training materials

1. [PowerPoint presentation](#)
2. Handouts with support services:
  - [Handout 5. \(M3\) Pre-arrival services](#)
  - [Handout 6. \(M3\) On-arrival service](#)
  - [Handout 7. \(M3\) During the stay services](#)
  - [Handout 8. \(M3\) Pre-departure services](#)
  - [Handout 9. \(M3\) Post-departure services](#)
3. CHOOSE MY UNI! Game materials:
  - [game description](#)
  - [game rules](#)
  - [1 service template for each group](#)
  - [12 cards with researchers' profiles](#)
  - [3 action cards](#)

## Suggestions for prospective trainers

The module helps to understand support services as a process and build competence in designing support services for incoming researchers. The training will not include legal issues regarding the mobility of foreigners, since these issues differ across countries. Nevertheless, it is useful to remember that:

1. There are certain important differences concerning the legal issues of European Union and non-European Union incomings in the European Union and Schengen and non-Schengen countries. Therefore, knowledge of the participant's country of residence (European Union / non-European Union countries) may be useful in offering relevant examples.
2. Participants with experience in providing legal support to incoming international academics may ask specific questions concerning the situation of individuals. Although this training is not dedicated to this subject, it may be necessary to direct such enquiries to organisations, offices, websites, etc. where information concerning the mobility of foreigners and legal acts related to the topic is available. In many cases, [EURAXESS](https://euraxess.ec.europa.eu/)<sup>1</sup> should be the right address to share.

The training contains examples of good practices in support services provided by many higher education institutions. These examples are also gathered in the [UniWeliS App](https://app.uniwelis.saia.sk/)<sup>2</sup>. Moreover, all the examples used in the training are listed in the bibliography. Nevertheless, sharing national

examples of good practices will be helpful and desirable for training delivered in one country. The trainer may collect cases or ask participants to share their examples.

For training delivered in the participants' own organisation, it is recommended that the trainer should know the internal rules and the relevant laws on international mobility. Using the exact names of departments and offices engaged in the process is also advisable.

The training can be delivered in two different ways:

- Option A: CHOOSE MY UNI! The game.
- Option B: Creating checklists for the institution.

The game is designed for participants with varying levels of experience in hosting international PhD students, academics and researchers. It helps participants build their own support services portfolio.

The workshop is addressed to advanced groups that wish to manage the area of support services. The tool developed during the workshop should serve as a road map to all staff engaged in support of international PhD students, academics and researchers.

Both options are based on the same training materials: PowerPoint presentation and handouts.

## Expected learning outcomes

With the completion of the training, the participant will:

1. Know which services are required by incoming international PhD students, academics and researchers.
2. Understand the role of the Welcome Centre in supporting international PhD students, academics and researchers.
3. Recognise the needs of international PhD students, academics and researchers.
4. Know how to improve (or launch) the institution's support processes.

5. Be able to plan support services for international academics at various stages of mobility.
6. Be able to identify support services for incoming researchers provided by the participant's own institution.
7. Be willing to develop, reorganise or improve the process of support services provision.
8. Be willing to share information (case studies) concerning international mobility.

1. EURAXESS, <https://euraxess.ec.europa.eu/> [access: 31.01.2023].

2. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].



# Training scenario

| Time | Most important content   | Training materials   | Guidelines for trainers  | Desired outcome                              | <input checked="" type="checkbox"/> |
|------|--|--|--|--|-------------------------------------|
| 5'   | <p><b>Welcome</b></p> <p>Trainer's introduction, presentation of the UniWeliS project and of the training agenda</p>   | PowerPoint presentation  | The welcome should be short and clear. It is important to provide information on the trainer's experience in the field and/or the reason why the training is organised.  | Providing basic information on the workshop. | <input type="checkbox"/>            |
| 5'   | <p><b>Contract</b> (optional)</p> <p>The trainer asks participants to set mutually agreed-upon rules concerning the training.</p> <p>It is also possible to present house-keeping rules instead of writing a contract.</p>   | <p>Large-sized piece of paper and markers</p> <p>or whiteboard and markers</p> | <p>The trainer asks participants what is essential during training and puts all the information on the list (large piece of paper).</p> <p>In the contract, the following aspects may be included:</p> <ul style="list-style-type: none"> <li>• communication during the training,</li> <li>• breaks,</li> <li>• use of phones,</li> <li>• ways of presenting ideas.</li> </ul>  | Setting training rules and building trust.   | <input type="checkbox"/>            |
| 10'  | <p><b>Presentation of the participants</b></p> <p>Participants are asked to say their names and a few words on their experience in international mobility. Participants may also briefly refer to their basic job duties.</p> <p><b>Example:</b></p> <p>My name is Joanna and I've been working at Welcome Centre for 3 years. I support incoming students. I'm here to get to know how to deal with international PhD students, academics and researchers, as this going to be my new task starting from the next year.</p> | Stickers for participants to write their names – may be omitted                | <p>If the training is delivered to one team or a group in which the participants know each other well, the official presentation may be skipped, or participants may say their names and one fact the group may not know about them. It will help to build trust and will serve as an icebreaker.</p> <p><b>Example:</b></p> <p>My name is Joanna. You may not know that I can stand on my head.</p> <p>The presentation should be done in clockwise order.</p> <p>Participants who are experienced in dealing with international mobility may contribute to the training by offering examples from their practice.</p> <p>If the training is to include CHOOSE MY UNI!, experienced participants can play the roles of researchers. Details are available here.</p> | Building trust and opening for group work.   | <input type="checkbox"/>            |

| Time | Most important content  | Training materials                  | Guidelines for trainers  | Desired outcome                            | <input checked="" type="checkbox"/> |
|------|---|-------------------------------------|--|--|-------------------------------------|
| 5'   | <p><b>Definitions</b></p> <p>The trainer presents the following definitions:</p> <ol style="list-style-type: none"> <li>1. Welcome Centre</li> <li>2. Support services</li> <li>3. Academic mobility</li> <li>4. Long-term mobility</li> <li>5. International academics</li> <li>6. Incoming researchers (R1-R4)</li> </ol> | PowerPoint presentation             | It is important to set the same starting point and understanding of the topic.   | Establishing operational definitions.      | <input type="checkbox"/>            |
| 5'   | <p><b>Exercise: Services</b></p> <p>Participants are asked to make a list of services for incoming international PhD students, academics and researchers.</p> <p><b>Instruction:</b></p> <p>Which services should be delivered to incoming international PhD students, academics and researchers? Please make a list.</p>   | Piece of paper for each participant | <p>The exercise should generate a simple list without categorising or ordering the items. This will be the point of exercise Services in different stages.</p> <p>Participants should write down all the ideas that come to mind.</p>  | Introduction to the main topic.            | <input type="checkbox"/>            |
| 5'   | <p><b>Researchers' needs</b></p> <p>Presentation of the results of the UniWeliS Report<sup>1</sup></p>  | PowerPoint presentation             | <p>This part shows research results and poses the question whether all incoming international PhD students, academics and researchers have the same needs.</p> <p>It naturally leads to the next slide: "The main generalisations to consider", which should be discussed with participants.</p> | Presentation of researchers' perspectives. | <input type="checkbox"/>            |

1. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].



| Time | Most important content  | Training materials  | Guidelines for trainers  | Desired outcome  | <input checked="" type="checkbox"/> |
|------|---|---|--|--|-------------------------------------|
| 10'  | <p><b>The main generalisations to consider</b></p> <p>The trainer presents 5 generalisations and invites participants to the plenary discussion.</p>  | PowerPoint presentation                                       | <p>The list consists of 5 generalisations that participants do not need to agree with. They serve as an opening to a discussion on the needs of incoming international PhD students, academics and researchers.</p> <p>At the end of the training participants may once again discuss if there are any generalisations to be taken into consideration while designing support services for incoming international PhD students, academics and researchers.</p>   | Searching for the rules which can help to plan support services. | <input type="checkbox"/>            |
| 5'   | <p><b>Exercise: Services in different stages</b></p> <p>Participants are asked to examine the list of services they made in previous exercise and classify them into one of the 5 stages of mobility.</p> <p><b>Instruction:</b></p> <p>Please assign these services to one of the following stages:</p> <p>Stage 1: Pre-arrival services</p> <p>Stage 2: On-arrival services</p> <p>Stage 3: During the stay services</p> <p>Stage 4: Pre-departure services</p> <p>Stage 5: Post-departure services</p> | Participants return to the list compiled in exercise Services | <p>This exercise serves as a springboard to consider support services as a process with at least 5 distinguishable stages.</p> <p>The trainer asks the participants to say how many services were assigned to different stages.</p> <p><b>Possible results:</b></p> <ol style="list-style-type: none"> <li>Some stages are missing.<br/>It may mean that participants are not thinking of the services as a process.</li> <li>There is an imbalance in answers.<br/>It may mean that some services are considered more important than others.</li> </ol> <p><b>Conclusion:</b></p> <p>During the training 5 stages of mobility will be presented and discussed to give a better overview of the whole process.</p> | Support services relevant for different stages of mobility.      | <input type="checkbox"/>            |

| Time   | Most important content  | Training materials      | Guidelines for trainers  | Desired outcome  |  |
|--|---|-------------------------|--|--|---|
| 5'   | <p><b>Mobility process</b></p> <p>The example from the Bordeaux University's Welcome guide for Researchers<sup>2</sup>.</p> | PowerPoint presentation | <p>The example of Bordeaux University serves as an introduction to process design.</p> <p>It shows 5 distinct steps:</p> <ol style="list-style-type: none"> <li>1. Before you leave home</li> <li>2. When you arrive in Bordeaux</li> <li>3. During your stay</li> <li>4. Extending your stay</li> <li>5. Leaving France</li> </ol> <p>This Bordeaux list is compiled from the perspective of the researchers. During the training, the perspective of the institution will be emphasised. Therefore, in the training “Extending stay” will be omitted and “Post-departure” will be added.</p> | Support services are understood as a 5-step process or a road map. |  |
| <p>From this point on, the training may be conducted in one of 2 options:</p> <ul style="list-style-type: none"> <li>• Option A: CHOOSE MY UNI! The game</li> <li>• Option B: Creating a checklist for the institution</li> </ul> <p>The PowerPoint presentation is marked with <b>A</b> <b>B</b> in the right down corner. It helps to choose the slides which correspond to the game, workshop, or both activities. In general, introduction to the stages is the same. The trainer presents examples of desirable support services and asks for other examples or discusses the topic with the group.</p> <p>In option <b>A</b>: after the presentation of each stage, participants (in groups) start to choose services for the relevant stage of mobility and follow the game rules till the end of the round.</p> <p>In option <b>B</b>: after the presentation of each stage, participants (in institution-specific groups or individually) fill in the corresponding handouts.</p> |   |                         |  |  |   |

2. Bordeaux University, *Welcoming Guide for Researchers*, [https://www.u-bordeaux.fr/application/files/7716/6178/3733/2022\\_Guide\\_Accueil\\_chercheurs\\_internationaux.pdf](https://www.u-bordeaux.fr/application/files/7716/6178/3733/2022_Guide_Accueil_chercheurs_internationaux.pdf) [access: 31.01.2023].



| Time | Most important content  | Training materials   | Guidelines for trainers  | Desired outcome  |                                     |
|------|---|--|--|--|-------------------------------------|
| 10'  | <p><b>How to design the process?</b></p> <p>Presentation of the model</p> <p>For option A: CHOOSE MY UNI!<br/>The game, this part can be omitted.</p> | PowerPoint presentation  | <p>To design the process, the following stages can be distinguished:</p> <ol style="list-style-type: none"> <li>1. Map the process.</li> <li>2. Define the problem: <ul style="list-style-type: none"> <li>• which areas work well,</li> <li>• which work poorly,</li> <li>• which services require improvement,</li> <li>• which elements are missing and should be added.</li> </ul> </li> <li>3. Improve the model: <ul style="list-style-type: none"> <li>• using SMART goals that are possible to measure and implement in your own working area.</li> </ul> </li> <li>4. Test the model: <ul style="list-style-type: none"> <li>• in “real work”.</li> </ul> </li> <li>5. Collect and analyse data: <ul style="list-style-type: none"> <li>• measure costumers’ satisfaction,</li> <li>• share data and case studies</li> <li>• lead to Digital Welcome Centre.</li> </ul> </li> </ol> | Knowledge on how to design the process.  | <input checked="" type="checkbox"/> |
| 320' | <p><b>A</b></p> <p><b>Option A: CHOOSE MY UNI!<br/>The game</b></p> <p>The game rules are explained below.</p>  | <p>PowerPoint presentation (slides marked AB and A)</p> <p><a href="#">Handouts with support services (all steps)</a></p> <p><a href="#">CHOOSE MY UNI! Game materials</a></p> | <p>After the game is played, participants may be asked:</p> <ol style="list-style-type: none"> <li>1. To identify the <b>main obstacles</b> which may appear at each stage and provide relevant solutions.</li> <li>2. To identify which <b>data can be collected</b> at each stage and how to use it to improve the process.</li> <li>3. To design <b>customer satisfaction surveys</b> for each stage.</li> </ol>  | <p>Participants will gain a better understanding of services which may be provided by higher education institution at each stage of mobility (knowledge).</p> <p>Selecting specific services provides an opportunity to discuss the usefulness of, or demand for, different forms of support (sharing opinions). It also highlights the institution’s limitations.</p> <p>Interviews with Researchers help bring focus to the needs of the recipients of the services.</p> | <input type="checkbox"/>            |

| Time | Most important content  | Training materials  | Guidelines for trainers   | Desired outcome  |  |
|------|---|---|---|--|---|
| 160' | <p><b>B</b></p> <p><b>Option B: Creating a checklist for the institution</b></p> <p>This part includes 5 rounds of 30 minutes each:</p> <ul style="list-style-type: none"> <li>• trainer presentation</li> <li>• group work – filling in the data for each stage</li> <li>• discussion</li> </ul> | <p>PowerPoint presentation (slides marked AB and B)</p> <p>Handouts with support services:</p> <p><a href="#">Handout 5. (M3) Pre-arrival services</a></p> <p><a href="#">Handout 6. (M3) On-arrival service</a></p> <p><a href="#">Handout 7. (M3) During the stay services</a></p> <p><a href="#">Handout 8. (M3) Pre-departure services</a></p> <p><a href="#">Handout 9. (M3) Post-departure services</a></p> | <p>The aim of this exercise is to develop a document – a road map – for staff members engaged in providing support services to international PhD students, academics and researchers.</p> <p>After each presentation, participants work on the different steps of mobility by adding:</p> <ul style="list-style-type: none"> <li>• deadlines,</li> <li>• indications of persons in charge,</li> <li>• links to existing web pages.</li> </ul> <p>When working on the checklist, some services will have to be split (e.g. the section: “Daily life”), and others may need to be removed to reflect the actual structure, workload, and conditions at the higher education institution.</p> <p>When each step is finished, the trainer asks the participants to:</p> <ol style="list-style-type: none"> <li>1. Share their best practice examples in the area they are working on.</li> <li>2. Discuss the biggest difficulties which may arise and find possible solution.</li> <li>3. Define areas for improvement.</li> </ol> <p>After finishing all 5 steps, participants may also identify:</p> <ol style="list-style-type: none"> <li>1. The strongest stage at their institution, and they may consider how it can influence the higher education institution employer’s brand.</li> <li>2. The weakest stage at their institution, and they may provide three possible actions to improve it in the next 6 months (using SMART goals).</li> <li>3. Actions/stages that are missing, and they may provide three possible options to rectify this issue.</li> <li>4. Data collected at each stage, and they may discuss ideas on how to use it in their everyday work.</li> </ol> <p>Moreover, participants may:</p> <ol style="list-style-type: none"> <li>5. Design a satisfaction survey for one stage or several stages of the process.</li> <li>6. Share ideas to add to a case study collection at their institution.</li> </ol> | <p>Participants will learn services which may be provided by a higher education institution at each stage of mobility (knowledge).</p> <p>Work with handouts will help to diagnose:</p> <ul style="list-style-type: none"> <li>• the level of participants’ relevant knowledge,</li> <li>• higher education institution’s status quo,</li> <li>• areas in which services may be rebuild, developed, or implemented.</li> </ul> |  |

| Time | Most important content          | Training materials      | Guidelines for trainers   | Desired outcome          | <input checked="" type="checkbox"/> |
|------|---------------------------------|-------------------------|---|--------------------------|-------------------------------------|
| 20'  | <b>Conclusion &amp; summary</b> | PowerPoint presentation | <p>The trainer should point out at least the following points:</p> <ol style="list-style-type: none"> <li>1. Supporting international mobility is a process.</li> <li>2. Each process can be updated, developed or rebuilt.</li> <li>3. Changes should be made in response to real needs.</li> <li>4. Considering the process from different perspectives (support staff and researchers) provides better-matched services.</li> <li>5. Institutions are limited in their resources.</li> </ol> <p>Comprehensive approach to the process:</p> <ol style="list-style-type: none"> <li>1. Make internal work easier.</li> <li>2. Raise satisfaction of recipients of the services.</li> <li>3. Strengthen the higher education institution's employer brand.</li> </ol> | Wrap-up of the training. | <input type="checkbox"/>            |

# References

1. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf).
2. European Commission's communication, *Towards a European Framework for Research Careers*, [https://cdn5.euraxess.org/sites/default/files/policy\\_library/towards\\_a\\_european\\_framework\\_for\\_research\\_careers\\_final.pdf](https://cdn5.euraxess.org/sites/default/files/policy_library/towards_a_european_framework_for_research_careers_final.pdf).
3. Bordeaux University, *Welcoming Guide for Researchers*, <https://www.u-bordeaux.com/content/download/65291/499267/version/5/file/Guide%20d%27accueil%20Chercheurs%20-%20Welcome%20guide%20Researchers.pdf>.
4. EURAXESS, <https://euraxess.ec.europa.eu/>.
5. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/>.
6. Visual Paradigm Online, *University Application Process*, <https://online.visual-paradigm.com/diagrams/templates/flowchart/university-application-process/>.
7. Wikipedia, *Smart Goals*, [https://en.wikipedia.org/wiki/SMART\\_criteria](https://en.wikipedia.org/wiki/SMART_criteria).
8. Masaaki Imani, *Kazien Philosophy*, <https://www.kaizen.com/what-is-kaizen>.
9. UniWeliS Explorer App, *Academic mentoring programme for international PhD students*, <https://app.uniwelis.saia.sk/practice/view/51>.
10. UniWeliS Explorer App, *Checklists/How to do lists for international PhD students/hired academics/academics on mobility – PRE Arrival*, <https://app.uniwelis.saia.sk/practice/view/83>.
11. UniWeliS Explorer App, *Checklists/How to do lists for international PhD students/hired academics/academics on mobility – AFTER Arrival*, <https://app.uniwelis.saia.sk/practice/view/84>.
12. UniWeliS Explorer App, *Customised assistance: funding offers, application preparation*, <https://app.uniwelis.saia.sk/practice/view/100>.
13. UniWeliS Explorer App, *Customised assistance: visa & residence permit*, <https://app.uniwelis.saia.sk/practice/view/95>.
14. UniWeliS Explorer App, *Labour market preparation for spouse*, <https://app.uniwelis.saia.sk/practice/view/104>.
15. UniWeliS Explorer App, *Welcome buddies/guides for international doctoral students and academics*, <https://app.uniwelis.saia.sk/practice/view/82>.
16. UniWeliS Explorer App, *Welcome event for new international PhDs/academics*, <https://app.uniwelis.saia.sk/practice/view/101>.
17. UniWeliS Explorer App, *Workshop on career planning for international PhD students*, <https://app.uniwelis.saia.sk/practice/view/133>.

# Good practices examples as presented in the PowerPoint presentation

1. Bordeaux University, *Welcoming Guide for Researchers*, [https://www.u-bordeaux.fr/application/files/7716/6178/3733/2022\\_Guide\\_Accueil\\_chercheurs\\_internationaux.pdf](https://www.u-bordeaux.fr/application/files/7716/6178/3733/2022_Guide_Accueil_chercheurs_internationaux.pdf).
2. UniWeliS Explorer, *Mobility & data collection*, <https://app.uniwelis.saia.sk/practice/view/50>.
3. Humboldt-Universität zu Berlin, *Checklist – First Steps*, [https://www.international.hu-berlin.de/en/wissenschaftler/international-scholar-services/upon-arrival/check-list-for-first-steps/hu-iss\\_checklist-first-steps](https://www.international.hu-berlin.de/en/wissenschaftler/international-scholar-services/upon-arrival/check-list-for-first-steps/hu-iss_checklist-first-steps).
4. Christian-Albrechts-Universität zu Kiel, *Frequently asked Questions (FAQ)*, <https://www.international.uni-kiel.de/en/research-and-teaching-in-kiel/frequently-asked-questions-faq>.
5. Linköping University, *Work at LiU – a podcast for international staff and visitors*, <https://liu.se/en/podcast/work-at-liu>.
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9. Bordeaux University, *Welcoming Guide for Researchers*, [https://www.u-bordeaux.fr/application/files/7716/6178/3733/2022\\_Guide\\_Accueil\\_chercheurs\\_internationaux.pdf](https://www.u-bordeaux.fr/application/files/7716/6178/3733/2022_Guide_Accueil_chercheurs_internationaux.pdf).
10. Jagiellonian University in Kraków, *Internationals Visitors' Welcome Guide*, <https://indd.adobe.com/view/da389746-6d0e-4a16-83e9-cb00329c4260>.
11. University of Bonn, *Living in Bonn*, <https://www.uni-bonn.de/en/research-and-teaching/support-for-researchers-and-teachers/welcome-center-for-international-researchers/living-in-bonn>.
12. Österreichische Akademie der Wissenschaften, *Welcome Center*, <https://www.oeaw.ac.at/welcome-center>.
13. Medical University of Gdańsk, *Support during your stay*, <https://welcome.mug.edu.pl/57815.html>.
14. Skatteverket, *Living in Sweden – ID card*, <https://www.skatteverket.se/servicelankar/otherlanguages/inenglish/individualsandemployees/livinginsweden/idcard.4.7be5268414bea064694c420.html>.
15. Welcome Center – Geneva, <https://www.welc.ch/en/>.
16. University of Oslo, *On Arrival*, <https://www.uio.no/english/about/vacancies/ismo/on-arrival/>.
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# CHOOSE MY UNI! The game

## General information

This group game is intended to help design support services for incoming international PhD students, academics and researchers. During the game, participants will act as staff members of new higher education institutions aiming at attracting international researchers.

Considering the provided information (services, researchers' needs, benchmarking) and their own previous experience in the field, the participants will have to select services their institution will deliver at five game stages:

Stage 1: Pre-arrival services

Stage 2: On-arrival services

Stage 3: During the stay services

Stage 4: Pre-departure services

Stage 5: Post-departure services

In the last round (round 6), called Researchers' Fair, each institution will present its support offer for incoming international PhD students, academics and researchers.

The winning team is the one which will attract the greatest number of researchers (will respond to the needs of the greatest number of researchers).

## Game includes:

1. 1 service template for each group
2. 12 cards with researchers' profiles
3. 3 action cards
4. 5 handouts with support services assigned to each stage
5. PowerPoint presentation with examples of support services

## The number of participants

**Active players:** up to 25 (up to 5 groups)

**Game coordinator:** 1 (or more)

**Game observers:** 3-12 people

1. To maintain efficient communication and game time, no more than 5 groups are recommended to participate in the game. It is most effective for 20 participants divided into 4 groups.
2. One or two persons (trainers) should lead the game. When there is more than one trainer, tasks should be divided: one trainer delivers the information on support services, and the other one keeps time and makes sure the game stays on track.
3. To make the game more interactive, it is also possible to engage observers who play the roles of researchers (according to the given research profiles). When it is impossible, researchers can be played by participants or a trainer.

## Game duration

The total duration of the game is **5 hours**, including two breaks.

When possible, the game is recommended to last the whole training day. It will allow for longer breaks and time for discussion after each step is finished.

To maintain a level playing field, the game should be timed using a stopwatch.

## Game schedule

| Action          | Name of the part               | Details   | Time              |
|-----------------|--------------------------------|---|-------------------|
| Before the game | Presentation of the game rules | Information about the rules, the main aim of the game, time for individual actions, available aids (presentation, handouts) and action cards. | 5'                |
|                 | Division into groups           | Group integration<br>Naming the group<br>Assigning numbers to groups  | 15'               |
|                 | Designate the researchers      | Delivering researchers' profiles cards to individuals   | 5'                |
| Round 1         | Pre-arrival services           | Trainer presentation  | 15'               |
|                 |                                | Group work – choosing services<br>Strategic decision – using action cards and implementing new ideas  | 15'<br>15'        |
|                 |                                |   | <b>Total: 45'</b> |
| Round 2         | On-arrival services            | Trainer presentation  | 15'               |
|                 |                                | Group work – choosing services<br>Strategic decision – using action cards and implementing new ideas  | 15'<br>15'        |
|                 |                                |   | <b>Total: 45'</b> |
| Break           |                                |   | 15'               |
| Round 3         | During the stay services       | Trainer presentation  | 15'               |
|                 |                                | Group work – choosing services<br>Strategic decision – using action cards and implementing new ideas  | 10'<br>10'        |
|                 |                                |   | <b>Total: 35'</b> |
| Round 4         | Pre-departure services         | Trainer presentation  | 15'               |
|                 |                                | Group work – choosing services<br>Strategic decision – using action cards and implementing new ideas  | 10'<br>10'        |
|                 |                                |   | <b>Total: 35'</b> |
| Round 5         | Post-departure services        | Trainer presentation  | 15'               |
|                 |                                | Group work – choosing services<br>Strategic decision – using action cards and implementing new ideas  | 10'<br>10'        |
|                 |                                |   | <b>Total: 35'</b> |
| Break           |                                |   | 10'               |
| Round 6         | Researchers' Fair              | Profile presentations   | 5' /group         |
|                 |                                | Researchers' decisions<br>Counting collected cards (the number of attracted academics).   | 10'<br>Total: 35' |
| After the game  | Summary and conclusions        |   | 20'               |



## Game rules

### 1. Division into groups

Before the game, the trainer divides participants into groups (max 5 participants in each group) and explains the game rules. Each group creates a new higher education institution.

The first task is to name the institution. This part serves as an integration exercise for the group. Therefore, it is recommended that the institution's name should refer to a common feature of the group members (e.g. everyone likes chocolate = Chocolate University). The title will be used to communicate the group's work.

The second task is to assign numbers to the groups. Number one goes to the group whose name is first alphabetically. The remaining groups are numbered in a clockwise order.

### 2. Designate the researchers

Before the game starts, it must be decided who will play the roles of researchers described in the 12 included cards.

There are several options which depend on the number of participants and trainers involved:

1. Game observers (3-12) who will receive (1-4) dedicated roles.
2. Game participants who are already experienced in creating or delivering support services and wish to focus on researchers' expectations (4 x 3 roles each).
3. Trainer and co-trainer (x 6 each).
4. Trainer (x 12).

Depending on the decision, a person receives one or more profile cards. People playing the researchers must read the descriptions included on the cards. Researchers' profiles are named by subsequent letters. Those who play the role should name their character(s).

When the trainer plays 12 roles, profile cards should be shuffled, placed in a pile and drawn in subsequent moves.

### 3. Researchers' role in the game

Researchers' profiles cards include two parts:

1. Top of the card: information to be presented during the interview.
2. Bottom of the card: information on desirable services to be used in round 6: Researchers' Fair.

**In rounds 1-5**, Researchers deliver information on their work and life situation (according to the profile cards), which should help the participants to understand their needs and – consequently – design support services. They can be interviewed after each round by different groups.

**In round 6** (Researchers' Fair), Researchers check the support offer of each institution and choose the one which suits them the best.

Researchers are not allowed to show their profile cards to groups/participants.

### 4. Information on support services at each stage (rounds 1-5)

The trainer announces each round of the game and keeps time. Each round starts with delivering information on support services (PowerPoint & handouts).

The trainer may use PowerPoint presentation to deliver examples of the services provided by existing higher education institutions. When possible, the trainer may also present good practices provided by national institutions.

Moreover, before each round, participants receive handouts with activities desirable at each stage. All handouts can be distributed in advance. However, the group should consult them after the trainer finishes the presentation. This allows focusing better on the task at hand.

Activities (services) presented in handouts are sometimes grouped and may not include all possible options.

## 5. Choosing services for each stage (rounds 1-5)

After each presentation, groups are asked to choose a specific number of services to include in their own project. Each group chooses those services that, in their opinion, are the most crucial to attracting international PhD students, academics and researchers. To keep the game short and effective, it is recommended to choose 3-5 services at each stage. For the group of 20 participants divided into 4 groups, the following number of services are recommended:

|         |                          |            |
|---------|--------------------------|------------|
| Round 1 | Pre-arrival services     | 4 services |
| Round 2 | On-arrival services      | 3 services |
| Round 3 | During the stay services | 4 services |
| Round 4 | Pre-departure services   | 4 services |
| Round 5 | Post-departure services  | 4 services |

It is important to stress that a service is a single action. For example, participants cannot use “inclusion activities”, which is too broad as a concept. More specific services, such as networking meetings or intercultural communication trainings, should be used.

Depending on the round, group work last 10-15 minutes. Time should be counted down with a stopwatch.

## 6. Strategic decisions (rounds 1-5)

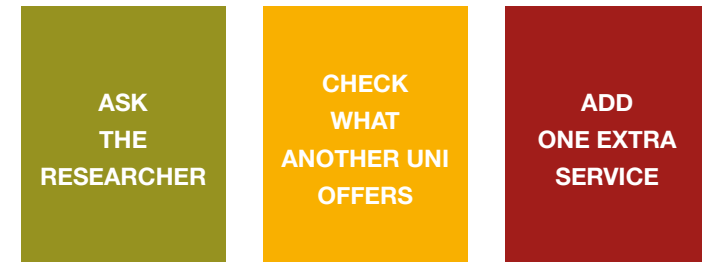
After designing each stage, participants make a strategic decision using Action Cards.

There are 3 action cards:

- Green: Ask the researcher
- Yellow: Check what another university offers
- Red: Add one extra service

Each group should have 3 cards at their disposal. Cards can be used more than once.

On the trainer's command, each group pick up one of the three cards (green, yellow, red), which illustrates the desirable action:



After choosing an action, a group has to:

**Green:** carry out a short interview with the selected researcher and make one change to the existing project.

**Yellow:** visit another university working area to examine that group's project, discuss it and make one change to the group's own project.

The trainer may decide whether this “job shadowing” is done by a whole group or just one designated person.

**Red:** discuss which service needs to be added and add one extra service at any stage of the process.

It is not allowed to:

- Show researchers' profile cards to the groups.
- Take pictures of other group's work.
- Making more than one change in one round.

Actions are executed clockwise. Starting from Group 1 in the first round, Group 2 – in the second round, etc.

Participants have a total of 15 minutes to complete this step. This time includes card selection, action (researchers' interview, job shadowing, decision at which stage the service needs to be added) and its implementation (introducing changes to the prepared scheme).

Time should be counted down with a stopwatch. The alarm sound means the round is over.

## 7. Researchers' Fair (round 6)

After 5 rounds (5 stages of mobility), groups participate in the Researchers' Fair. Each group has 8 minutes to present its profile: name & support services available for international PhD students, academics and researchers.

After the presentation, researchers (played by trainers, participants, or observers) choose the university which answers their needs. The duration of this part of the game is up to 10 minutes.

Choosing an institution means leaving the researcher's profile card in their working area.

The group that attracts the most international researchers (cards) is the winner.

- Services provided by institutions should respond to the needs of incoming researchers.
- It is impossible to respond to all researchers' needs at once. Therefore, it is better to focus or specialise in selected aspects.
- It is worth focusing on each stage of mobility separately.
- Some services are more important to incoming academics (pre-arrival services, on-arrival services), and some can be underestimated by them (post-departure services).
- New circumstances and new knowledge influence the process. It is useful to be open to changes.
- Benchmarking is beneficial and may help in building up an institution/structure.
- Experience obtained in support services for students may be helpful in designing services for researchers up to a point.

## 8. Summary and conclusions

### The educational role of the game

The point of the game is to present all stages of mobility and stress that its implementation may strengthen the higher education institution's standing among international PhD students, academics and researchers.

The game shows that support services are a broad concept and concern all actions starting from those undertaken before the arrival of the individual and finishing with those that take place after the international PhD students, academics and researchers end they stay at the institution. Moreover, support services should be considered a cyclical, step-by-step, often repeated process.

Each institution is different, and implementing all stages requires time and resources. Therefore, the 5 stages of mobility should be treated as a model, not as a solution for each institution.

While the game is based on a simplification and omits specific cases, it shows that researchers' needs may differ, and institutions cannot answer all of them, especially if no research on needs has been conducted.

Therefore, participants may come to the following conclusions:

- International PhD students, academics and researchers should be supported at all stages of mobility.

### Topics for discussion

1. Some stages are easier to design, while others are more difficult. Why?
2. Is it necessary to design all 5 stages at each institution?
3. How do researchers' needs vary according to their scientific career stage, personal situation, country of origin, etc.?
4. Is that true that some higher education institutions specialise in attracting a specific group of researchers? If so, why?
5. Are there any generalisations concerning the needs of incoming researchers that we should keep in mind while designing the process?
6. Are there any services which cannot be limited to one stage only?

### Additional task for a group work

1. To identify the main obstacles which may appear at each stage and provide relevant solutions.
2. To identify which data can be collected at each stage and how to use it to improve the process.
3. To design customer satisfaction surveys for each stage.

## Game materials

### CHOOSE MY UNI! – Service template

Each group should have a large piece of paper and colourful markers for the 6 areas presented in the template:

| NAME OF THE INSTITUTION   |  | NO.   |
|---|--|---|
| <b>Pre-arrival services</b><br><br>1.<br><br>2.<br><br>3.<br><br>4.   | <b>On-arrival services</b><br><br>1.<br><br>2.<br><br>3.               | <b>During the stay services</b><br><br>1.<br><br>2.<br><br>3.<br><br>4. |
| <b>Pre-departure services</b><br><br>1.<br><br>2.<br><br>3.<br><br>4. | <b>Post-departure services</b><br><br>1.<br><br>2.<br><br>3.<br><br>4. | <b>Researchers' Fair</b>  |

## CHOOSE MY UNI! – Researchers’ Profiles Cards

There are 12 cards with researcher profiles corresponding to four scientific career stages:

- first-stage researcher,
- recognised researcher,
- advanced researcher,
- leading researcher.

All cards should be printed out and shared among participants who will play the roles.

Participants who will play the role of researchers should name the persons they play.

! Check “Designate the researchers” for card distribution.

### Person A

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don’t know yet.*

Person A is a first-stage researcher – a PhD student from a European Union country with experience in Erasmus mobility. A is a single person who does not need extra support in translocation, accommodation and administrative issues.

Person A is looking for the possibility of joining the research team. Person A is oriented towards designing their own scientific career path. Therefore, A seeks a mentor, tutor or supervisor.

Length of stay in host institution: 12-18 months

Type of contact: PhD student exchange in the framework of the bilateral agreement between institutions

---

*This part is top secret and can be used only in round 6: Researchers’ Fair*

Services which suit A’s needs:

- Career advisory services
- Mentoring possibilities
- Basic help before arrival

### Person B

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don’t know yet.*

Person B is a first-stage researcher – a PhD student from a non-European Union country. B has no experience in international mobility. At the home institution, person B collaborated mainly with people with the same origins.

Person B is interested in obtaining international experience. B would like to start collaborating with first-stage researchers from other countries during a post-doc stay.

Length of stay in host institution: 12 months

Type of contact: scholarship

---

*This part is top secret and can be used only in round 6: Researchers’ Fair*

Services which suit B’s needs:

- Before arrival assistance, especially concerning entry conditions
- Inclusion activities during the stay, such as intercultural communication workshops, language classes
- Buddy / Tutor

## CHOOSE MY UNI! – Researchers' Profiles Cards

**Person C**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person C is a first-stage researcher – a PhD student from a non-European Union country. Person C graduated from joint master's degree studies conducted by two European Union countries. Therefore, C has an extensive experience in international mobility. Person C wants to travel with their spouse.

Person C is already a member of the international research team and works on a joint project remotely. For person C, living conditions are crucial.

Length of stay in host institution: 9 months

Type of contact: scholarship

---

*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit C's needs:

- Help with accommodation (e.g. renting a flat)
- Support for family members
- Professional networking

**Person D**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person D is a recognised researcher with a Doctoral Diploma obtained outside of the European Union. D is a single person who needs a visa to enter your country.

Person D is interested in career development. D is searching for grants and the possibility of publishing the results of their research. Person D is also very much interested in the popularisation of research work.

Length of stay in host institution: 18 months

Type of contact: scholarship

---

*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit D's needs:

- Legal advisory services before arrival (legalisation of documents, entry conditions)
- Engagement in activities aimed at popularising science
- Publishing house / Support in the dissemination of research result

## CHOOSE MY UNI! – Researchers' Profiles Cards

**Person E**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person E is a recognised researcher with a Doctoral Diploma and experience in team leading. Person E is a European Union citizen married to a non-EU citizen. They travel together and need support with legal issues.

Person E is very focused on research development. E is looking for the possibility of joining an interdisciplinary research team and collaborating with other researchers.

Length of stay in host institution: 7 months

Type of contact: scholarship

---

*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit B's needs:

- Advanced assistance in legal issues before arrival
- Support for family members
- Scientific networking

**Person F**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person F is a recognised researcher with a Doctoral Diploma. Although person F is experienced in international mobility, F prefers to have assistance with legal issues.

Person F is known as an expert in their area. F is keen to serve as an expert and provide expertise and press comments.

Length of stay in host institution: 24 months

Type of contact: job position with a regular work contract

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*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit F's needs:

- Engagement in the academic community (e.g. expert base, collaboration with the press office or spokesperson)
- Support in legal issues before and throughout the stay
- Engagement in activities aimed at popularising science

## CHOOSE MY UNI! – Researchers' Profiles Cards

**Person G**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person G is an established researcher who has published numerous articles in international scientific magazines. However, G has experience in short-term mobility only. Person G will come with their spouse and children.

Person's G research is focused on resolving national problems. Therefore, G wishes to collaborate closely with national experts from your institution during their stay.

Length of stay in host institution: 18 months

Type of contact: scholarship

---

*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit G's needs:

- Support in relocation
- Networking events
- Support for family issues

**Person H**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person H is an established researcher from a non-European Union country. Person H has a relatively little experience in international mobility.

Person H obtained a national grant to conduct research at your institution. H wishes to engage both first-stage researchers (PhD students) and recognised researchers in this project.

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*This part is top secret and can be used only in round 6: Researchers'Fair.*

Services which suit H's needs:

- Support before arrival (including support with legal issues)
- Networking events
- Support for research teams



## CHOOSE MY UNI! – Researchers' Profiles Cards

**Person I**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person I is an established researcher from a European Union country. Person I is travelling with spouse, children and pet.

Person I, who has an established reputation as a researcher, will join an existing research group at your institution. Person I is concerned about family issues. Their spouse wishes to work, and their children need to go to kindergarten. Moreover, they will need a pet sitter.

Length of stay in host institution: 3 years

Type of contact: job position with a regular work contract

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*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit I's needs:

- Support with family issues at all stages of mobility
- Support in traveling with animals
- Support in pet care after arrival

**Person J**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person J is a leading researcher from a non-European Union country. Person J is travelling alone. However, J wants to be able to visit family as often as possible.

Person J will come for one year and will have the possibility to prolong their stay. If yes – J's family will come.

Length of stay in host institution: 1 year with an option for prolongation to 2 years

Type of contact: research grant

---

*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit J's needs:

- Before arrival support (entry requirement, legal issues, etc.)
- Relocation of family members
- Support for family members

## CHOOSE MY UNI! – Researchers' Profiles Cards

**Person K**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person K is a leading researcher from a non-European Union country who travels with a spouse. They spent many years in the United States. They are not familiar with entry requirements to your country.

Person K is a member of several research groups, does their own research, writes articles and publishes in highly scored scientific journals. K is willing to work with less experienced researchers in the field.

Length of stay in host institution: 24 months

Type of contact: job position with a regular work contract

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*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit K's needs:

- Before arrival support (entry requirement, legal issues, etc.).
- Mentoring programme
- Support for a family member

**Person L**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person L is a leading researcher from a European Union country. L has spent 2 years at your institution and was very satisfied. L's links with your higher education institution are solid and significant.

L has broad experience in mobility and wishes to settle down. L wishes to obtain a new research infrastructure grant and focus on supporting PhD students.

Length of stay in host institution: 6 months

Type of contact: scholarship

---

*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit L's needs:

- Alumni organisation
- Newsletters
- Support in grant applications

## CHOOSE MY UNI! – Action cards

Cards should be printed out and distributed to participants.

Each group should have 3 cards at their disposal.



**ASK  
THE  
RESEARCHER**



**CHECK  
WHAT  
ANOTHER UNI  
OFFERS**



**ADD  
ONE EXTRA  
SERVICE**

## CHOOSE MY UNI! – Handouts with support services

5 handouts with support services should be printed out and delivered to each group or each participant. Handouts can also be used in electronic form.

Handout names correspond to the 5 mobility stages presented in the training:

- Handout 5. (M3) Pre-arrival services
- Handout 6. (M3) On-arrival services
- Handout 7. (M3) During the stay services
- Handout 8. (M3) Pre-departure services
- Handout 9. (M3) Post-departure services

# Handout 5. Pre-arrival services

| STAFF                               |   |  |     | RESEARCHER |   |
|-------------------------------------|---|--|-----|------------|---|
| ✓                                   | Task  | Data   | Who | When       | Task  |
| <input checked="" type="checkbox"/> | <p><b>Basic info</b></p> <p>Collect basic information about incoming researcher.</p>  | <ul style="list-style-type: none"> <li>• scientific status</li> <li>• grant/scholarship name</li> <li>• planned date of arrival</li> <li>• length of stay</li> <li>• nationality</li> <li>• family status</li> </ul> |     |            | <p>Contact host institution.</p> <p>Deliver basic information concerning your arrival.</p> <p>If you travel with your family, provide basic information concerning your family members.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Higher education institution's website</li> </ul>  |
| <input type="checkbox"/>            | <p><b>Visa or related</b></p> <p>Provide information about national rules concerning legal entry and stay in the county.</p> <p>If necessary, prepare the required documents: confirmation letter, invitation letter, hosting agreement, etc.</p> | <ul style="list-style-type: none"> <li>• recommended visa types</li> </ul>   |     |            | <p>Check entry requirements of the country, choose your migration profile and (if necessary) apply for a visa.</p> <p>If you travel with your family and it is applicable, apply for visas for family members.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• European EURAXESS network</li> <li>• Embassy of the host country</li> </ul> |
| <input type="checkbox"/>            | <p><b>Accommodation</b></p> <p>Provide information on accommodation</p> <p>If HEI provides accommodation in its own facilities, provide information about this.</p>   | <ul style="list-style-type: none"> <li>• booking rules</li> <li>• costs</li> <li>• payment methods</li> <li>• housing providers</li> </ul>   |     |            | <p>Book accommodation.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Higher education institution's website</li> <li>• Housing providers</li> </ul>  |

## Handout 5. Pre-arrival services

| STAFF                               |   |  |     | RESEARCHER |   |
|-------------------------------------|---|--|-----|------------|---|
| <input checked="" type="checkbox"/> | Task  | Data   | Who | When       | Task  |
| <input type="checkbox"/>            | <p><b>Family issues</b></p> <p>Deliver information for family members, if applicable.</p>   | <ul style="list-style-type: none"> <li>• childcare</li> <li>• primary/secondary education</li> <li>• language courses</li> <li>• health care</li> <li>• work, etc.</li> </ul>  |     |            | <p>List your family members' needs and share it with host institution.</p> <p>Contact host institution to arrange family issues.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• External institutions</li> </ul>  |
| <input type="checkbox"/>            | <p><b>Daily life</b></p> <p>Provide information on daily life.</p>  | <ul style="list-style-type: none"> <li>• money exchange</li> <li>• banking</li> <li>• taxes</li> <li>• driving</li> <li>• health care</li> <li>• safety</li> </ul>   |     |            | <p>Check information on daily life.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• European EURAXESS network</li> <li>• Higher education institution's website</li> </ul>   |
| <input type="checkbox"/>            | <p><b>Documents</b></p> <p>Remind the researcher to bring documents that may be necessary during their stay in the country.</p> <p>Provide the list of required documents in different areas:</p> <ul style="list-style-type: none"> <li>• legalization of stay,</li> <li>• work history,</li> <li>• family issues,</li> <li>• diseases.</li> </ul> | <ul style="list-style-type: none"> <li>• birth certificate</li> <li>• marriage certificate</li> <li>• name change confirmation</li> <li>• diplomas</li> </ul> <p>Some certificates may need to be:</p> <ul style="list-style-type: none"> <li>• legalised or apostilled,</li> <li>• translated by a sworn translator.</li> </ul> |     |            | <p>Collect all documents that may be necessary during your stay in the host country.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• European EURAXESS network</li> <li>• Higher education institution's website</li> <li>• List of required documents</li> <li>• List of sworn translators</li> <li>• The institution to carry out legalization of the documents (e.g. the Ministry of Justice or Foreign Affairs in your country of origin), if possible.</li> </ul> |
| <input type="checkbox"/>            | <p><b>Welcome</b></p> <p>Arrange the method of contact during the trip.</p> <p>Arrange 1<sup>st</sup> meeting in person.</p>  |  |     |            | <p>Links:</p> <ul style="list-style-type: none"> <li>• Contact details</li> <li>• Addresses</li> </ul>  |

# Handout 6. On-arrival services

| STAFF                               |  |   |     | RESEARCHER |   |
|-------------------------------------|--|---|-----|------------|---|
| ✓                                   | Task   | Data  | Who | When       | Task  |
| <input checked="" type="checkbox"/> | <p><b>Welcome</b></p> <p>Organise:</p> <ul style="list-style-type: none"> <li>• welcome meeting</li> <li>• buddy / tutor / host team meeting</li> <li>• campus tour</li> <li>• welcome meeting for family members</li> </ul> <p>Provide information on further steps.</p>          | <ul style="list-style-type: none"> <li>• time &amp; venue</li> <li>• contact details</li> <li>• necessary documents</li> <li>• check-list</li> </ul>            |     |            | <p>Take part in welcome activities.</p> <p>Get familiar with the higher education institution's obligations.</p> <p>If you travel with your family, use the support provided by the institution.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Higher education institution's website</li> <li>• City guides and transportation app</li> </ul>   |
| <input type="checkbox"/>            | <p><b>Legalisation of stay</b></p> <p>Provide information about national rules concerning legal stay in the county.</p> <p>Arrange meeting in the relevant institutions (if applicable).</p> <p>If necessary, prepare the required documents (confirmation letter or related).</p> | <ul style="list-style-type: none"> <li>• responsible institutions</li> <li>• deadlines</li> <li>• required documents</li> <li>• contact details</li> </ul>      |     |            | <p>Register in the host country.</p> <p>Apply for a resident permit.</p> <p>Apply for the registration number.</p> <p>If you travel with your family, consult their obligations.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Immigration office</li> <li>• Responsible institutions</li> </ul>   |
| <input type="checkbox"/>            | <p><b>Daily life</b></p> <p>Provide information on daily life issues, such as:</p> <ul style="list-style-type: none"> <li>• Banking</li> <li>• Tax system</li> <li>• Health care</li> <li>• Accommodation</li> <li>• Phone</li> <li>• Internet</li> </ul>                          | <ul style="list-style-type: none"> <li>• relevant institutions</li> <li>• deadlines</li> <li>• documents</li> <li>• costs</li> <li>• contact details</li> </ul> |     |            | <p>Open bank account.</p> <p>Get familiar with the country's tax system.</p> <p>Apply for tax identification number (if other than country registration number).</p> <p>Arrange health care contract (if not provided by employer).</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• All relevant institutions (banks, offices, housing providers, etc.)</li> <li>• Higher education institution's website</li> </ul> |

## Handout 6. On-arrival services

|                                     | STAFF   |   |     |      | RESEARCHER   |
|-------------------------------------|---|---|-----|------|--|
| <input checked="" type="checkbox"/> | Task  | Data  | Who | When | Task   |
| <input checked="" type="checkbox"/> | <p><b>Settling into the higher education institution</b></p> <p>Arrange meetings with:</p> <ul style="list-style-type: none"> <li>• HR</li> <li>• Financial department</li> <li>• Faculty</li> </ul> <p>Grant access to:</p> <ul style="list-style-type: none"> <li>• higher education institution facilities (keys /access cards)</li> <li>• teaching resources (laboratory, library)</li> <li>• IT services (WiFi, e-mail, internal systems, newsletter)</li> </ul> <p>Provide information on introductory courses:</p> <ul style="list-style-type: none"> <li>• Occupational health and safety</li> <li>• Intellectual property rights</li> <li>• Security of personal data</li> <li>• Diversity / antiharassment</li> </ul> | <ul style="list-style-type: none"> <li>• responsible units</li> <li>• deadlines</li> <li>• time &amp; venue</li> <li>• contact details</li> </ul><br><ul style="list-style-type: none"> <li>• time &amp; venue</li> <li>• contact details</li> </ul><br><ul style="list-style-type: none"> <li>• course list</li> <li>• registration forms</li> <li>• time &amp; venue</li> </ul> |     |      | <p>Sign the contract of employment.</p> <p>Fill in financial documents.</p><br><p>Get access to necessary facilities.</p> <p>Register in internal IT systems.</p><br><p>Take part in introductory courses.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Intranet</li> <li>• Responsible staff/departments</li> </ul> |
| <input type="checkbox"/>            | <p><b>Family issues</b></p> <p>Provide information for family members concerning:</p> <ul style="list-style-type: none"> <li>• Childcare and education</li> <li>• Employment of spouses</li> <li>• Family benefits</li> <li>• Health care</li> </ul>  | <ul style="list-style-type: none"> <li>• relevant institutions</li> <li>• deadlines</li> <li>• documents</li> <li>• costs</li> <li>• contact details</li> </ul>   |     |      | <p>Sign children in the nursery (or related).</p> <p>Apply for family benefits (if applicable).</p> <p>Arrange health care for family members (if not covered by employer).</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• All relevant institutions</li> <li>• Higher education institution's website</li> </ul>      |



# Handout 7. During the stay services

| STAFF                               |   |  |     | RESEARCHER |  |
|-------------------------------------|---|--|-----|------------|--|
| ✓                                   | Task  | Data   | Who | When       | Task   |
| <input checked="" type="checkbox"/> | <p><b>Inclusion activities</b></p> <p>Provide information about possibilities for the researcher and family members:</p> <ul style="list-style-type: none"> <li>• Language course</li> <li>• Cultural integration</li> <li>• Integration meetings</li> <li>• Networking meetings</li> </ul>   | <ul style="list-style-type: none"> <li>• responsible units</li> <li>• external institutions</li> <li>• registration forms</li> <li>• deadlines</li> <li>• time &amp; venue</li> <li>• contact details</li> </ul>                           |     |            | <p>Take part in the courses provided.</p> <p>If you travel with your family, use the support provided.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Intranet</li> <li>• Responsible institutions</li> </ul>  |
| <input type="checkbox"/>            | <p><b>Career development</b></p> <p>Provide information on:</p> <ul style="list-style-type: none"> <li>• Founding opportunities</li> <li>• New and ongoing projects</li> <li>• Conferences</li> </ul>   | <ul style="list-style-type: none"> <li>• call for proposals</li> <li>• time &amp; venue</li> <li>• responsible higher education institution unit</li> <li>• external institution</li> <li>• contact details</li> </ul>                     |     |            | <p>Get familiar with career opportunities.</p> <p>Apply for external funding if possible.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• External institutions</li> <li>• Intranet</li> <li>• Higher education institution's website</li> </ul>  |
| <input type="checkbox"/>            | <p><b>Dissemination of research results</b></p> <p>Arrange a meeting with:</p> <ul style="list-style-type: none"> <li>• Science Department</li> <li>• Marketing Department</li> <li>• Education Department</li> </ul> <p>Provide information on the higher education institution's marketing strategy and visibility (staff, research results, etc.).</p> | <ul style="list-style-type: none"> <li>• higher education institution communication channels</li> <li>• higher education institution events</li> <li>• responsible units</li> <li>• time &amp; venue</li> <li>• contact details</li> </ul> |     |            | <p>Take part in science popularisation events.</p> <p>Provide masterclasses.</p> <p>Engage in higher education institution promotion events.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• External institutions</li> <li>• Intranet</li> <li>• Higher education institution's website</li> </ul> |

# Handout 8. Pre-departure services

| STAFF  |  |     |      | RESEARCHER  |  |
|--|--|-----|------|---|--|
| Task   | Data   | Who | When | Task  |  |
| <input checked="" type="checkbox"/> <p><b>Closing higher education institution matters</b></p> <p>Organise meetings with:</p> <ul style="list-style-type: none"> <li>• HR</li> <li>• Financial department</li> </ul> <p>Provide documents confirming stay.</p>   | <ul style="list-style-type: none"> <li>• deadlines</li> <li>• time &amp; venue</li> <li>• contact details</li> <li>• check-list</li> </ul> |     |      | <p>Terminate higher education institution contracts. Give back the keys, access cards, equipment, etc. Collect documents confirming your stay.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Intranet</li> </ul>   |  |
| <input type="checkbox"/> <p><b>Closing life matters</b></p> <p>Terminate contracts concerning:</p> <ul style="list-style-type: none"> <li>• Accommodation</li> <li>• Banking</li> <li>• Health Care</li> <li>• Phone</li> <li>• Internet</li> <li>• Employment contract (spouses)</li> <li>• Completion of education (children), etc.</li> </ul> | <ul style="list-style-type: none"> <li>• deadlines</li> <li>• contact details</li> <li>• check-list</li> </ul>                             |     |      | <p>Notify the Immigration Office about the termination of your stay.</p> <p>Notify Tax Office – if applicable.</p> <p>Terminate contracts.</p> <p>If you travel with your family, collect documents confirming your stay and completion of education.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• All relevant institutions</li> </ul> |  |
| <input type="checkbox"/> <p><b>Feedback</b></p> <p>Collect data and impressions.</p>   | <ul style="list-style-type: none"> <li>• customer satisfaction survey</li> <li>• testimonial</li> <li>• contact details</li> </ul>         |     |      | <p>Fill in a customer satisfaction survey.</p> <p>Share your testimonial.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Intranet</li> </ul>  |  |
| <input type="checkbox"/> <p><b>Further contact</b></p> <p>Inform on possible options:</p> <ul style="list-style-type: none"> <li>• Alumni Organisation</li> <li>• Newsletters</li> </ul>   | <ul style="list-style-type: none"> <li>• responsible units</li> <li>• registration forms</li> <li>• contact details</li> </ul>             |     |      | <p>Sign up for Alumni Organisation.</p> <p>Subscribe to the higher education institution's newsletter.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Alumni Organisation</li> </ul>  |  |

# Handout 9. Post-departure services






| STAFF                               |  |   |     | RESEARCHER |   |
|-------------------------------------|--|---|-----|------------|---|
| <input checked="" type="checkbox"/> | Task   | Data  | Who | When       | Task  |
| <input checked="" type="checkbox"/> | <p><b>Maintaining contact</b></p> <p>Keep regular contact:</p> <ul style="list-style-type: none"> <li>• Alumni Organisation</li> <li>• Newsletters</li> <li>• Seasonal greetings</li> <li>• Annual meetings</li> </ul>   | <ul style="list-style-type: none"> <li>• meeting details</li> <li>• contact details</li> </ul>                        |     |            | <p>Take part in Alumni meetings.</p> <p>Take part in higher education institution events.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Alumni Organisation</li> <li>• Communication Department</li> <li>• Higher education institution's website</li> </ul> |
| <input type="checkbox"/>            | <p><b>Strengthen links</b></p> <p>Provide information on possible (job) options:</p> <ul style="list-style-type: none"> <li>• Expert</li> <li>• Board member</li> <li>• Counsellor</li> <li>• Mentor</li> <li>• Tutor</li> <li>• Evaluator (contest, project)</li> <li>• Ambassador</li> </ul> | <ul style="list-style-type: none"> <li>• registration forms</li> <li>• contact details</li> </ul>                     |     |            | <p>Engage in higher education institution activities.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Alumni Organisation</li> <li>• Higher education institution's website</li> </ul>   |
| <input type="checkbox"/>            | <p><b>Expose relation</b></p> <p>Be up to date with individual achievements:</p> <ul style="list-style-type: none"> <li>• Track career</li> <li>• Share information on successes</li> </ul>  | <ul style="list-style-type: none"> <li>• news</li> <li>• communication channels</li> <li>• contact details</li> </ul> |     |            | <p>Share information on your scientific achievements.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Marketing Department</li> </ul>  |

# 4

## MODULE

# Local Partnerships

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|   |                               |  |
|---|-------------------------------|--|
|    | <b>Authors</b>                | Ablenana Antonova, Nikolina Tsvetkova<br>Sofia University “St. Kliment Ohridski”, Bulgaria   |
|    | <b>Total duration</b>         | 3 hours, including a 15 minute break   |
|    | <b>Number of participants</b> | minimum: 5, maximum: 20  |
|   | <b>Target group</b>           | <ul style="list-style-type: none"><li>• Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.</li><li>• Higher education managers (leadership and management, coordinators, leaders, etc. at central and faculty levels), involved in the internationalisation of their institution.</li><li>• Academic staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.</li><li>• Research institutions authorities, managers and support staff interested in internationalisation of their institutions.</li><li>• Higher education staff members engaged or interested in:<ul style="list-style-type: none"><li>– internationalisation of higher education institutions,</li><li>– international mobility of PhD students and academics,</li><li>– support services for incoming researchers,</li><li>– local partnerships development and/or improvement,</li><li>– strategic management,</li><li>– strategic planning.</li></ul></li><li>• Newly hired staff members of higher education institutions whose duties involve support for international PhD students, academics and researchers.</li></ul> |
|  | <b>Training goals</b>         | Highlight the importance of collaboration with various partners and explore how local collaboration affects international academic mobility.   |

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**Points to be covered**

1. Highlight the importance of collaboration with various external partners dealing with international mobility.
2. Discuss and reflect on:
  - Ways to explore the existing local partnerships.
  - Building new relations on the basis of common interests.
3. Share and reflect on best practices in exploring the existing / creating new local partnerships.

**Training materials**

1. [PowerPoint presentation](#)
2. [Handout 10. \(M4\) Key partners](#)
3. [Handout 11. \(M4\) Actions](#)
4. [Handout 12. \(M4\) Roleplay: Could you help me to...](#)
5. [Additional materials](#)

# Suggestions for prospective trainers

In this module, the term “local partnerships” is understood as an umbrella term for all the relationships between higher education institutions and external bodies directly or indirectly related to international mobility, which provide benefits for partners and their surroundings. Thus, “partners” can also be named stakeholders.

Moreover, “local” does not mean that partners are located in geographic proximity. The “locality” of partnerships is reflected in their influence on local issues and the local area.

The following working definition is also used: “A partnership is when two or more organisations work together towards a common aim; the partnership can be either formal or informal”.

The training covers collaboration with:

1. Institutions delivering general information guidance on studying and working in the host country (e.g., EURAXESS<sup>2</sup>, Fulbright<sup>3</sup>, DZS<sup>4</sup>, NAWA<sup>5</sup>, SAIA<sup>6</sup>).
2. Institutions operating within the EURAXESS network.
3. Embassies and local integration centres.
4. Local institutions dealing with accommodation, social security, health, financial and immigration matters, as well as family issues.
5. Cities and municipalities.
6. National policymakers concerning national immigration legislation, staffing and academic autonomy.

Each partnership may have a different form. It could be fully formalised (based on agreements /contracts), partly formalised (based on the law), project-based (established for a specific reason) or informal (built on personal contacts). Moreover, partnerships range from long-lasting relations and to brief ad hoc forms of collaboration.

Therefore, it is recommended to get to know the context of the place where the training will be delivered. The trainer should remember that in the European Union, there are important differences regarding legal issues concerning researchers of European Union and non-European Union nationalities. Knowledge of the participant’s country of residence may be useful in providing adequate examples. When the training is delivered in a specific country, it is recommended that the trainer use national examples.

It may be useful if the trainer provides a list of the legal framework (legal acts) concerning foreigners’ mobility and also indicates organisations, offices or websites where the information may be found (as extra information / further reading). However, the focus of the training is not on the legal requirements pertaining to hosting researchers.

Alternatively, the trainer can ask the participants to send them lists of the basic legal requirements concerning EU and non-EU incoming researchers prior to the workshop or bring them along to the workshop. It will help to identify external bodies which may be engaged in the process.

For training delivered in a specific organisation, it is recommended that the trainer:

- Uses the correct names of the department and offices engaged in the process. This may require a baseline study of the organisation’s structure prior to the training.
- Invites all actors engaged in the process. This may require a baseline study of the organisation’s structure before the training.

The UniWeliS Report on [Attracting and Supporting International PhD students, Lecturers and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvement](#)<sup>7</sup> can provide useful insights on context-specific data, conclusions and

1. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, p. 49, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].  
 2. EURAXESS, <https://euraxess.ec.europa.eu/> [access: 31.01.2023].  
 3. Fulbright Scholarship Programme, <https://us.fulbrightonline.org/> [access: 31.01.2023].  
 4. Czech National Agency for International Education and Research (DZS), <https://www.dzs.cz/en> [access: 31.01.2023].  
 5. Polish National Agency for Academic Exchange (NAWA), <https://nawa.gov.pl/en/nawa> [access: 31.01.2023].  
 6. Slovak Academic Information Agency (SAIA), <https://www.saia.sk/en/> [access: 31.01.2023].  
 7. Kupriyanova V., Ferencz I., op. cit.

recommendations about the perceptions the surveyed institutions' and incoming academics hold of the support services offered (Sections 4 and 5 of the Report). These can serve as a source of adaptations of the suggested training scenario below. The Report is available at the [UniWeliS project webpage](#)<sup>8</sup>.

The structure of the audience (heterogeneous / homogeneous group) will also affect the exercises provided in this module. The core activity in this module is to draw a map of partnerships (ecosystem). If the training is delivered to a specific organisation, participants should create a map of the exact institutions they collaborate with. For training delivered to mixed groups, it is recommended that participants work on an ideal map (ideal ecosystem).

When presenting good practices, the trainer is welcome to use the [UniWeliS Explorer App](#)<sup>9</sup>. It is recommended that the trainer get acquainted with the app before the training and select a few examples suitable to the particular training context.

When participants deliver examples, the trainer should highlight those which serve administrative staff, academics and external partners.

When the training is delivered to a less experienced group, which is not strictly involved in international mobility, or when the training is organised for new staff members, the trainer may rearrange the training to include one or two additional exercises presented in the Additional materials section at the end of this chapter. Both exercises aim to help the participants understand researchers' needs and to show a more human face of local partnerships.

## Expected learning outcomes

On completing the training, participants will:

1. Know key players (institutions) supporting international academic mobility.
2. Understand the importance of local partnerships (especially informal ones) and of cooperation.
3. Know how to establish local cooperation and partnerships, and who can help in this process.
4. Be able to create a map of local partners.
5. Be able to build or strengthen links between their own institution and local partners.
6. Be able to identify possible supporters in establishing successful partnerships.
7. Be willing to redefine their own attitude towards external partners.
8. Be willing to build relations with local partners.

8. UniWeliS Project, <https://uniwelis.saia.sk/> [access: 31.01.2023].

9. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].



# Training scenario

| Time | Most important content  | Training materials  | Guidelines for trainers   | Desired outcome                            | <input checked="" type="checkbox"/> |
|------|---|---|---|--|-------------------------------------|
| 5'   | <p><b>Welcome</b></p> <p>Trainer's presentation</p> <p>Brief introduction to the UniWeliS Project</p> <p>Training agenda</p>  | PowerPoint presentation   | The welcome should be short and clear. It is important to provide information on the trainer's experience in the field and/or the reason why the training is organised. | Introduction to the training.              | <input type="checkbox"/>            |
| 8'   | <p><b>Contract (optional)</b></p> <p>The trainer asks participants to set mutually agreed rules concerning the training.</p> <p>The following aspects may be included in the contract:</p> <ul style="list-style-type: none"> <li>• relations in the group,</li> <li>• breaks,</li> <li>• use of mobiles,</li> <li>• way of presenting participants' ideas.</li> </ul>              | <p>Large-sized piece of paper (flipchart or A3 paper) for the contract and markers</p> <p>or</p> <p>board + markers</p> | The trainer asks participants what is important for them in this training and puts the collated information on the A3 paper.  | Establishing rules of training.            | <input type="checkbox"/>            |
| 10'  | <p><b>Presentation of the participants</b></p> <p>Participants are asked to say their name(s) and present themselves in a few words.</p> <p>The trainer asks participants to share:</p> <ul style="list-style-type: none"> <li>• their interests,</li> <li>• professional experience or role in the organisation,</li> <li>• what they value in international exchanges.</li> </ul> | Stickers for participants to write their name on.   | It is important to do the presentations in an orderly manner.   | Introductions. Getting to know each other. | <input type="checkbox"/>            |





| Time | Most important content   | Training materials   | Guidelines for trainers  | Desired outcome   | <input checked="" type="checkbox"/> |
|------|--|--|--|---|-------------------------------------|
| 5'   | <p><b>Introduction to the module</b></p> <p>The trainer presents the training agenda and learning objectives.</p>                                    | PowerPoint presentation  | The trainer briefly presents the module aims and invites participants to do the first exercise.  | Introduction to the module.   | <input type="checkbox"/>            |
| 5'   | <p><b>Exercise: Partnerships &amp; collaborators</b></p> <p>This exercise helps to identify stakeholders relevant for this module.</p>               | <p>PowerPoint presentation with prompts (possible examples)</p> <p>Large-sized piece of paper (i.e. flipchart or A3 paper) to order the list of partners relevant to the particular contexts</p> | <p>The trainer invites participants to do the first exercise.</p> <p><b>Step 1:</b> Individually, participants make a list of the partner institutions/ bodies their organisation interacts with.</p> <p><b>Instruction:</b></p> <p>Individually, please make a list of the institutions, organisations, networks, etc. your higher education institution collaborates with.</p> <p><b>Step 2:</b> When the lists are ready, participants are asked to discuss in pairs (as they sit) which partners from their list deal with international mobility of academics.</p> <p><b>Instruction:</b></p> <p>Please discuss with your neighbour which partners included in your list deal with international mobility of academics.</p> <p>If you discover that some partners are missing, please add them to your lists.</p> <p>There is no need to give exact names. Try to group these organisations – e.g. foreign higher education institutions.</p> <p><b>Summary:</b></p> <p>The trainer asks participants to present their list and put the ideas on the board.</p> <p>The trainer elicits responses to establish the relevant local partners for the particular trainee group.</p> | Awareness of the various stakeholders and types of local partners important to an organisation dealing with mobile researchers. | <input type="checkbox"/>            |
| 5'   | <p><b>Outcomes from the UniWeliS Report</b></p> <p>The trainer presents data from the UniWeliS Report<sup>1</sup> concerning local partnerships.</p> | PowerPoint presentation  | Presented data introduce the problem.  | Presentation of the main problem.   | <input type="checkbox"/>            |

1. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].

| Time | Most important content   | Training materials  | Guidelines for trainers   | Desired outcome  |  |
|------|--|---|---|--|---|
| 10'  | <p><b>Definition of local partnerships</b></p> <p>Work on a working definition in a plenary discussion.</p>  | PowerPoint presentation   | <p>The trainer asks participants to work on a definition of local partnerships.</p> <p><b>Instruction:</b></p> <p>On the basis of the previous activities and your own experience, please write down a definition of “Local partnerships.”</p> <p>After 5 minutes, the trainer asks a few participants to share their definitions. After 5-7 examples the trainer presents their own definition using the respective PowerPoint slide and asks participants if they agree with it or want to add something.</p> <p>Alternatively, the trainer uses the definition on the PowerPoint presentation to comment and summarise the participants’ suggestions so that the group reaches a shared understanding of “Local partnerships.”</p>   | To identify the main topic of the training.  |  |
| 20'  | <p><b>Exercise: Ecosystem</b></p> <p>The trainer introduces the notion of an ecosystem, i.e. a complex system of processes, organisations and people functioning in a way that mutually affects each other, and invites participants to create an ecosystem map.</p> | <p>PowerPoint presentation with examples of organisations’ roles</p> <p>A few large-sized pieces of paper (i.e. flipchart or A3 paper) – one for each group, markers.</p> <p>Board, magnets / blue tack to display the results and make them visible for all.</p> | <p>The aim of this activity is to introduce key aspects of identifying local stakeholders.</p> <p>Depending on the structure of the audience, participants should work on an exact map (participants from the same institution(s)) or an ideal map (mixed and international groups).</p> <p>Participants are divided into several groups (3-5 participants in a group). Each group is asked to use the consolidated list from the Partnerships &amp; Collaborators exercise to build / create an ecosystem map. Participants define partners’ roles and how their own organisation can partner with these stakeholders.</p> <p>It is also important to consider different areas of collaboration and incorporate into the map partners, who are / can be active at different stages of international mobility.</p> <p><b>Instruction:</b></p> <p>In your group, brainstorm what kind of institutions are important to have on your ecosystem map (what institutions your ecosystem map cannot do without). Please consider different areas of collaboration, different stages of academic mobility and, last but not least, common interests in each partnership.</p> <p style="text-align: right;"><i>see the following page</i></p> | Awareness of the different roles local partners play in an organisation’s ecosystem. |   |

| Time | Most important content                               | Training materials  | Guidelines for trainers  | Desired outcome   |                                     |
|------|--|---|--|---|-------------------------------------|
|      |  |   | <p>Points to be considered:</p> <p>1. Areas of collaboration:</p> <ul style="list-style-type: none"> <li>operational help (e.g.: visas, accommodation, welcome services, immigration offices),</li> <li>finances (e.g.: public bodies, grant providers)</li> <li>attraction of foreign academics (e.g.: marketing agencies, city halls)</li> <li>inclusion activities (e.g.: NGOs, city halls),</li> <li>know-how (e.g.: networks of higher education institutions).</li> </ul> <p>The list is not exhaustive.</p> <p>2. Different stages at which the partnership is active.<br/>Do you cooperate with these partners:</p> <ul style="list-style-type: none"> <li>Before a researcher comes to your institution?</li> <li>During a researcher's stay with your institution?</li> <li>After the mobility is over?</li> </ul> <p>3. Common interest</p> <ul style="list-style-type: none"> <li>What is the partner's role in supporting international mobility?</li> <li>What does my institution need from the partner?</li> <li>What are the partner's needs?</li> </ul> <p><b>Summary:</b><br/>At the end of the activity, each group present their list of partnerships</p> |   | <input checked="" type="checkbox"/> |
| 5'   | <b>Consolidation: Identification of key partners</b> | Ecosystem maps, colour felt-tip pens or post-it notes to indicate the selected key partners on the maps | <p>Participants, in groups, are asked to identify/select 3-4 partners from the previous activity they consider key to the functioning of their ecosystem.</p> <p><b>Instruction:</b></p> <p>On the basis of your knowledge and experience, please identify/select 3-4 key partners for your map. Mark them on your ecosystem map.</p> <p><b>Summary:</b></p> <p>The trainer elicits the partners each group has identified as key and encourages the groups to share why they made this choice (e.g. these can be partners which they communicate with most often, which they need to establish more regular communication with or which they think can collaborate in providing a particular service for incoming researchers, etc.).</p>   | <p>Identifying key partners and providing reasons for them being crucial to delivering services for incoming researchers.</p> <p>Setting the scene for the second part of the training.</p> | <input type="checkbox"/>            |

| Time | Most important content        | Training materials                                   | Guidelines for trainers  | Desired outcome   | <input checked="" type="checkbox"/> |
|------|-------------------------------|--|--|---|-------------------------------------|
| 15'  | Break                         |  |  |   |                                     |
| 10'  | <b>Exercise: Key partners</b> | <u><a href="#">Handout 10. (M4) Key partners</a></u> | <p>Participants share knowledge in groups.</p> <p>It is an introduction to sharing practices and an attempt to establish new partnerships (“from known to unknown”).</p> <p>The trainer delivers handouts to all participants.</p> <p><b>Instruction:</b></p> <p>Complete the table about the local partners/stakeholders you consider key to your work with incoming researchers. Complete the first column about the partner you consider the most important. Continue with the rest of the columns. You can add a column if you think it necessary.</p> <p>When your table is ready, please compare notes with other group members.</p> <p><b>Summary:</b></p> <p>Individual examples / stories from this exercise can be shared in the following one</p> | <p>This exercise should help to gather institutional know-how.</p> <p>For groups working on an ideal ecosystem, this exercise serves to share knowledge and experience.</p> | <input type="checkbox"/>            |

| Time | Most important content   | Training materials   | Guidelines for trainers  | Desired outcome  |  |
|------|--|--|--|--|---|
| 15'  | <p><b>Sharing good practices in building and maintaining partnerships</b></p> <p>The trainer asks each group to share information on one, chosen partnership. It is useful to start with key words describing collaboration.</p> <p>The trainer provides examples of partnerships from UniWeliS Explorer App:</p> <ol style="list-style-type: none"> <li>1. Checklists/How to do lists for international PhD students/hired academics/academics on mobility - PRE Arrival<sup>2</sup></li> <li>2. Checklists/How to do lists for international PhD students/hired academics/academics on mobility - AFTER Arrival<sup>3</sup></li> <li>3. Welcome buddies/guides for international doctoral students and academics<sup>4</sup></li> <li>4. Customised assistance: funding offers, application preparation<sup>5</sup></li> <li>5. Customised assistance: visa &amp; residence permit<sup>6</sup></li> <li>6. Welcome event for new international PhDs/academics<sup>7</sup></li> <li>7. Labour market preparation for spouses<sup>8</sup></li> </ol> | <p>PowerPoint presentation</p> <p><a href="#">UniWeliS Explorer App</a> examples<sup>9</sup></p> | <p>Trainer explores the UniWeliS Explorer App in advance and selects 2 or 3 best practices, related to local stakeholders, which are relevant to the particular trainees.</p> <p>It is possible to ask the participants prior to the training (i.e. at the application stage) to identify the practices most relevant to their context – using a list of practices from the UniWeliS App.</p> <p><b>Summary:</b></p> <p>The trainer emphasises that the UniWeliS Explorer App contains a lot of examples of good practices which are based on involving local partners in providing support for incoming researchers and encourages the participants to explore the App further after the training before they plan the implementation of their next steps in working with stakeholders.</p> | Raising awareness of the applicability of the UniWeliS Explorer App. |  |

2. UniWeliS Explorer App, *Checklists/How to do lists for international PhD students/hired academics/academics on mobility – PRE Arrival*, <https://app.uniwelis.saia.sk/practice/view/83> [access: 31.01.2023].
3. UniWeliS Explorer App, *Checklists/How to do lists for international PhD students/hired academics/academics on mobility – AFTER Arrival*, <https://app.uniwelis.saia.sk/practice/view/84> [access: 31.01.2023].
4. UniWeliS Explorer App, *Welcome buddies/guides for international doctoral students and academics*, <https://app.uniwelis.saia.sk/practice/view/82> [access: 31.01.2023].
5. UniWeliS Explorer App, *Customised assistance: funding offers, application preparation*, <https://app.uniwelis.saia.sk/practice/view/100> [access: 31.01.2023].
6. UniWeliS Explorer App, *Customised assistance: visa & residence permit*, <https://app.uniwelis.saia.sk/practice/view/95> [access: 31.01.2023].
7. UniWeliS Explorer App, *Welcome event for new international PhDs/academics*, <https://app.uniwelis.saia.sk/practice/view/101> [access: 31.01.2023].
8. UniWeliS Explorer App, *Labour market preparation for spouse*, <https://app.uniwelis.saia.sk/practice/view/104> [access: 31.01.2023].
9. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].



| Time | Most important content   | Training materials  | Guidelines for trainers   | Desired outcome  | <input checked="" type="checkbox"/> |
|------|--|---|---|--|-------------------------------------|
| 15'  | <p><b>Group activity: UniWeliS Explorer App and local partnerships (optional)</b></p> <p>The trainer introduces the UniWeliS Explorer App<sup>10</sup> demonstrating 1 or 2 relevant practices and the functionalities of the App.</p>   | UniWeliS Explorer App   | <p>In groups of 3-5, the participants share their own examples, if they have any.</p> <p>Alternatively, they can use the UniWeliS App: use the search option to identify further examples of practices they can use when working with local partners.</p> <p>The groups report back, indicating the selected practice and commenting to what extent it is applicable in their own institutional context and what they would like to adapt.</p>  | Raising awareness of the applicability of the UniWeliS Explorer App  | <input type="checkbox"/>            |
| 5'   | <p><b>Benefits of partnerships</b></p> <p>Plenary discussion</p>   | PowerPoint presentation   | <p>Trainer asks the participants to name benefits of partnerships and present them on the board.</p> <p>Then they show the PowerPoints' slide with the sample list of benefit to round off the discussion.</p>  | Identifying benefits of collaboration with local partners  | <input type="checkbox"/>            |
| 25'  | <p><b>Building and maintaining relations: work with the map</b></p> <p>Trainer asks groups to work once again with their maps. This time, participants are asked to discuss the intensity of partnerships (How often and for what purposes they collaborate with this partner?).</p> <p>The trainer presents the diagram: Local partnerships – actions and delivers handouts. Participants may put their ideas directly on the map or use the handout.</p> <p>The trainer elicits different ideas about increasing contacts and opportunities for collaboration before the groups start working.</p> <p>Then the trainer monitors their discussions.</p> | <p>PowerPoint presentation</p> <p>Ecosystem maps</p> <p><b>Handout 11. (M4) Actions</b></p> | <p>This is a moderated activity. The trainer should go around the groups to monitor their work.</p> <p>Participants have to identify how their own institution is related to specific stakeholder and who can support /should be involved in the process of establishing good cooperation with local partners.</p> <p><b>Instruction:</b></p> <p>In your group, go to your ecosystem map from the previous activities and draw strong and weak ties. Explore what the ideal map of networking institutions can be, and identify the intensity of your cooperation.</p> <p>Please identify partnerships with which communication:</p> <ol style="list-style-type: none"> <li>1. need to be maintained,</li> <li>2. need to be established,</li> <li>3. need to be more visible,</li> <li>4. need to be more active,</li> </ol> <p>and discuss possible activities which will lead to obtaining the above identified goals and add your ideas to the map or make a list of actions using the provided handout.</p> <p>At the end, participants are invited to go around the room and look at the updated maps.</p> <p>The maps are updated to reflect the group's idea of an ideal ecosystem. They are displayed in prominent places around the room.</p> | <p>Awareness of the ways to establish and maintain connections with various local partners.</p> <p>Sharing of ideas and good practices.</p> <p>Peer learning.</p> <p>The aim of this exercise is to demonstrate how institutions cooperate and to define key contact points from each institution.</p> | <input type="checkbox"/>            |

10. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].




| Time            | Most important content  | Training materials  | Guidelines for trainers  | Desired outcome  | <input checked="" type="checkbox"/> |
|-----------------|---|---|--|--|-------------------------------------|
| 15'<br>–<br>30' | <b>Exercise: To do list</b> (optional)<br>On the basis of personal experience, ecosystem mapping and working with the ecosystem maps, participants are asked to provide details concerning relations with partners. | <b>Handout 11. (M4) Actions, optional part: Details, Calendar</b>                         | Deeper work on relations.<br><b>Instruction:</b><br>Using the handout, please:<br>1. Explain ways of cooperation – what exactly will they do and how will they proceed together.<br>2. Design a calendar of events and interactions.   | Planning next steps.   | <input type="checkbox"/>            |
| 30'             | <b>My ideal ecosystem map – presentation of group work results and discussion</b>   | Ecosystem maps  | Every group has its working space (room/nook, etc., according to the venue specifics).<br>Each group presents their ideal ecosystem map. They can talk about good examples and offer advice about establishing formal and informal partnerships and key communication points.<br>Each group appoints a speaker to presents the group's discussion.<br>When all the groups present their outcomes, participants are asked to comment and add further ideas. | Sharing of ideas; gaining an insight into the desired results of working with stakeholders; consolidation. | <input type="checkbox"/>            |
| 15'             | <b>Conclusions</b><br>The trainer comes back to the listed benefits of partnerships and asks participants to review the list.   | Board, magnets/ blue tack to stick the results to the board and make them visible to all. | In a plenary discussion, participants are asked to describe:<br>• Benefits of partnerships<br>• Networking partners<br>• Collaboration patterns<br>• Intensity of the connections<br>• Joint activities & calendar (optional)<br>Prepare to wrap up the discussion.  | Reflections and summing up.  | <input type="checkbox"/>            |
| 10'             | <b>Summary</b><br>The trainer makes a summary of the training and asks participants to share ideas on how they will apply the newly gained knowledge in everyday work.  | PowerPoint presentation   | The trainer points out the most important aspects of the module and provides a short summary of the achieved outcomes.   | Consolidation and final reflection.  | <input type="checkbox"/>            |

## Additional materials

| Time | Most important content   | Training materials  | Guidelines for trainers  | Desired outcome  |  |
|------|--|---|--|--|---|
| 30'  | <p><b>Roleplay:</b><br/><b>Could you help me to...</b></p> <p>All participants work in groups. Every group receives a randomly distributed scenario. There are 3 types of roles:</p> <ol style="list-style-type: none"> <li>1. note-master,</li> <li>2. roles A, B and C from the handout,</li> <li>3. observers.</li> </ol> <p>Each group appoints a note-master who observes how the scenarios are acted out trying to remain as objective as possible and to spot potential deficiencies and strong points.</p> <p>The group distributes roles A, B and C. The rest of the group look for good practices and tips from the UniWeliS App which correspond to the scenario.</p> <p><b>Instruction:</b><br/>Think about the specific situation. Do you have experience in this field? Please take your role and act out the short scenario with your colleagues/the rest of the group.</p> <p><b>Summary:</b><br/>Based on the roleplay and the work with the App, which local partner can you turn to in order to solve it?</p> | <p><b>Handout 12.</b><br/><b>(M4) Roleplay:</b><br/><b>Could you help me to...</b></p> <p>Notes taken on the performed roleplay</p> | <p>The groups roleplay their scenarios in public, i.e. to other groups.</p> <p>When all scenarios are presented, participants are asked to comment and to add their own ideas.</p> <p>The note-takers present their observations concerning the potential deficiencies and strong points of the presented scenarios.</p> <p>All the above are used in the reflection / debriefing phase.</p> <p>The role-playing game is only for face-to-face participants.</p> | <p>Experiential learning.</p> <p>Developing empathy.</p> |  |



| Time | Most important content  | Training materials   | Guidelines for trainers   | Desired outcome  |  |
|------|---|--|---|--|---|
| 25'  | <p><b>Explore case studies of researchers on the move</b></p> <p>The trainer introduces the researchers using the first video<sup>1</sup> .</p> <p>The participants are divided in 4 groups. Each group focuses on one video testimonial (from 2 to 5), watches it and discusses the following questions:</p> <ul style="list-style-type: none"> <li>• What does the researcher share about the problems and solutions?</li> <li>• Do you have any appropriate established partnerships (formal / informal) on your map to deal with such challenges?</li> </ul> <p>Moreover, participants may be asked to watch the videos and list the given problems from memory after it is finished and put the issues from their notes into the following categories:</p> <ul style="list-style-type: none"> <li>• Language and communication (Testimonial 2)<sup>2</sup>,</li> <li>• Local / institutional research culture (Testimonial 3)<sup>3</sup>,</li> <li>• Social and cultural norms (Testimonial 4)<sup>4</sup>,</li> <li>• Socialisation and leisure time (Testimonial 5)<sup>5</sup>.</li> </ul> <p>As a follow-up consolidation activity, the participants can then use their notes during the training to identify which partner on their ecosystem map they can work with to deal with such issues incoming researchers may have.</p> | <p>PowerPoint presentation</p> <p>Video testimonials of researchers on the move:</p> <ul style="list-style-type: none"> <li>• <a href="#">Testimonial 1 (Intro of the speakers)</a></li> <li>• <a href="#">Testimonial 2</a></li> <li>• <a href="#">Testimonial 3</a></li> <li>• <a href="#">Testimonial 4</a></li> <li>• <a href="#">Testimonial 5</a></li> </ul> | <p>Depending on the time, all groups can focus on one video testimonial only. The wrap-up is done in an open discussion.</p> <p>This activity can be suggested as a follow-up</p> | <p>Reflection on actual researchers' experience.</p> <p>Relating actual researchers' experience to one's organisation's activities.</p> <p>Developing empathy.</p> <p>It may help participants with no experience in international mobility to understand that work on local partnerships is strictly connected with international mobility.</p> |   |

1. EURAXESS Bulgaria, *Intro of the speakers (Testimonial 1)*, <https://www.youtube.com/watch?v=z-ZM9ry9PVs> [access: 31.01.2023].

2. EURAXESS Bulgaria, *Language and communication (Testimonial 2)*, [access: 31.01.2023].

3. EURAXESS Bulgaria, *Local / institutional research culture (Testimonial 3)*, <https://www.youtube.com/watch?v=sW6SDDvhWmA> [access: 31.01.2023].

4. EURAXESS Bulgaria, *Social and cultural norms (Testimonial 4)*, <https://www.youtube.com/watch?v=y3ANPsoOAHs> [access: 31.01.2023].

5. EURAXESS Bulgaria, *Socialisation and leisure time (Testimonial 5)*, <https://www.youtube.com/watch?v=VOJXaZIFm9M> [access: 31.01.2023].

# References

1. Czech National Agency for International Education and Research (DZS), <https://www.dzs.cz/en>.
2. EURAXESS, <https://euraxess.ec.europa.eu/>.
3. EURAXESS, *Science4Refugees initiative*, <https://euraxess.ec.europa.eu/jobs/science4refugees>.
4. Fulbright Scholarship Programme, <https://us.fulbrightonline.org/>.
5. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf).
6. Polish National Agency for Academic Exchange - NAWA, <https://nawa.gov.pl/en/nawa>.
7. Slovak Academic Information Agency (SAIA), <https://www.saia.sk/en/>.
8. UniWeliS Explorer App, *Academic mentoring programme for international PhD students*, <https://app.uniwelis.saia.sk/practice/view/51>.
9. UniWeliS Explorer App, *Checklists/How to do lists for international PhD students/hired academics/academics on mobility – PRE Arrival*, <https://app.uniwelis.saia.sk/practice/view/83>.
10. UniWeliS Explorer App, *Checklists/How to do lists for international PhD students/hired academics/academics on mobility – AFTER Arrival*, <https://app.uniwelis.saia.sk/practice/view/84>.
11. UniWeliS Explorer App, *Collaboration with external partners and customised assistance in offering accommodation*, <https://app.uniwelis.saia.sk/practice/view/27>.
12. UniWeliS Explorer App, *Customised assistance: funding offers, application preparation*, <https://app.uniwelis.saia.sk/practice/view/100>.
13. UniWeliS Explorer App, *Customised assistance: visa & residence permit*, <https://app.uniwelis.saia.sk/practice/view/95>.
14. UniWeliS Explorer App, *Labour market preparation for spouse*, <https://app.uniwelis.saia.sk/practice/view/104>.
15. UniWeliS Explorer App, *Welcome buddies/guides for international doctoral students and academics*, <https://app.uniwelis.saia.sk/practice/view/82>.
16. UniWeliS Explorer App, *Welcome event for new international PhDs/academics*, <https://app.uniwelis.saia.sk/practice/view/101>.
17. UniWeliS Explorer App, *Workshop on career planning for international PhD students*, <https://app.uniwelis.saia.sk/practice/view/133>.
18. UniWeliS Project, <https://uniwelis.saia.sk/>.

# Multimedia

1. EURAXESS Bulgaria, *Intro of the speakers (Testimonial 1)*, <https://www.youtube.com/watch?v=z-ZM9ry9PVs>
2. EURAXESS Bulgaria, *Language and communication (Testimonial 2)*, <https://www.youtube.com/watch?v=Ito7DDV9X0w>
3. EURAXESS Bulgaria, *Local / institutional research culture (Testimonial 3)*, <https://www.youtube.com/watch?v=sW6SDDvhWmA>
4. EURAXESS Bulgaria, *Social and cultural norms (Testimonial 4)*, <https://www.youtube.com/watch?v=y3ANPsoOAHs>
5. EURAXESS Bulgaria, *Socialisation and leisure time (Testimonial 5)*, <https://www.youtube.com/watch?v=VOJXaZIFm9M>

# Handout 10. Key partners

Complete the table about the local partners/stakeholders you consider key to your work with incoming researchers.

1. Complete the first column about the partner you consider the most important.
2. Continue with the rest of the columns. You can add a column if you think it's necessary. Compare notes with other group members.

| <b>Questions</b>  | <b>Partner 1:</b><br><i>(add name)</i> | <b>Partner 2:</b><br><i>(add name)</i> | <b>Partner 3:</b><br><i>(add name)</i> | <b>Partner 4:</b><br><i>(add name)</i> |
|---|--|--|--|--|
| 1. What is your interest in relation to this partner?   |  |  |  |  |
| 2. How does this partnership affect the international mobility of academics?  |  |  |  |  |
| 3. What is the partner's interest in collaboration with your institution?<br><br>Please consider your institution in general, not only international mobility |  |  |  |  |

## Handout 10. Key partners

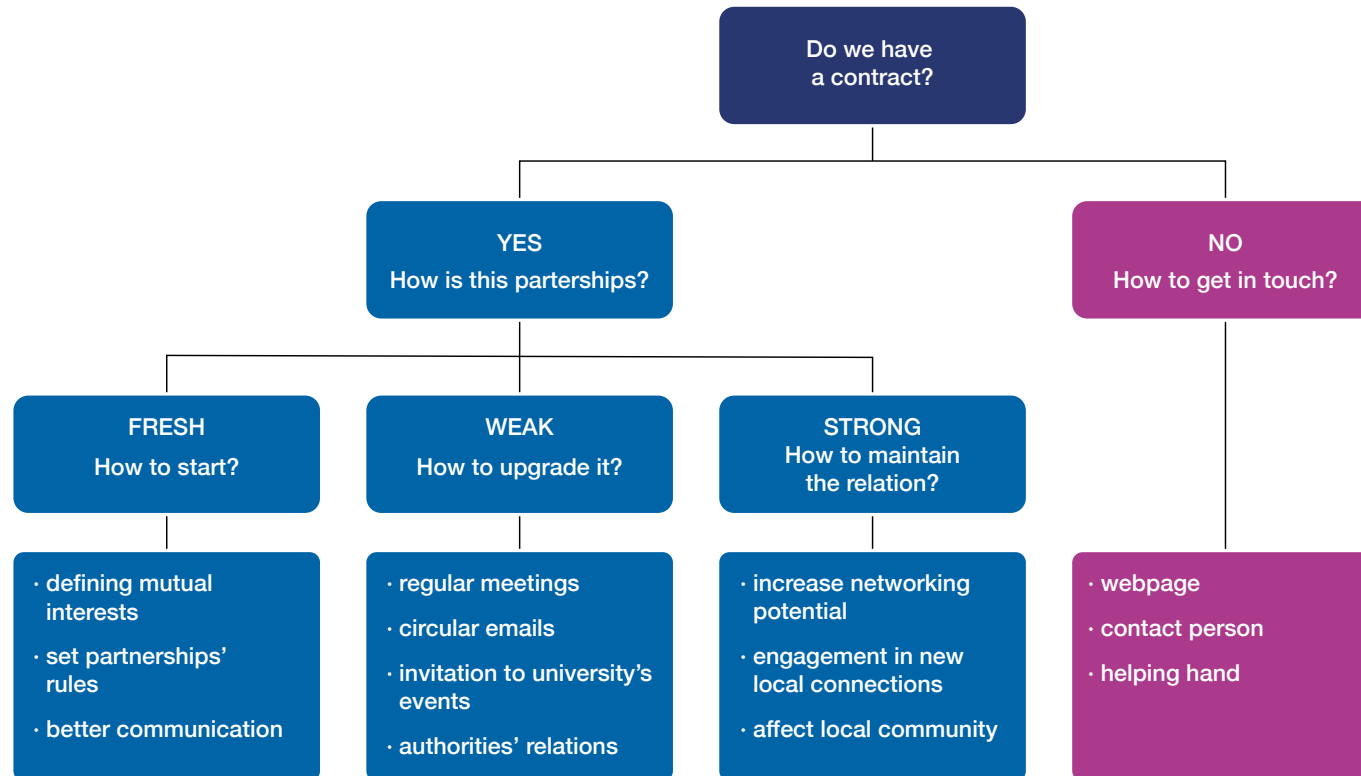
| <b>Questions</b>  | <b>Partner 1:</b><br><i>(add name)</i> | <b>Partner 2:</b><br><i>(add name)</i> | <b>Partner 3:</b><br><i>(add name)</i> | <b>Partner 4:</b><br><i>(add name)</i> |
|---|--|--|--|--|
| 4. Who initiated contact?<br>Does it matter?  |  |  |  |  |
| 5. How is contact maintained?<br>List activities if necessary   |  |  |  |  |
| 6. What are the conditions of the partnership?<br>Please include both formal and informal issues<br>(if applicable) |  |  |  |  |
| 7. Key words (up to 5) to describe the partnership  |  |  |  |  |

# Handout 11. Actions

|  | <b>Relation with partner:</b><br><i>none, new, weak, strong</i> | <b>Actions to be taken</b> | <b>Details*</b><br><b>(dates, people engaged)</b> | <b>Calendar*</b><br><b>(communication, events)</b> |
|--|---|----------------------------|---|--|
| <b>Partner 1:</b><br><i>(add name)</i> |   |                            |   |  |
| <b>Partner 2:</b><br><i>(add name)</i> |   |                            |   |  |
| <b>Partner 3:</b><br><i>(add name)</i> |   |                            |   |  |
| <b>Partner 4:</b><br><i>(add name)</i> |   |                            |   |  |
| <b>Partner 5:</b><br><i>(add name)</i> |   |                            |   |  |

\* optional part

## Handout 11. Actions



# Handout 12. Roleplay: Could you help me to...

## Scenario 1

|                   |  |
|-------------------|--|
| <b>Role A</b>     | You are an international researcher visiting the institution for a 3-month stay with your spouse.  |
| <b>Role B</b>     | You are a representative of the host institution (e.g. a higher education institution).  |
| <b>Role C</b>     | You are a representative of a real estate agency which has worked with the institution on previous occasions.  |
| <b>Background</b> | <p>The visiting researcher would like to use housing facilities different from the ones provided by the host institution (e.g. the researchers' hostel). They are going to spend 3 months there and are accompanied by their spouse. They would like to have a one-bedroom flat in a quiet neighbourhood which is reachable by convenient public transport.</p> <p>The representative of the host institution tries to suggest suitable accommodation with the help of a real estate agency which they have worked with before but have not contacted recently. They check if there is a need to sign an agreement with the partner for their services and prepare to take the relevant steps.</p> <p>The real estate agency offers a choice of flats for the incoming researcher to choose from and prepares a rental contract translated in English.</p> |

The scenario is based on the practice "Collaboration with external partners and customised assistance in offering accommodation"<sup>1</sup> which can be found [here](#).

1. UniWeliS Explorer App, *Collaboration with external partners and customised assistance in offering accommodation*, <https://app.uniwelis.saia.sk/practice/view/27> [access: 31.01.2023].



## Handout 12. Roleplay: Could you help me to...

### Scenario 2

|                   |   |
|-------------------|---|
| <b>Role A</b>     | You are an early-stage refugee researcher visiting country X for the first time. You need support to carry out some research. You need orientation about the institutional ethics requirements, access to labs and necessary equipment, as well as some guidance as to the steps you are planning to take in order to achieve your research aims.   |
| <b>Role B</b>     | You are a representative of the national/local EURAXESS office. You are responsible for setting up and supporting the EURAXESS Buddy system.  |
| <b>Role C</b>     | You are a local researcher willing to become a research buddy.  |
| <b>Background</b> | <p>The early-stage refugee researcher needs support in carrying out some planned research but is not fully aware of the local specificities. They are acquainted with the online tool for finding a research buddy but would prefer to have some face-to-face contact with their mentor.</p> <p>The EURAXESS representative searches a database of potential mentors and selects the relevant one. Then they contact the mentor to explain the situation.</p> <p>The mentor agrees to meet the researcher and to schedule further in-person meetings.</p> <p>The three of them get together to discuss the details of the mentoring/research buddy partnership.</p> |

The scenario is based on [Science4Refugees initiative](#)<sup>1</sup>. Further ideas for developing the scenario can be found in [UniWeliS Explorer App](#)<sup>2</sup>.

1. EURAXESS, *Science4Refugees initiative*, <https://euraxess.ec.europa.eu/jobs/science4refugees> [access: 31.01.2023].

2. UniWeliS Explorer App, *Academic mentoring programme for international PhD students*, <https://app.uniwelis.saia.sk/practice/view/51> [access: 31.01.2023].

## Handout 12. Roleplay: Could you help me to...

### Scenario 3

|                   |  |
|-------------------|--|
| <b>Role A</b>     | You are an international PhD student looking for opportunities for employment on completion of the PhD degree in the country (part of a group of such PhDs).   |
| <b>Role B</b>     | You are a representative of the home institution staff working with international PhDs.  |
| <b>Role C</b>     | You are a representative of an established Research and Development Centre (R&D Centre) in the country.  |
| <b>Background</b> | <p>A group of talented PhD students who are nearing the completion of their PhD degrees are looking for job opportunities in the country which will allow them to apply their skills and knowledge.</p> <p>The representative of the home institution establishes contact with an R&amp;D Centre in the country which they have not worked with before. They find out who to contact and when and what the necessary (legal) conditions for starting this new partnership are (e.g. signing an agreement, etc.)</p> <p>The R&amp;D Centre agrees to organise an Open Day to popularise their work among young researchers and to organise a competition for a short internship. They discuss the conditions with the home institution.</p> <p>The three representatives meet to discuss the setting up of an awareness training and internship scheme.</p> |

Further ideas for developing the scenario can be found in [UniWeliS Explorer App](#)<sup>1</sup>.

1. UniWeliS Explorer App, *Workshop on career planning for international PhD students*, <https://app.uniwelis.saia.sk/practice/view/133> [access: 31.01.2023].

# 5

## MODULE

# Intercultural Communication: Responding to cultural specifics and universals

**Author**

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**Total duration**

3 hours, including three 15 minute break

**Number of participants**

minimum: 6, maximum: 20

**Target group**

- Administrative staff members providing support to international PhD students, academics and researchers.
- Academic staff members providing support to international PhD students, academics and researchers.
- Research institutions support staff interested in internationalisation of their institutions.
- Higher education staff members engage or interested in:
  - support services for incoming PhD Students and academics,
  - intercultural communication,
  - cultural differences,
  - cultural universals.
- Newly hired staff members of higher education institutions whose duties involve support for international PhD students, academics and researchers.

**Training goals**

Deepen the recognition of cultural differences and to apply this in effective communication with foreigners.

**Points to be covered**

1. Cultural specifics and core values
  2. Universal features of human communication
  3. Cognitive Bias Codex
  4. Intersectionality
- 

**Training materials**

1. [PowerPoint presentation](#)
  2. Sources to interactive learning:
    - [Cultural Atlas](#)
    - [Cognitive Bias Codes](#)
  3. [Additional materials](#)
-

# Suggestions for prospective trainers

This module offers insights into two rich sources of knowledge used in intercultural communication:

## 1. Cultural Atlas<sup>1</sup>

“The Cultural Atlas is an educational resource providing comprehensive information on the cultural background of Australia’s migrant populations. The aim is to improve social cohesion and promote inclusion in an increasingly culturally diverse society”<sup>2</sup>. “All published content in the Cultural Atlas is the result of a collective effort between researchers, editors and members of the Australian community that have cross-cultural identities or familiarities”<sup>3</sup>.

In this training, the Cultural Atlas serves as an incentive to get to know more about cultures (in general). However, it cannot be treated as a universal tool to be applied to individuals within a particular culture.

## 2. Cognitive Bias Codex<sup>4</sup>

It is a radial diagram of cognitive biases grouped into categories, which was arranged and designed by John Manoogian III. Categories and descriptions originally by Buster Benson. The source link leads to Wikipedia articles, which can be used to create translated or updated versions.

The trainers shall be familiar with both materials. Moreover, before the training, the trainer should also make sure they are familiar with the following terms and concepts:

- **Intercultural communication:** “(...) all communication is in a sense ‘intercultural,’ that the ‘culture’ in question depends both on the multiple situatedness of individuals in various social categories and on their choice of which available discourse to deploy, and that ‘avoiding miscommunication’ requires an understanding of the situations from which individuals speak”<sup>5</sup>. Communication is intercultural not because people come from different countries but because people have multiple social identities.
- **Cognitive bias:** patterns of systematic errors which affect our perception<sup>6</sup>.
- **Cultural universal:** “an element, pattern, trait, or institution that is common to all known human cultures worldwide”<sup>7</sup>.
- **Ethnicity:** “a grouping of people who identify with each other on the basis of shared attributes that distinguish them from other groups. Those attributes can include common sets of traditions, ancestry, language, history, society, culture, nation, religion, or social treatment within their residing area”<sup>8</sup>. It is also advisable to consult the work of Thomas Hylland Eriksen, a Norwegian anthropologist who provides an important approach to group identification: *Ethnicity and Nationalism*<sup>9</sup> and *Ethnicity without groups* by Rogers Brubaker<sup>10</sup>.
- **Ethnic stereotypes:** “(...) part of a system of beliefs about typical characteristics of members of a given ethnic group, their status, societal and cultural norms”<sup>11</sup>.

1. Cultural Atlas, <https://culturalatlas.sbs.com.au/> [access: 31.01.2023].

2. Ibidem.

3. Cultural Atlas, <https://culturalatlas.sbs.com.au/about> [access: 31.01.2023].

4. Wikipedia, *Cognitive Bias Codex*, [https://upload.wikimedia.org/wikipedia/commons/6/65/Cognitive\\_bias\\_codex\\_en.svg](https://upload.wikimedia.org/wikipedia/commons/6/65/Cognitive_bias_codex_en.svg) [access: 31.01.2023].

5. Breidenbach, J., Nyiri, P, *Intercultural Communication: An Anthropological Perspective*, *International Encyclopedia of the Social & Behavioral Sciences*, Elsevier 2015, pp. 357-361, <https://doi.org/10.1016/B978-0-08-097086-8.12203-2> [access: 31.01.2023].

6. Wikipedia, *Cognitive Bias Codex*, [https://upload.wikimedia.org/wikipedia/commons/6/65/Cognitive\\_bias\\_codex\\_en.svg](https://upload.wikimedia.org/wikipedia/commons/6/65/Cognitive_bias_codex_en.svg) [access: 31.01.2023].

7. Wikipedia, *Cultural universal*, [https://en.wikipedia.org/wiki/Cultural\\_universal](https://en.wikipedia.org/wiki/Cultural_universal) [access: 31.01.2023]. Check also Cultural universal at The LibreTexts, [https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction\\_to\\_Sociology/Book%3A\\_Sociology\\_\(Boundless\)/03%3A\\_Culture/3.01%3A\\_Culture\\_and\\_Society/3.1C%3A\\_Cultural\\_Universals](https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Book%3A_Sociology_(Boundless)/03%3A_Culture/3.01%3A_Culture_and_Society/3.1C%3A_Cultural_Universals) [access: 31.01.2023].

8. Wikipedia, *Ethnic group*, [https://en.wikipedia.org/wiki/Ethnic\\_group](https://en.wikipedia.org/wiki/Ethnic_group) [access: 31.01.2023].

9. Eriksen T. H., *Ethnicity and Nationalism*, Pluto Press, London 2015, <https://doi.org/10.2307/J.CTT183H0H1> [access: 31.01.2023].

10. Brubaker R., *Ethnicity without groups*, *European Journal of Sociology / Archives Européennes De Sociologie*, 43(2)/2002, pp. 163-189, <https://doi.org/10.1017/S0003975602001066> [access: 31.01.2023].

11. Wikipedia, *Ethnic stereotypes*, [https://en.wikipedia.org/wiki/Ethnic\\_stereotype](https://en.wikipedia.org/wiki/Ethnic_stereotype) [access: 31.01.2023]. Check also: Your Dictionary, *Glossary of Cultural Anthropology*, <https://grammar.yourdictionary.com/glossaries/glossary-of-cultural-anthropology.html> [access: 31.01.2023].

- **Intersectionality:** multiple situatedness of individuals in various social categories<sup>12</sup>.
- **Moral foundations theory (Moral matrix):** “Moral Foundations Theory was created by a group of social and cultural psychologists ([see us here](#)) to understand why morality varies so much across cultures yet still shows so many similarities and recurrent themes. In brief, the theory proposes that several innate and universally available psychological systems are the foundations of “intuitive ethics.” Each culture then constructs virtues, narratives, and institutions on top of these foundations, thereby creating the unique moralities we see around the world, and conflicting within nations too”<sup>13</sup>.

**Moral matrix** consists of 6 foundations:

1. **Care/harm:** This foundation is related to our long evolution as mammals with attachment systems and an ability to feel (and dislike) the pain of others. It underlies virtues of kindness, gentleness, and nurturance.
2. **Fairness/cheating:** This foundation is related to the evolutionary process of reciprocal altruism. It generates ideas of justice, rights, and autonomy.
3. **Loyalty/betrayal:** This foundation is related to our long history as tribal creatures able to form shifting coalitions. It underlies virtues of patriotism and self-sacrifice for the group. It is active anytime people feel that it’s “one for all, and all for one”.
4. **Authority/subversion:** This foundation was shaped by our long primate history of hierarchical social interactions. It underlies virtues of leadership and followership, including deference to legitimate authority and respect for traditions.
5. **Sanctity/degradation:** This foundation was shaped by the psychology of disgust and contamination. It underlies religious notions of striving to live in an elevated, less carnal, more noble

way. It underlies the widespread idea that the body is a temple which can be desecrated by immoral activities and contaminants (an idea not unique to religious traditions).

6. **Liberty/oppression:** This foundation is about the feelings of reactance and resentment people feel toward those who dominate them and restrict their liberty. Its intuitions are often in tension with those of the authority foundation. The hatred of bullies and dominators motivates people to come together, in solidarity, to oppose or take down the oppressor”<sup>14</sup>.

Additional resources:

1. [The moral matrix that influences the way people vote](#)<sup>15</sup>
2. [The 6 moral foundations of politics](#)<sup>16</sup>
3. [Moral Foundation Theory – a new way to understand brands](#)<sup>17</sup>
4. [Jonathan Haidt’s website](#)<sup>18</sup>
5. [The Righteous Mind](#) – book’s website<sup>19</sup>
6. Jonathan Haidt’s TED talks, e. g. [The moral roots of liberals and conservatives](#)<sup>20</sup>.

The moral foundation theory aims at generalisation. Therefore, it has to be balanced with intersectionality. Nothing can be free from our social and cultural identifications. To get to know more, see [The Moral Psychology of Raceless, Genderless Strangers. Perspectives on Psychological Science](#)<sup>21</sup> by N. Hester and K. Gray.

Participants with experience in the international environment may be familiar with some concepts. Nevertheless, the training aims to provide a deeper perspective on communication and influence individual attitudes towards intercultural communication. It will not provide answers on how to act in specific situations. Instead, it will help participants be more aware of the communication situations they enter.

A humanities or social sciences background will be helpful in delivering adequate examples and theoretical framing.

12. Wikipedia, *Intersectionality*, <https://en.wikipedia.org/wiki/Intersectionality> [access: 31.01.2023].

13. MoralFoundations.org, <https://moralfoundations.org/> [access: 31.01.2023].

14. Ibidem.

15. Gjerseoe N., *The moral matrix that influences the way people vote*, The Guardian 14.11.2016, <https://www.theguardian.com/science/head-quarters/2016/nov/14/the-moral-matrix-that-influences-the-way-people-vote> [access: 31.01.2023].

16. Wax T., *The 6 moral foundations of politics*, The Ethics & Religious Liberty Commission 28.01.2015, <https://erlc.com/resource-library/articles/the-6-moral-foundations-of-politics/> [access: 31.01.2023].

17. Jigsaw Research, *Moral Foundation Theory – a new way to understand brands*, <https://www.jigsaw-research.us.com/section-1-a-new-way-to-understand-brands/> [access: 31.01.2023].

18. Jonathan Haidt’s website, <https://jonathanhaidt.com/> [access: 31.01.2023].

19. The Righteous Mind – book’s website, <https://righteousmind.com/> [access: 31.01.2023].

20. Haidt J., *The moral roots of liberals and conservatives*, [https://www.ted.com/talks/jonathan\\_haidt\\_the\\_moral\\_roots\\_of\\_liberals\\_and\\_conservatives?utm\\_campaign=tedspread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/jonathan_haidt_the_moral_roots_of_liberals_and_conservatives?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare) [access: 31.01.2023].

21. Hester, N., Gray, K., *The Moral Psychology of Raceless, Genderless Strangers, Perspectives on Psychological Science*, 15(2)/2020, pp. 216–230. <https://doi.org/10.1177/1745691619885840> [access: 31.01.2023].

During the training with a focus on a specific country, the trainer is encouraged to:

- use examples from their own international experience,
- ask participants to offer additional resources.

For training delivered in a specific organisation:

- use the exact names of the department and offices engaged in the process,
- invite all actors who are involved in the process.

During the training, participants will be asked to consult web pages. Therefore, IT equipment and access to the Internet must be provided.

## Expected learning outcomes

With the completion of the training, the participant will be able to:

1. Distinguish between universal and specific features of human communication.
2. Understand the core values in intercultural communication.
3. Take into consideration the impact of cognitive bias.
4. Be more open to communication with people from different cultural backgrounds.
5. Enjoy working in a multicultural setting to a greater degree.

# Training scenario

| Time | Most important content   | Training materials   | Guidelines for trainers   | Desired outcome  | <input checked="" type="checkbox"/> |
|------|--|--|---|--|-------------------------------------|
| 5'   | <p><b>Welcome</b></p> <p>Trainer's presentation</p> <p>Presentation of the UniWeliS project</p> <p>Training agenda</p>   | PowerPoint presentation  | Welcome should be short and clear. It is important to provide information on trainer's experience in the field and/or the reason why the training is organised.   | Welcome and introduction.  | <input type="checkbox"/>            |
| 10'  | <p><b>Exercise: The corners and molecules</b></p> <p><b>What do the participants have in common?</b></p> <p>Participants are first introduced to each other by their name and 1-3 other characteristics.</p> <ol style="list-style-type: none"> <li>1. The trainer asks in how many countries participants have spent more than one month. They go to the corresponding numbered corner.</li> <li>2. The trainer asks how many languages participants speak other than their native one. Participants again move to the relevant numbered corner. People may also specify which languages they speak in groups.</li> <li>3. As the last element, people may share their educational background and/or leisure interests and create "molecules" of common interests.</li> </ol> | <p>Stickers for participants to write their names on in capital letters.</p> <p>Stickers for numbering the four corners (1 to 4+).</p> | <p>Participants are asked to step into a specific corner (clockwise) according to the corresponding number.</p> <p>Corners are numbered 1, 2, 3, 4plus. People move between them.</p> <p>In molecules of common interest – people share what they studied and what they do to relax (e.g. hiking, cycling, travelling, cooking, reading, volunteering).</p> | <p>This introduction gives information relevant for intercultural background of participants.</p> <p>It also aims to establish initial trust amongst participants and to nourish their future cooperation.</p> | <input type="checkbox"/>            |



| Time | Most important content   | Training materials   | Guidelines for trainers   | Desired outcome                       |                                     |
|------|--|--|---|---------------------------------------|-------------------------------------|
| 10'  | <p><b>The training contract</b> (optional)</p> <ol style="list-style-type: none"> <li>1. The trainer asks what the participants wish to take with them from the training. Each participant specifies one expected outcome.</li> <li>2. The trainer asks what the participants are willing to do for it. Each participant specifies (pay attention, participate actively, use in practice).</li> <li>3. The group sets mutually agreed rules of communication.</li> </ol> | <p>Large-sized piece of paper – for the expectations and contract, markers or board + markers</p> <p>It is more fun if the points appear in drawings of symbolic objects (approximate squares with handles/ stars):</p> <ol style="list-style-type: none"> <li>1. A suitcase of expectations</li> <li>2. A handbag of commitment</li> <li>3. A passport of connection</li> </ol> | <p>The trainer asks participants what is important for them in the training and writes all the information on the large-sized piece of paper or shared slide.</p> <p>In the third point the trainer reminds the participants to switch off social networks and notifications, how to present their ideas (raising hands), and informs the participants about the expected length of modules and breaks (45 minutes /15 minutes).</p>  | Establishing the rules of training.   | <input checked="" type="checkbox"/> |
| 5'   | <p>The trainer introduces the structure of each section and the four areas of intercultural communication:</p> <ol style="list-style-type: none"> <li>1. Communication, culture, core values and cultural specifics</li> <li>2. Universals and moral foundations</li> <li>3. Cognitive bias</li> <li>4. Intersectionality</li> </ol>   | PowerPoint presentation  | <p>It is important that all the participants have the same starting point and basic understanding of the topic.</p> <p>Let the participants find their own working definitions in groups of three, then merge and join with your own definitions later.</p> <p>In each working definition the trainer may first give space to a brainstorming of participants, depending on the size of the group.</p> <p>For ease of reference, the section number will be placed in the upper left corner of the PP presentation each time it is related.</p> | Establishing operational definitions. | <input type="checkbox"/>            |

| Time | Most important content  | Training materials   | Guidelines for trainers   | Desired outcome  | <input checked="" type="checkbox"/> |
|------|---|--|---|--|-------------------------------------|
| 10'  | <p><b>1. Communication, culture, core values and cultural specifics</b></p> <p>In the first section the trainer introduces communication, culture, core values and cultural specifics, which prepares the participants for the first interactive exercise.</p>  | PowerPoint presentation  | The trainer presents the concepts and leads participants to the first exercise.   | Introduction to the topic.   | <input type="checkbox"/>            |
| 30'  | <p><b>Exercise: Cultural Atlas</b></p> <p>This part offers insights into efficiently structured cultural specifics.</p> <p><b>Instruction:</b></p> <p>Each group selects two different cultures, ideally not from the same continent. Everybody finds section on core concepts. Participants share their insights with members of their group. After each group has discussed two differing cultural patterns, they come back together.</p> | <p>Large sheet of paper for each group</p> <p>Device to access the webpage of the <a href="#">Cultural Atlas</a></p> | <p>Descriptions in Cultural Atlas have different lengths, so it is recommended to check whether the selected countries have similarly extensive descriptions. The trainer may select it beforehand.</p> <p>Each participant may use their own device (or one device may be used per pair) to open the Cultural Atlas<sup>1</sup> webpage.</p> <p>4 groups should be formed. Participants count out using the following names: apple, pear, plum, cherry. The same fruits come together.</p> <p>Participants write the core concepts on a large paper. This is important as they will return to it later on.</p> <p>This part gives the participants a useful source to be helpful in future encounters with foreigners.</p> <p>Approximately 20 minutes work in groups of four, then listen to each other next 10 minutes all together.</p> | <p>Discovering knowledge and connectedness.</p> <p>Participants may refer to experienced differences in cultural patterns and what needs they serve.</p> | <input type="checkbox"/>            |

1. Cultural Atlas, <https://culturalatlas.sbs.com.au> [access: 31.01.2023].



| Time | Most important content   | Training materials      | Guidelines for trainers  | Desired outcome  |                                     |
|------|--|-------------------------|--|--|-------------------------------------|
| 5'   | <p><b>Summary: How do we decode culture</b></p> <p>We have just witnessed how diverse we are.</p> <p>The slide “How do we decode culture” provides 4 tools that are used to decode (understand) other cultures:</p> <ol style="list-style-type: none"> <li>1. Questionnaires and ethnographic observations, which deliver information on how people want to be seen and how they behave, are complex and time consuming. Therefore, during the training this way of work will not be taken into consideration. Participants will focus instead on data interpretation. Using 3 tools:</li> <li>2. Cognitive biases</li> <li>3. Cultural Atlas</li> <li>4. Moral matrix</li> </ol> <p><b>Tools for understanding variability</b> differ in their methodology. In everyday practice, we rarely can do qualitative research or analyse how institutions shape identities. However, we can make ourselves aware of moral emotions (foundations).</p> <p>Most cultural specifics are a variation on the theme of cultural universals. This part of training aims to take a closer look at some of them.</p> | PowerPoint presentation | This is a bridge to other parts. Why is it important? To gain a different perspective on what people have been taking for granted. | Conclusion and introduction to the next parts of the training. | <input checked="" type="checkbox"/> |
| 5'   | <p><b>2. UNIVERSALS AND MORAL FOUNDATIONS (Moral Matrix)</b></p> <p>In the second section the trainer introduces:</p> <ul style="list-style-type: none"> <li>• Universals</li> <li>• Moral foundations (emotions)</li> </ul>   | PowerPoint presentation | The trainer makes an introduction to the topic and presents the concept of universals.   | Introduction to the topic.                                     | <input type="checkbox"/>            |

| Time | Most important content   | Training materials   | Guidelines for trainers   | Desired outcome                             | <input checked="" type="checkbox"/> |
|------|--|--|---|---|-------------------------------------|
| 10'  | <p><b>Exercise: We grasp moral matrix through our own belonging to communities</b></p> <p><b>Instruction:</b></p> <p>How to grasp moral foundations? What is driving our actions?</p> <p>In pairs consider what counts in different social roles you have (parents, siblings, co-workers, members of groups of interests, etc.) by answering the following questions (for each role):</p> <ol style="list-style-type: none"> <li>1. How do we care?</li> <li>2. Loyalty – to whom?</li> <li>3. Where do we feel equal?</li> <li>4. Who is an authority?</li> <li>5. What makes us proud?</li> <li>6. What is holy for us?</li> </ol> | PowerPoint presentation                                      | <p>In pairs, participants talk about their experiences as members of their communities.</p> <p><b>Possible answer:</b></p> <p>We take care as parents/siblings/friends in a group where we expect equality, though we respect the authority, experiencing pride in our achievements; we can consider common meals, signs, language, songs, etc. to be holy.</p>                             | Understanding the moral matrix in practice. | <input type="checkbox"/>            |
| 5'   | <p><b>Core concepts and moral matrix</b></p> <p>Core concepts previously discussed in exercise: Cultural Atlas are not invariably diverse. Let us see what kinds of needs they address.</p> <p>Core concepts are not owned by any specific national group, though they are often attributed to the ethnicity. This happens when a particular trait is popularised as if it belonged to a particular nation or as if all people of that nation had to have it. It is also recognizable as a part of national stereotype.</p>  | Participants are back together and randomly giving examples. | <p>The trainer addresses the following questions:</p> <ul style="list-style-type: none"> <li>• Do you remember the core concepts of the 2 countries? Go back to them. What circle would they coincide with?</li> <li>• What needs may be addressed by each core value?</li> <li>• In what perspective can you see the ethnic stereotypes you have noticed in Cultural Atlas now?</li> </ul> | Shift of a common perspective.              | <input type="checkbox"/>            |
| 5'   | <p><b>Why do the core concepts fit into the moral matrix?</b></p> <p>Summarise the previously given examples. Most quoted core concepts are listed on the slide. The core concepts fit into the moral matrix because of our evolutionarily driven advantages. Survival of the fittest means that only those who can adapt to changing circumstances will endure. “The fittest” in general does not exist, the idea is fully circumstantial, hence the variability between people, but it coexists with common themes (in this case of the moral matrix).</p>   | PowerPoint presentation                                      | 12,000 years of our sedentary life are like 5 minutes out of 24 hours of highly mobile Homo Sapiens. Therefore, people are predisposed to act in their daily life – according to the group with whom they belong (like in exercise: We grasp moral matrix through our own belonging to communities).  | Evolutionary framing.                       | <input type="checkbox"/>            |

| Time | Most important content  | Training materials      | Guidelines for trainers  | Desired outcome                          | <input checked="" type="checkbox"/> |
|------|---|-------------------------|--|--|-------------------------------------|
| 15'  | <p><b>Active break: Introduction to Moral foundation theory</b></p> <p>This break can be joined with studying the key moral foundations table<sup>2</sup> as indicated on the slide. It should stay on the screen throughout the whole break as the print on it is quite small.</p> <p>The diagram of moral foundations on the slide and how it is monetised is available here<sup>3</sup>.</p> | PowerPoint presentation | The table has small letters, and many may need to come closer to be able to read it. The groups should be able to move and have an active break. | Introduction to Moral foundation theory. | <input type="checkbox"/>            |
| 10'  | <p><b>3. COGNITIVE BIAS</b></p> <p>The trainer introduces cognitive biases:</p> <ul style="list-style-type: none"> <li>• How do we communicate given our biases?</li> <li>• What is cognitive bias?</li> </ul>  | PowerPoint presentation | The trainer provides definition and make an introduction to the topic.   | Introduction to the topic.               | <input type="checkbox"/>            |

2. Six key moral foundations, <https://www.jigsaw-research.us.com/wp-content/uploads/2020/07/Moral-Foundations.png> in: Jigsaw Research, *Moral Foundation Theory – a new way to understand brands*, <https://www.jigsaw-research.us.com/section-1-a-new-way-to-understand-brands/> [access: 31.01.2023].

3. Jigsaw Research, *Moral Foundation Theory – a new way to understand brands*, <https://www.jigsaw-research.us.com/section-1-a-new-way-to-understand-brands/> [access: 31.01.2023].

| Time | Most important content  | Training materials  | Guidelines for trainers   | Desired outcome  |  |
|------|---|---|---|--|---|
| 35'  | <p><b>Exercise: Cognitive Bias Codex</b></p> <p>The trainer explains what cognitive bias is, then introduces the exercise: Cognitive Bias Codex .</p> <p>This part helps participants to reflect on human universals interactively. The objective is to show the universal features of communication regardless of our origin.</p> <p>Participants are divided into 4 groups (by counting to 4, or assigning colours, the same numbers/colours go together). Each group is asked to study one quarter of the matrix:</p> <p>Group 1: What should we remember?<br/> Group 2: Too much information<br/> Group 3: Not enough meaning<br/> Group 4: Need to act fast</p> <p><b>Instruction 1:</b></p> <p>Please see the <a href="#">Cognitive Bias Codex</a> and study your quarter closely for 5 minutes. You are free to click on a particular bias and study its meaning. Then in next 10 minutes decide in your small group on two biases you would select to present to all training participants. If possible, try to think of situations in which you saw the bias at work. Agree on who presents for the group.</p> <p><b>Instruction 2:</b></p> <p>In the next 20 minutes when we are all together let us listen to your selections. Each of the groups has 5 minutes to present 2 biases with examples, optionally also with a small icon/pictogram representing a particular bias.</p> <p><b>Summary:</b></p> <p>The trainer asks open questions:</p> <ul style="list-style-type: none"> <li>• Do you remember how we discussed ethnic stereotypes?</li> <li>• Where do you think ethnic stereotyping may fit within the Codex?</li> </ul> | <p>4 large pieces of paper – one for each group, markers</p> <p>Board, magnets – to attach the lists of biases and make them visible for all in the last part of the session.</p> | <p>Each participant may use their own device and open the interactive webpage.</p> <p>Participants first study the matrix on their own (5 minutes), then agree on a selection of two biases in the group (10 minutes). They then present to the whole group and give an example how they encountered the biases (4x5minutes).</p> <p>In the last part the participants put the sticker in the corresponding quarter of the matrix.</p> <p>When wrapping up, the trainer points out which of the mentioned biases may play a part in intercultural communication (5min).</p> <p>Participants reflect on the interaction of previously discussed core concepts with biases in mind.</p> | <p>Tool for understanding of various kinds of common cognitive traps.</p> <p>Optional question for a final quiz:</p> <ul style="list-style-type: none"> <li>• List several examples of cognitive biases</li> </ul> |  |

| Time | Most important content   | Training materials      | Guidelines for trainers  | Desired outcome   | <input checked="" type="checkbox"/> |
|------|--|-------------------------|--|---|-------------------------------------|
| 5'   | <p><b>Reflection: Understand cognitive bias</b></p> <p>Participants are asked to answer the following questions:</p> <ul style="list-style-type: none"> <li>In what ways can you make diverse examples from the Codex relevant to your daily work?</li> <li>Try to select a bias which you have noticed in your team recently.</li> </ul>  | PowerPoint presentation | <p>The trainer asks open questions.</p> <p><b>Possible answers:</b></p> <p>"The IKEA effect is a cognitive bias in which consumers place a disproportionately high value on products they partially created"<sup>4</sup>.</p> <p>The team preparing the Welcome Centre for first incoming researchers will assign a higher value to its own "product".</p> | Applying theory into everyday work. Planning implementations. | <input type="checkbox"/>            |
| 15'  | <p><b>Active break: Cognitive bias codex</b></p>   | PowerPoint presentation | <a href="#">Cognitive biases codex</a> <sup>5</sup> is presented on the slide.   | Processing information from the exercise.                     | <input type="checkbox"/>            |
| 0'   | <p><b>4. INTERSECTIONALITY</b></p> <p>The fourth section focuses on intersectionality, starting with exercise: Specify which animals you can see.</p>  | PowerPoint presentation | This part starts with the exercise.  | n/a   | <input type="checkbox"/>            |
| 10'  | <p><b>Specify which animals you can see</b></p> <p>The trainer asks participants:<br/>What is in the picture?</p> <p>At first, participants usually only notice and name animals. After a while, they discover a strange substitution of surfaces. Our minds are easily tricked. We see "the colours".</p> <p>In the picture, <b>the forms communicate</b>. If such an illusion works even with a simple picture, it works also in intercultural communication.</p> <p>There are many other variables in intercultural communication than ethnicity, which is often noticed first.</p> | PowerPoint presentation | <p>Let each participant presents their request, then other participants may reflect on it.</p> <p>Trainers should devote some time to a final reflection on the challenges presented during the training.</p> <p>This part shows how much any so-called cultural feature changes when juxtaposed to another variable.</p>                                  | Shift of a common perspective.                                | <input type="checkbox"/>            |
| 5'   | <p><b>What is intersectionality?</b></p> <p>Discussion of <b>intersectionality</b>: paying the same attention to age, gender, vocational background and social position of the respective parties.</p>   | PowerPoint presentation | The trainer introduces the concept of intersectionality.   | Introduction to the topic.                                    | <input type="checkbox"/>            |

4. Wikipedia, *IKEA effect*, [https://en.wikipedia.org/wiki/IKEA\\_effect](https://en.wikipedia.org/wiki/IKEA_effect) [access: 31.01.2023].

5. Wikipedia, *Cognitive Bias Codex*, [https://upload.wikimedia.org/wikipedia/commons/6/65/Cognitive\\_bias\\_codex\\_en.svg](https://upload.wikimedia.org/wikipedia/commons/6/65/Cognitive_bias_codex_en.svg) [access: 31.01.2023].

| Time | Most important content  | Training materials      | Guidelines for trainers   | Desired outcome   | <input checked="" type="checkbox"/> |
|------|---|-------------------------|---|---|-------------------------------------|
| 10'  | <p><b>Flexibility of group identification</b></p> <p>Reflection on participants' observations from previous encounters. Identities are flexible – in what way?</p> <p>The picture with fish is a metaphor of one species in different relations, social roles, places, age, etc.</p> <p>Participants may like to share “their fish” (identities) in different situations.</p>   | PowerPoint presentation | <p>The trainer may share their own „fish“ (identities) and ask participants to share theirs.</p> <p>At this point, it's worth pointing out that, according to Thomas Hylland Eriksen, a Norwegian anthropologist, individuals who are members of multiple groups based on different principles (class, ethnicity, gender, occupation, religious and political beliefs and others) are less likely to be uncompromisingly invested in conflict than those who define their entire person in relation to a single group (such as a racial or ethnic group). Eriksen also highlights the possibility of stepping out of the polarity of the “We-They” and thus framing ethnic contrast in a non-conflicting way as “We-hood and us-hood” in the sense of seeing oneself equally through the eyes of the other.</p> | Understanding the concept of identities.                              | <input type="checkbox"/>            |
| 15'  | <p><b>Exercise: Communication patterns in a flow</b></p> <p><b>Instruction:</b></p> <p>Go back to the Cultural Atlas<sup>6</sup>.</p> <p>Select two cultures, go to the section on communication and share how communication will change if we apply the following variables:</p> <ul style="list-style-type: none"> <li>• age,</li> <li>• gender,</li> <li>• socio-economic status,</li> <li>• education, life experience,</li> <li>• social groups, regions,</li> <li>• corporate identity &gt; ethnicity?</li> </ul> | PowerPoint presentation | <p>Participants work in the same groups.</p> <p>The trainer studies the section on communication beforehand and for the groupwork selects cultures which can be discussed concisely and are known to the trainer.</p>   | The aim is to discover that no ethnic stereotype is valid in general. | <input type="checkbox"/>            |

6. Cultural Atlas, <https://culturalatlas.sbs.com.au> [access: 31.01.2023].



| Time | Most important content   | Training materials      | Guidelines for trainers  | Desired outcome   | <input checked="" type="checkbox"/> |
|------|--|-------------------------|--|---|-------------------------------------|
| 10'  | <p><b>Exercise recapitulation: Variables of intercultural communication</b></p> <p>The trainer asks the groups for reflection.</p> <p><b>Question:</b><br/>How may your descriptions from Cultural Atlas change if you take into account the variables on the right?</p> | PowerPoint presentation | <p>Participants have to find examples of “exceptions to the rule”. One by one, there will be so many exceptions that it will be easier to get rid of the stereotype as such.</p> <p><b>Possible answers:</b><br/>Some Slovaks are seen as not smiling enough during the first contact with foreigners. It does not mean they are not warm enough in general, but that their English is in some cases not proficient.</p> |   | <input type="checkbox"/>            |
| 10'  | <p><b>Applying intersectional approach</b></p> <p><b>Question:</b><br/>In what ways can you make intersectionality relevant in your current work?</p>  | PowerPoint presentation | <p><b>Possible answers:</b><br/>My friend is a black woman working in the University of California, Los Angeles (UCLA). Her academic identity is more to her than her skin colour or gender, even after work. While on holiday in Eastern Europe, however, her academic identity is much less relevant.</p>  | Applying theory into everyday work. Planning implementations. | <input type="checkbox"/>            |
| 10'  | <p><b>Summary of the training</b></p> <p>Summarise the points that were discussed earlier in three areas:</p> <ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Multiple identities</li> <li>• What-counts-as-what</li> </ul>                             | PowerPoint presentation | <p>The trainer presents the final conclusions and allows the participants to add comments and their own reflections.</p> <p>There are four slides with numerous conclusions, including tips for effective communication.</p>   | Recapitulation of the training.                               | <input type="checkbox"/>            |
| 15'  | <p><b>Return to “suitcase acquisitions” (optional)</b></p> <p>The trainer encourages participants to share what they take with them from this session.</p>   | Flipchart               | The trainer jots down and sums up the relevant aspects of the session.   | Closing   | <input type="checkbox"/>            |

## Additional materials

| Time      | Most important content  | Training materials | Guidelines for trainers  | Desired outcome   |
|-----------|---|--------------------|--|---|
| 15'       | <p><b>The most influential values<sup>1</sup></b></p> <p>Open infographic <a href="#">What do we care about most?<sup>2</sup></a>.<br/>Find your own country or region and relate to others.</p> <p>Discuss how your findings may be relevant for your intercultural encounters.</p>  | Infographic        | The trainer should remember that the presented infographic presents simplifications (average result) for a given area.   | Noticing commonalities and differences.<br>Preparation for intercultural contact. |
| 15'       | <p><b>The values and their tradition<sup>3</sup></b></p> <p>Open infographic <a href="#">What qualities should children be encouraged to learn?<sup>4</sup></a></p> <p>Find your own country or region and relate to others.</p> <p>Discuss how your findings may be relevant for your intercultural encounters.</p>  | Infographic        | The trainer should remember that the presented infographic presents simplifications (average result) for a given area.   | Noticing commonalities and differences.<br>Preparation for intercultural contact. |
| 15' – 60' | <p><b>EURAXESS Intercultural Assistant<sup>5</sup> – self-training tool</b></p> <p>There are four sections:</p> <ol style="list-style-type: none"> <li><b>What Is Culture?</b>, which explores basic notions about culture.</li> <li><b>Boost Your Intercultural Competence</b>, which introduces intercultural communication and intercultural competence on the basis of the intercultural experiences of participants.</li> <li><b>Compare Cultures</b>, which explores cultural differences and allows comparisons on the basis of Hofstede's dimensions.</li> <li><b>Socialising</b>, which contains practical tips for adaptation.</li> </ol> | Webpage            | <p>Intercultural Assistant provides conventional information on intercultural communication.</p> <p>The trainer needs to be aware that works of Geert Hofstede are subject to criticism<sup>6</sup>.</p> | Self-training   |

1. Neufeld D., *The World's Most Influential Values, In One Graphic*, Visual Capitalist 5.11.2020, <https://www.visualcapitalist.com/most-influential-values/> [access: 31.01.2023].

2. Lam S., *What do we care about most?* in: Neufeld D., *The World's Most Influential Values, In One Graphic*, Visual Capitalist 5.11.2020, <https://www.visualcapitalist.com/most-influential-values/> [access: 31.01.2023].

3. Sundell A., *Which Values Children Should Be Encouraged to Learn, By Country*, Visual Capitalist 12.01.2022, <https://www.visualcapitalist.com/cp/which-values-children-should-learn-by-country/> [access: 31.01.2023].

4. Ang C., *Which qualities should children be encouraged to learn?*, <https://www.visualcapitalist.com/wp-content/uploads/2021/12/Independence-vs-Obedience.html> in: Sundell A., *Which Values Children Should Be Encouraged to Learn, By Country*, Visual Capitalist 12.01.2022, <https://www.visualcapitalist.com/cp/which-values-children-should-learn-by-country/> [access: 31.01.2023].

5. EURAXESS, *Intercultural Assistant*, <https://euraxess.ec.europa.eu/career-development/researchers/intercultural-assistant> [access: 31.01.2023].

6. Breidenbach, J., Nyíri, P., *Intercultural Communication: An Anthropological Perspective*, International Encyclopedia of the Social & Behavioral Sciences, Elsevier 2015, pp. 357-361, <https://doi.org/10.1016/B978-0-08-097086-8.12203-2> [access: 31.01.2023].

| Time | Most important content   | Training materials | Guidelines for trainers  | Desired outcome               |
|------|--|--------------------|--|-------------------------------|
| 20'  | <b>Complexity of culture</b><br><a href="#">The danger of a single story</a> <sup>7</sup> by Chimamanda Adichie  | Video              | “Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice – and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding <sup>8</sup> .” | Broaden viewers’ perspective. |
| 11'  | <b>How empathy shaped our civilisation</b><br><a href="#">The Empathic Civilisation</a> <sup>9</sup> by Jeremy Rifkin                                  | Animation          | “In this lively animation, bestselling author, political adviser and social and ethical prophet Jeremy Rifkin investigates the evolution of empathy and the profound ways that it has shaped our development and our society <sup>10</sup> .”  | Broaden viewers’ perspective. |
| 12'  | <b>How “divided brain” affects western culture</b><br><a href="#">The Divided Brain – The Making of Western World</a> <sup>11</sup> by Ian McGilchrist | Animation          | “Renowned psychiatrist and writer Iain McGilchrist explains how our ‘divided brain’ has profoundly altered human behaviour, culture and society <sup>12</sup> .”   | Broaden viewers’ perspective. |

7. Chimamanda Adichie 2020, *The danger of a single story*, <https://www.youtube.com/watch?v=LmjKUDo7gSQ> [access: 31.02.2023].

8. Ibidem.

9. RSA ANIMATE, *The Empathic Civilisation*, <https://www.youtube.com/watch?v=l7AWnffRc7g> [access: 31.01.2023].

10. RSA ANIMATE, *The Empathic Civilisation*, <https://www.thersa.org/video/animates/2010/05/rsa-animate---the-empathic-civilisation> [access: 31.01.2023].

11. RSA ANIMATE: Ian McGilchrist, *The Divided Brain – The Making of Western World*, <https://www.thersa.org/video/animates/2011/10/rsa-animate---the-divided-brain> [access: 31.01.2023].

12. Ibidem.

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4. Brubaker R., *Ethnicity without groups*, European Journal of Sociology / Archives Européennes De Sociologie, 43(2)/2002, pp. 163-189, <https://doi.org/10.1017/S0003975602001066>.
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8. EURAXESS, *Intercultural Assistant*, <https://euraxess.ec.europa.eu/career-development/researchers/intercultural-assistant>.
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12. Hester, N., Gray, K., *The Moral Psychology of Raceless, Genderless Strangers*, Perspectives on Psychological Science, 15(2)/2020, 216–230. <https://doi.org/10.1177/1745691619885840>.
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14. Jonathan Haidt's website, <https://jonathanhaidt.com/>.
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25. Wikipedia, *Ethnic stereotypes*, [https://en.wikipedia.org/wiki/Ethnic\\_stereotype](https://en.wikipedia.org/wiki/Ethnic_stereotype).
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## Multimedia

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2. RSA ANIMATE: Ian McGilchrist, *The Divided Brain – The Making of Western World*, <https://www.thersa.org/video/animates/2011/10/rsa-animate--the-divided-brain>.
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# 6

## MODULE

# Global profile, marketing and talent attraction

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**Total duration**




3 hours, including one 15 minute break

**Number of participants**

minimum: 5, maximum: 20

**Target group**

- Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.
- Higher education managers (coordinators, leaders, etc. at central and faculty levels), involved in the internationalisation of their institution.
- Academic staff members working in the area of internationalisation and/or engaged in talent attraction processes.
- Research institutions managers and support staff interested in internationalisation of their institutions
- Higher education staff members engaged or interested in:
  - internationalisation of higher education institutions,
  - international communication,
  - international brand awareness,
  - attracting global talent,
  - staff recruitment,
  - marketing,
  - strategic management,
  - strategic planning.
- Newly hired staff members of higher education institutions whose duties involve support for international PhD students, academics and researchers.

|   |                             |   |
|---|-----------------------------|---|
|  | <b>Training goals</b>       | Develop knowledge of strategic approaches and solutions in building an institution's attractiveness for global talent (researchers, lecturers, PhD students).   |
|  | <b>Points to be covered</b> | <ol style="list-style-type: none"> <li>1. International recognition and talent attraction.</li> <li>2. Institutional needs analysis, outreach goals.</li> <li>3. Comprehensive talent recruitment, retention and support.</li> <li>4. Institutional value proposition and key strengths.</li> <li>5. Effective and efficient ways of engagement and visibility channels.</li> <li>6. Digital branding.</li> <li>7. Good practice examples.</li> </ol> |
|  | <b>Training materials</b>   | <ol style="list-style-type: none"> <li>1. <a href="#">PowerPoint presentation</a></li> <li>2. <a href="#">Handout 13. (M6) My organisation's visibility channels</a></li> <li>3. <a href="#">Handout 14. (M6) My organisation's SWOT analysis</a></li> <li>4. <a href="#">Handout 15. (M6) My organisation's values and unique selling points</a></li> </ol>  |

# Suggestions for prospective trainers

This training aims to develop knowledge of strategic approaches and solutions that are required to build an institution's attractiveness for global talent (international PhD students, academics and researchers).

The training covers two areas:

1. global visibility of higher education institutions, and
2. strategic approaches to talent recruitment.

It contains various examples of good practices applied by higher education institutions in South-Eastern and Central-Eastern Europe.

Before the training, the trainer should get familiar with the following terms:

- **Global profile or visibility** is related to the international recognition and impact of an organisation.
- The process of **talent attraction** is “the proactive identification, assessment, and engagement of individuals who have the potential to fill future roles within an organisation. The goal is to build a talent pipeline of high-potential individuals who can be hired when needed”<sup>1</sup>.
- A **target audience** is the group of people you are trying to reach with your marketing and communication efforts<sup>2</sup>.
- **Stakeholder perceptions analysis** is identifying anyone who can affect or is affected by the actions of an organisation. Stakeholder's perceptions research allows to “identify areas for improvement, understand stakeholder attitudes and motivations, and ensure the organization will be satisfying all stakeholders, providing a superior brand experience across the board”<sup>3</sup>.
- **Visibility channels** are all communication channels (webpages,

social media, etc.) used to share information on higher education institution's activities. The term also includes the institution's initiatives themselves (events, projects, workshops etc.), as well as interactions with the institution's staff members (fairs, conferences, etc.).

- **SWOT analysis** is a framework which helps to evaluate the institution by defining its Strengths, Weaknesses, Opportunities and Threats. It helps to recognise the institution's unique selling points and is a fundament of strategic management<sup>4</sup>.
- A **unique selling point** is a factor that makes a good or service different from those of the competition. Basically, it tells how the institution different from the others, why it is special, unique and one of a kind<sup>5</sup>.
- **“Content marketing** is a strategic marketing approach focused on creating and distributing valuable, relevant, and consistent content to attract and retain a clearly defined audience (...)”<sup>6</sup>.
- **“Public engagement** describes the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit”<sup>7</sup>.
- **Reputation and reputation management:** within the higher education institution context, reputation is defined as “the sum of the impressions received by stakeholders from the communication and interaction they have with the university”<sup>8</sup>. Reputation management implies an important knowledge of “how to respond and meet the expectations and needs of each stakeholder and make it a strategic priority for university managers”<sup>9</sup>.

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5. Grzegorzek J., *What Is Your Unique Selling Point (USP)?*, Super Business Manager 18.02.2022, [www.superbusinessmanager.com/what-is-your-unique-selling-point-usp](http://www.superbusinessmanager.com/what-is-your-unique-selling-point-usp) [access: 31.01.2023].

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- **“Brand development** is the process of creating and strengthening professional services’ brand”<sup>10</sup>.
- **“Brand awareness** represents how familiar is the target audience is with the brand and how well they recognise it”<sup>11</sup>.
- **Digital branding** is the use of digital tools and channels for institutional branding (e.g. social media, online platforms).
- **Employer brand** is how an organization is viewed as an employer<sup>12</sup>.
- **Recruitment marketing** is the practice of using marketing strategies to promote the value of working for an employer to attract, engage, recruit and retain talent”<sup>13</sup>.

During the training, it could be useful to refer to national higher education and research promotion strategies, particularly in cases where the training is delivered to participants from the same country or institution.

The training format requires active participation and offers a mix of theory and practice including dedicated moments for Q&A and exercises. Moreover, handouts serve as incentives to provide an in-depth analysis of the participants’ own communication environment during or after the training.

Several examples provided in this training refer to a broader strategic institutional level. Yet this training can also be useful in promoting marketing and communication activities to support global visibility more operationally at the department or faculty level. It will provide inspiration for various groups of staff to serve as ambassadors for their institution and help build its global profile on a daily basis.

This training could also be useful in raising the participants’ awareness of various communication activities conducted at the central level and provide an incentive for closer collaboration and coordination with other higher education institution units/departments engaged in communication and marketing.

10. For more details, visit: Hinge, *A 10 Step Brand Development Strategy for Your Professional Services Firm*, [https://hingemarketing.com/blog/story/a\\_10\\_step\\_brand\\_development\\_strategy\\_for\\_your\\_professional\\_services\\_firm](https://hingemarketing.com/blog/story/a_10_step_brand_development_strategy_for_your_professional_services_firm) [access: 31.01.2023].

11. For more details, visit: Decker A., *The Ultimate Guide to Brand Awareness*, HubSpot 10.2023, <https://blog.hubspot.com/marketing/brand-awareness> [access: 31.01.2023].

12. For more details, visit: Lybrand A. S., *What Is Employer Branding and How Can It Grow Your Business?*, LinkedIn, [www.linkedin.com/business/talent/blog/talent-acquisition/employer-branding](http://www.linkedin.com/business/talent/blog/talent-acquisition/employer-branding) [access: 31.01.2023].

13. For more details, visit: Rally, *What is Recruitment Marketing?*, <https://rallyrecruitmentmarketing.com/what-is-recruitment-marketing/> [access: 31.01.2023].

# Expected learning outcomes

With the completion of the training, the participant will:

1. Understand the overall importance of attracting, retaining and supporting global talent, and the related needs of the participant's institution.
2. Understand the key concepts and processes underlying global talent attraction:
  - audience segmentation,
  - value proposition to target audience,
  - positioning in relation to competitors,
  - generation of key messages,
  - delivery of messages through various channels.
3. Have greater awareness of various channels and tools that can be used to increase the institution's visibility vis-à-vis global talent, including digital branding.
4. Have greater awareness of different target groups (e.g. through key digital channels).
5. Be able to identify an institution's key selling points and prepare related content for impactful communication.
6. Be able to use existing communication channels and communication.
7. Be (more) willing to engage in attracting, retaining and supporting global talent for their institution. They will be eager to improve internal related processes and collaborate with other institutional and external partners.
8. Be (more) open to new trends and eager to continue further expanding their working portfolio with new skills related to marketing tools, channels and strategies.
9. Be willing to deepen and share the acquired knowledge on marketing, staff recruitment and support.

# Training scenario

| Time      | Most important content  | Training materials                     | Guidelines for trainers  | Desired outcome  | <input checked="" type="checkbox"/> |
|-----------|---|--|--|--|-------------------------------------|
| 1h<br>20' | <b>Part 1: Introduction &amp; global visibility</b>   |  |  |  |                                     |
| 5'        | <b>Welcome</b><br>Trainer's presentation<br>Training agenda   | PowerPoint presentation                | Welcome should be short and clear. It is important to provide information on the trainer's experience in the field and the reason why the training is organised.   | Introduction: clarifying format and participation requirements.                                | <input type="checkbox"/>            |
| 10'       | <b>Introduction</b><br>The trainer presents the global trends in professionalisation of higher education institution marketing and conducts a short online poll to better understand the participants' prior experience; the trainer shares the results of the poll with the participants.<br><br>The trainer presents the format of the training and housekeeping rules. | PowerPoint presentation<br>Online poll | The results of the online poll are presented to the audience.<br><br>The polling question is:<br><br>How familiar are you with any of these concepts: reputation management; brand development; recruitment marketing; content marketing; public engagement?<br><br><ul style="list-style-type: none"> <li>• I've never encountered these concepts in theory or practice</li> <li>• I've heard about them but I haven't yet applied them in practice</li> <li>• I apply (some of) them in my daily work</li> </ul> | Understanding the audience's level of experience in the topic.<br><br>Setting training format. | <input type="checkbox"/>            |
| 20'       | <b>Presentation of the participants</b><br>Participants are asked to introduce themselves and their institution by<br>a) indicating their name, position & institution,<br>b) briefly explaining why they have decided to join the training and what they expect to learn.  | Participant badges or stickers         | Presentation should last 1-2 minutes per participant.  | Building trust and openness.   | <input type="checkbox"/>            |

| Time | Most important content   | Training materials      | Guidelines for trainers   | Desired outcome  | <input checked="" type="checkbox"/> |
|------|--|-------------------------|---|--|-------------------------------------|
| 7'   | <p><b>Key concepts</b></p> <p>The trainer presents the following concepts:</p> <ol style="list-style-type: none"> <li>objectives for the global marketing strategy,</li> <li>examples of target audience in the international context<sup>1</sup>,</li> <li>stakeholder groups and stakeholder perception analysis, and</li> <li>key enablers of global visibility.</li> </ol> | PowerPoint presentation | Stakeholder analysis may serve an institution in multiple ways. Stakeholders may support the institution's plans and initiatives, serve as consultants, link the institution with outside players etc. Moreover, analysis of stakeholders may be one of the incentives to work on communication strategy, if such does not exist at the institution.  | Delivery of theoretical knowledge.                         | <input type="checkbox"/>            |
| 5'   | <p><b>Global visibility channels</b></p> <p>The trainer presents the main visibility channels and invites participants to the exercise</p>   | PowerPoint presentation | <p>The trainer provides the following examples of visibility channels:</p> <ol style="list-style-type: none"> <li>EAIE<sup>2</sup></li> <li>ORCID<sup>3</sup></li> <li>NAFSA<sup>4</sup></li> <li>ResearchGate<sup>5</sup></li> <li>MUNI<sup>6</sup></li> <li>EUA<sup>7</sup></li> <li>IAU<sup>8</sup></li> <li>European Universities<sup>9</sup></li> <li>EURAXESS<sup>10</sup></li> <li>Times Higher Education<sup>11</sup></li> </ol> <p>The list (if necessary) may be supplemented by national or regional examples. It serves as an inspiration for the practical exercise.</p> | Delivery of theoretical knowledge illustrated by examples. | <input type="checkbox"/>            |

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- Time Higher Education, *World University Rankings*, <https://www.timeshighereducation.com/world-university-rankings> [access: 31.01.2023].

| Time      | Most important content   | Training materials  | Guidelines for trainers   | Desired outcome   | <input checked="" type="checkbox"/> |
|-----------|--|---|---|---|-------------------------------------|
| 20'       | <p><b>Exercise: My organisation's visibility channels</b></p> <p>The trainer invites the participants to ask questions about the ideas presented:</p> <ul style="list-style-type: none"> <li>• Do you have any questions?</li> </ul> <p>The trainer delivers handouts and poses the following questions for consideration:</p> <ul style="list-style-type: none"> <li>• What visibility channels are most actively used at your institution, faculty, or department?</li> <li>• What channels would you like to further develop or adopt?</li> </ul> | <p>Poster paper to put down participants' ideas</p> <p><a href="#">Handout 13. (M6) My organisation's visibility channels</a></p> | <p>For training organised in one institution, the trainer divides participants into small groups (4-5 participants per group depending on the total number of participants). Each group nominates a rapporteur. They are given 10 min for filling in the handouts and 5 for presenting the answers.</p> <p>In non-homogenous groups, participants work individually. They are given 10 min for filling in the handouts and 5 to compare and discuss in pairs (as they sit) the channels they listed.</p> <p>For the summary, the trainer collects the answers provided by the participants and (if necessary) indicates visibility channels which may be added (according to the previous slide).</p> <p>When the training is delivered to managers, the trainer asks for recognised difficulties and possible improvements in these areas.</p> | <p>Identifying the institution's visibility channels</p> <p>and (optional) possible improvements in communication management.</p> | <input type="checkbox"/>            |
| 5'        | <p><b>Unique strengths and positioning</b></p> <p>The trainer lists possible strengths illustrated by the example of the Central European Institute of Technology<sup>12</sup>.</p>  | PowerPoint presentation   | The trainer is encouraged to also use national examples (if applicable).  | Delivery of theoretical knowledge illustrated by an institutional example.  | <input type="checkbox"/>            |
| 10' – 20' | <p><b>SWOT analysis,</b> including</p> <p><b>Exercise: My organisation's SWOT analysis</b> (optional)</p> <p>The trainer presents the SWOT analysis and ask participants if their institutions have done SWOT analysis (and have a communication strategy).</p>  | <p>PowerPoint presentation</p> <p><a href="#">Handout 14. (M6) My organisation's SWOT analysis</a></p>                            | <p>Many higher education institutions have a communication strategy (or a communication plan) built on a SWOT analysis. If so, participants are asked to share their experience.</p> <p>To summarise, participants are asked to identify the benefits of having such a strategy.</p> <p>For groups without a communication plans, it is orthwhile to spend some time working on a simplified SWOT analysis.</p> <p><b>Exercise: My organisation's SWOT analysis</b> (optional)</p> <p>The participants continue working in the small groups created earlier. They have 10 minutes for filling in the handout and 10 minutes for presenting the outcomes to the other participants. Short reports are made by the rapporteurs.</p>   | <p>Learning how to use the SWOT analysis in recognising the institution's position.</p>   | <input type="checkbox"/>            |

12. Central European Institute of Technology, <https://www.ceitec.eu/> [access: 31.01.2023].

| Time      | Most important content  | Training materials   | Guidelines for trainers  | Desired outcome   | <input checked="" type="checkbox"/> |
|-----------|---|--|--|---|-------------------------------------|
| 15'       | Break   |  |  |   |                                     |
| 1h<br>20' | <b>Part 2: Strategic approach to talent attraction</b>  |  |  |   |                                     |
| 5'        | <p><b>Talent attraction – definition</b></p> <p>The trainer presents a definition of talent attraction followed by several questions posed to the audience:</p> <ul style="list-style-type: none"> <li>• How is global talent recruitment organised at your institution? Is it a priority for your institution, faculty or department?</li> <li>• For what purpose(s) do you (need to) attract talent at your institution (faculty, department)?</li> <li>• What change do you aim to achieve?</li> </ul> | <p>PowerPoint presentation</p> <p>Poster paper to put down participants' ideas</p> | <p>This is introduction to the topic. The aim of this discussion is to let the participants share their perspective and to engage in peer learning.</p>  | <p>Introduction to the topic and recognition of the state of the art.</p> | <input type="checkbox"/>            |
| 5'        | <p><b>A strategic approach to talent attraction</b></p> <p>The trainer presents seven steps that lead to a more strategic talent attraction based on the higher education institution's employer brand.</p>   | <p>PowerPoint presentation</p>   | <p>The seven steps are explained in more detail in the following slides. Each step includes institutional examples and case studies.</p>   | <p>Delivery of knowledge on strategic approach to talent attraction.</p>  | <input type="checkbox"/>            |
| 5'        | <p><b>Step 1: Define strategic objectives</b></p> <p>The trainer presents various strategic objectives for attracting global talent.</p>  | <p>PowerPoint presentation</p>   | <p>Strategy objectives for talent attraction may be included / defined in the institution's strategy or the institution's internationalisation strategy. If such documents exist, they should be referenced at this stage.</p> | <p>Delivery of knowledge on strategy objectives</p>                       | <input type="checkbox"/>            |

| Time | Most important content  | Training materials      | Guidelines for trainers   | Desired outcome        | <input checked="" type="checkbox"/> |
|------|---|-------------------------|---|------------------------|-------------------------------------|
| 4'   | <p><b>Step 2: Assess the needs</b></p> <p>The trainer raises several questions that can guide the analysis of strategic and technical needs at the department or faculty level.</p>   | PowerPoint presentation | <p>The trainer provides the following questions:</p> <ul style="list-style-type: none"> <li>• What is the subject area requiring new expertise and what is its special focus?</li> <li>• How useful will the new expertise be for research and (postgrad/undergrad) teaching?</li> <li>• What subject-related gains are expected? (e.g. enhancing existing expertise, establishing a new area)?</li> <li>• Are there any internal alternatives?</li> <li>• How can the new expertise strengthen other units' activities?</li> <li>• How will it be funded? Will it generate additional income?</li> </ul>   | Delivery of knowledge. | <input type="checkbox"/>            |
| 6'   | <p><b>Step 3: Define the target audience and the attraction pathway</b></p> <p>The trainer presents a series of questions guiding the search for talent based on needs (step 3a) and offers several examples of the existing attraction pathways.</p> <p>The trainer provides an example of a strategic career funding pipeline with the possible early entry point for international talent at Master's level.</p> | PowerPoint presentation | <p>Step 3 is divided into two sub-steps: step 3a and step 3b.</p> <p><b>Step 3a: Define the target audience</b></p> <ul style="list-style-type: none"> <li>• For what areas? (thematic disciplines; faculties)</li> <li>• At what level? (early-stage vs advanced; academic achievements)</li> <li>• For how long?</li> <li>• From what region(s)?</li> </ul> <p><b>Step 3b: Define the attraction pathway</b></p> <ul style="list-style-type: none"> <li>• Recruitment (temporary vs permanent)</li> <li>• Visiting fellowships/programmes</li> <li>• Staff exchanges</li> <li>• Masters' &amp; doctoral programmes</li> <li>• Secondments</li> </ul> <p>The list is non-exhaustive. Participants can add other ideas to the mind map.</p> | Delivery of knowledge. | <input type="checkbox"/>            |

| Time | Most important content   | Training materials      | Guidelines for trainers  | Desired outcome   | <input checked="" type="checkbox"/> |
|------|--|-------------------------|--|---|-------------------------------------|
| 5'   | <p><b>Case studies</b></p> <p>The trainer presents two institutional case studies to offer concrete examples of strategic objectives and target audiences:</p> <ul style="list-style-type: none"> <li>• West University of Timisoara, Romania<sup>13</sup>,</li> <li>• The University of Pecs, Hungary<sup>14</sup>.</li> </ul>  | PowerPoint presentation | Participants may also like to share they examples.   | Case studies to provide an illustration for the delivered theoretical knowledge on talent attraction. | <input type="checkbox"/>            |
| 20'  | <p><b>Step 4: Create awareness and interest</b></p> <p>The trainer presents the concept of an employer's brand and offers a list of features that can be part of the value proposition (step 4a) and offers two institutional examples:</p> <ul style="list-style-type: none"> <li>• Central European Institute of Technology, the Czech Republic<sup>15</sup>,</li> <li>• BRAINCITY, Poland<sup>16</sup>.</li> </ul> <p>The trainer introduces the concept of content marketing and outlines its four components (step 4b).</p> <p>The trainer presents the example of a landing page and staff members testimonials featuring the institutional value proposition of Charles University in the Czech Republic<sup>17</sup> and explains how social media can be better leveraged for staff recruitment<sup>18</sup> by offering examples of Facebook, Instagram, Twitter and LinkedIn.</p> | PowerPoint presentation | <p>Step 4 is divided into two sub-steps: step 4a and step 4b.</p> <p>When it comes to the institutional value proposition, it is important to stress that institutions should be realistic.</p> <p>Examples are structured as follows:</p> <ul style="list-style-type: none"> <li>• Institutional profile</li> <li>• Target audience</li> <li>• Institutional offer/value proposition</li> </ul> | Delivery of knowledge.  | <input type="checkbox"/>            |

13. West University of Timisoara, *Call for Visiting Professors at FLIT*, <https://litere.uvt.ro/wp-content/uploads/Call-for-Visiting-Professor-at-FLIT-.pdf> [access: 31.01.2023].

14. The University of Pecs, *Stipendium Hungaricum Scholarship Program*, <https://kttk.pte.hu/en/stipendium-hungaricum-scholarship-program> [access: 31.01.2023].

15. Central European Institute of Technology, *Career*, <https://www.ceitec.eu/career-homepage/t10698> [access: 31.01.2023].

16. BRAINCITY, <https://braincity.nencki.edu.pl/> [access: 31.01.2023].

17. Charles University in the Czech Republic, *Your Career at CU*, <https://cuni.cz/UKEN-1149.html> [access: 31.01.2023].

18. Academic Positions, *Choosing the Right Social Media Channels for Social Recruitment*, <https://recruit.academicpositions.com/advice/leverage-social-media-demographics-to-recruit-the-most-qualified-candidates/> [access: 31.01.2023].



| Time | Most important content  | Training materials   | Guidelines for trainers   | Desired outcome   | <input checked="" type="checkbox"/> |
|------|---|--|---|---|-------------------------------------|
| 20'  | <p><b>Exercise: My organisation's values and unique selling points</b></p> <p>The trainer invites the participants to ask questions about the ideas presented:</p> <ul style="list-style-type: none"> <li>• Do you have any questions?</li> </ul> <p>The trainer delivers handouts and invite participants to take part in the exercise.</p> <p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• Make a list of your institution's value propositions.</li> <li>• Identify several unique institutional selling points that could be appealing to your international target audience, including recruited staff.</li> <li>• Choose the communication channels which could reach your target audience.</li> </ul> <p>For the conclusion, the trainer presents the UniWeliS Report<sup>19</sup> results concerning communication channels ("How did you learn about this mobility (study, visit employment) opportunity?") and ask participants to consult communication channels they chosen and (if necessary) correct them to reach target audience.</p> | <p>Poster paper to put down participants' ideas</p> <p><a href="#">Handout 15. (M6) My organisation's values and unique selling points</a></p> | <p>The participants continue working in the small groups created earlier. They have 10 minutes for filling in the handout and 10 minutes for presenting the outcomes to the plenary. Short reports are made by the rapporteurs.</p> <p>Participants may refer to the SWOT analysis focusing on the Strengths (if applicable).</p> <p>Participants who are experienced in communication and/or recruitment may contribute by offering their own examples of communication strategies used in their institutions.</p> | <p>Practical use of presented knowledge, peer learning.</p> | <input type="checkbox"/>            |
| 5'   | <p><b>Step 5: Recruit</b></p> <p>The trainer presents the typical recruitment process for academic staff and considerations for international staff followed by an example of project-based recruitment at University of Zilina, Slovakia<sup>20</sup>.</p>   | <p>PowerPoint presentation</p>   | <p>Recruitment, understood as a process, includes the preparatory phases which appear before a job interview, such as the preparation of the job advertisement and its sharing with the target audience.</p> <p>For readability, in the PowerPoint presentation, those activities were additionally pinned to the appropriate steps of the seven steps schema.</p>  | <p>Delivery of theoretical and practical knowledge.</p>     | <input type="checkbox"/>            |

19. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].

20. University of Zilina, *The process overview for recruiting academic staff*, [https://employment.ku.dk/faculty/recruitment-process/recruitment\\_process\\_overview.jpg](https://employment.ku.dk/faculty/recruitment-process/recruitment_process_overview.jpg) [access: 31.01.2023].

| Time | Most important content   | Training materials      | Guidelines for trainers   | Desired outcome                                     | <input checked="" type="checkbox"/> |
|------|--|-------------------------|---|---|-------------------------------------|
| 5'   | <p><b>Step 6: Welcome &amp; support</b></p> <p>The trainer presents the evidence from the UniWeliS project<sup>21</sup> related to the lack of information guidance and support at different mobility stages and its importance for talent attraction in Central Eastern and South Eastern Europe. The trainer offers an example of 360 degree support at Charles University in the Czech Republic<sup>22</sup>.</p> | PowerPoint presentation | Participants interested in designing support services for incoming academics may consult Module 3: Comprehensive approach to support services.        | Delivering theoretical and practical knowledge.     | <input type="checkbox"/>            |
| 5'   | <p><b>Step 7: Retain and engage</b></p> <p>The trainer presents the current trends identified on the basis of the interviews conducted at higher education institutions in the Central-Eastern and South-Eastern Europe and offers several examples of ad hoc activities pursued to engage with alumni. The trainer advocates for a more structured and consistent approach to engaging with alumni academics.</p>   | PowerPoint presentation | The trainer provides information on the <a href="#">UniWeliS Explorer App</a> <sup>23</sup> , where further ideas concerning engagement may be found. | Delivery of theoretical and practical knowledge.    | <input type="checkbox"/>            |
| 5'   | <p><b>Conclusions &amp; key takeaways</b></p> <p>The trainer summarises the most important aspects of the module and invites the participants to share their feedback.</p>   | PowerPoint presentation | The trainer may also ask about the most useful knowledge participants gained during the training and ideas they will adopt in their own institutions. | Reiteration of key training aspects and evaluation. | <input type="checkbox"/>            |

21. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/\\_user/Uniwelisl/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelisl/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].

22. Charles University in the Czech Republic, *Your Career at CU*, <https://cuni.cz/UKEN-1149.html> [access: 31.01.2023].

23. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].

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4. BRAINCITY, <https://braincity.nencki.edu.pl/>.
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# Examples of good practices as presented in the PowerPoint presentation

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# Handout 13. My organisation's visibility channels

Fill in the table providing as many examples as possible.

**Example:**

| Visibility channels               | Name  | Language(s) of communication | Main target group(s)  | Reach international academics? Yes/No   | Responsible unit         |
|-----------------------------------|---|------------------------------|---|---|--------------------------|
| Institution & researcher profiles | 1. HIGHER EDUCATION INSTITUTION'S WEBSITE<br>UNIVERSITYWEBSITE.EDU.UE | EN & NATIVE                  | ALL COMMUNITY   | PARTLY                                  | COMMUNICATION DEPARTMENT |
|                                   | 2. UNIVERSITY CENTRE FOR EXCELLENCE                                   | EN                           | RESEARCHERS   | YES!                                    | RESEARCH TEAM            |
| Rankings, citations, open access  | TIMES HIGHER EDUCATION RANKING  | EN                           | <ul style="list-style-type: none"> <li>• INTERNATIONAL STUDENTS,</li> <li>• INTERNATIONAL ACADEMIC,</li> <li>• PARTNER HIGHER EDUCATION INSTITUTIONS</li> </ul> | YES, REPOST AT THE UNIVERSITY'S WEBSITE | COMMUNICATION DEPARTMENT |

## Handout 13. My organisation's visibility channels

| Visibility channels  | Name | Language(s) of communication | Main target group(s) | Reach international academics? Yes/No | Responsible unit |
|--|------|------------------------------|----------------------|---------------------------------------|------------------|
| Institution & researcher profiles                                |      |                              |                      |                                       |                  |
| Rankings, citations, open access                                 |      |                              |                      |                                       |                  |
| Online social networks, professional networking sites            |      |                              |                      |                                       |                  |
| Professional societies (websites, bulletin boards, publications) |      |                              |                      |                                       |                  |
| Research conferences   |      |                              |                      |                                       |                  |

## Handout 13. My organisation's visibility channels

| Visibility channels                                    | Name | Language(s) of communication | Main target group(s) | Reach international academics? Yes/No | Responsible unit |
|--|------|------------------------------|----------------------|---------------------------------------|------------------|
| Fairs (including study fairs for PhD students)         |      |                              |                      |                                       |                  |
| National portals                                       |      |                              |                      |                                       |                  |
| International portals                                  |      |                              |                      |                                       |                  |
| Advocacy, special projects, events                     |      |                              |                      |                                       |                  |
| Higher education institution networks and partnerships |      |                              |                      |                                       |                  |



## Handout 13. My organisation's visibility channels

| Visibility channels  | Name | Language(s) of communication | Main target group(s) | Reach international academics? Yes/No | Responsible unit |
|--|------|------------------------------|----------------------|---------------------------------------|------------------|
| Advertising (display, print)   |      |                              |                      |                                       |                  |
| <p><b>FOR WELCOME CENTRE SUPPORT STAFF MEMBERS:</b></p> <p>Which higher education institution units may contribute to enhancing support services?</p> <p>How can you contribute to enhancing the communication process?</p>  |      |                              |                      |                                       |                  |
| <p><b>FOR HIGHER EDUCATION MANAGERS (REFLECTIONS)</b></p> <p>How is the communication process organised? Is it distributed or concentrated in one unit?</p> <p>Is the communication process effective?</p> <p>Are there any aspects that may be:</p> <ol style="list-style-type: none"> <li>1. Examined (I don't know how it works)</li> <li>2. Rebuilt (It could work better)</li> <li>3. Developed (It works on a basic level and could be upgraded)</li> <li>4. Implemented (Introducing this activity at institutions will help in... )</li> </ol> <p>What kind of resources do I need:</p> <ol style="list-style-type: none"> <li>1. People</li> <li>2. Funds</li> <li>3. Knowledge</li> <li>4. Tools (e.g. IT/databases)</li> <li>5. What are the obstacles</li> </ol> |      |                              |                      |                                       |                  |

# Handout 14. My organisation's SWOT analysis



On the basis on your knowledge and experience, fill in the form focusing on the organisation's Strengths, Weaknesses, Opportunities and the Threats it is facing.

|   | Helpful to achieving the objectives  | Harmful to achieving the objectives  |
|---|--|--|
| <b>Internal origin</b><br><b>Attributes of the organisation</b> | <b>Strengths</b><br>What makes your institution outstanding?<br><br>Which processes are well organised and work to the institution's satisfaction? | <b>Weaknesses</b><br>Which internal aspects could be improved or strengthened?                               |
| <b>External origin</b><br><b>Attributes of the environment</b>  | <b>Opportunities</b><br>What external circumstances may help your institution to grow?   | <b>Threats</b><br>What do your competitors do/may do/plan?<br>What obstacles may your institution encounter? |

Source: Author's own work on the basis of Xhienne – SWOT pt.svg, CC BY-SA 2.5, <https://commons.wikimedia.org/w/index.php?curid=2838770>.

# Handout 15. My organisation's values and unique selling points

In order to attract international PhD students, academics and researchers, based on your knowledge and experience, define the value proposition, unique selling points and communication channels.

| Value proposition (4a)  | Unique selling point (4b)  | Communication channels  |
|---|--|---|
| What does the institution offer to staff members?<br>Possible indicators:<br><ul style="list-style-type: none"> <li>• Quality</li> <li>• Location</li> <li>• Finances</li> <li>• Support</li> </ul> | How would prospective staff members benefit from the institution?<br><br>What makes the institution different from others? | Which communication channels should be used to reach the target audience? |
|    |                                       |   |

# Contributors



## Albena Antonova

Albena Antonova is a lecturer at the Faculty of Mathematics and Informatics at the Sofia University in Bulgaria. Her PhD thesis focuses on building smart services and knowledge management approaches for teachers to apply gamification and serious games in practice.

Currently, she is working on several European Union-funded projects related to teacher training, soft skills and digital skills, such as UniWeliS, ClimaTePD, Pleiade, iWell, CATCH (21st Century Skills) and many others.

She also has experience in other areas, such as smart services, serious games, digital transformation, raising digital skills and competencies, knowledge management, active and inquiry-based learning, TEL methods and others. Her publication record includes more than 90 items.



## Silvia Kotulicova

Silvia Kotulicova has been working for SAIA, n. o., as a project manager of EURAXESS Slovakia. She has participated in various EURAXESS projects (Horizon 2020 and Horizon Europe), and she was also the coordinator of the National Scholarship Programme of the Slovak Republic. Based on expertise gained from that work, she conducted a number of interactive workshops for higher education institution students, PhD students and teachers/researchers on funding opportunities and enhancement of

scholarship and fellowship winning skills. She is an EURAXESS desk officer focusing mostly on welcome services in the field of entry conditions and visa, and a member of the EURAXESS expert group on immigration-related topics. As an expert, she participated in the international panel discussion on migration and the social integration of migrants in the countries of the Danube Region. Currently, she is the coordinator of the UniWeliS project.



## Veronika Kupriyanova

Veronika Kupriyanova is Senior Policy Coordinator at the Academic Cooperation Association (ACA). Her main area of expertise lies in the design, implementation, coordination and evaluation of European Union policy initiatives and projects in higher education and research. At ACA, Veronika is responsible for monitoring, analysing and consulting ACA members on European higher education policies and programmes as

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## Joanna Laskowska

Joanna Laskowska, MBA, is a trainer, consultant, project reviewer, manager and communication expert. She has over 15 years of experience in higher education. She is skilled in designing processes, introducing changes, managing teams, coordinating projects, problem-solving and building relations with clients.

As a trainer, she combines a humanistic approach, as her background is Culture Studies, with management tools and techniques, which can be seen in her tailor-made workshops.

She took part in numerous education fairs, study visits and international conferences worldwide and hosted a great number of international guests. Moreover, for over 8 years, she was a manager of the International Admissions Office at the University of Silesia in Katowice, Poland.

As the Polish National Agency for Academic Exchange Expert she is responsible for the comprehensive training programme and this Manual.



## Nikolina Tsvetkova

Nikolina Tsvetkova, PhD is an Associate Professor at Sofia University St. Kliment Ohridski in Bulgaria. She is involved in teaching and teacher training, material design, course development, evaluation of learning materials and intercultural learning. She has experience in coordinating teacher training and master's degree programmes as well as in European Union projects as a team member and a team leader.

She has experience in coordinating teams of authors and researchers in developing and delivering online courses. Her research interests include intercultural communication, e-learning as well as the European dimension of education. She has published several papers, book chapters and a monograph in these areas, as well as coursebooks for learning English as a foreign language.



## Helena Tužinská

Helena Tužinská, PhD is an Associate Professor at the Department of Ethnology, Faculty of Arts, Comenius University in Bratislava, Slovakia. She carried out ethnographic research in refugee camps and asylum courts in Slovakia which resulted in *Questions of Description and Translation: Use of Data from Anthropology and Ethnology in the Conduct and Interpretation of Interviews with Immigrants* (2011), and *[Between the Lines] The Ethnography of Interpreting in Asylum Court Hearings* (2020 in Slovak).

In cooperation with non-governmental organisations, she facilitated trainings in intercultural communication for various actors in the migration field in Slovakia.

She also co-authored an informal survival kit Slovakia: *In\_different. As Told By Foreigners and the Anthropological Dictionary for the Slovak Radio*.



## Milan Zdravkovic

Milan Zdravković, PhD is an Associate Professor and leading researcher at the Faculty of Mechanical Engineering, University of Niš in Serbia. He is h-index-12 author of more than 80 papers in the fields of enterprise information systems, semantic interoperability, machine learning and other topics, with more than 650 citations. He is a member of IFAC TC5.3, IFIP TC5 WG 5.8 “Enterprise Interoperability” and SOCOLNET science advisory bodies.

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## Karla Zimanova

Karla Zimanova, PhD, has been Deputy Director of Slovak Academic Information Agency (SAIA, n. o.) since August 2009. She has been actively involved in the European Union Framework Programmes projects focusing on researchers’ mobility obstacles, customised services and tools for international PhD students, academics and researchers together with their spouses, career development of researchers and development of services of the EURAXESS Network.

Since 2019 she has been a national coordinator of EURAXESS Slovakia Network. In Horizon Europe, she has been nominated as the national

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She is a member of SAIA Executive Committee and actively collaborates with national stakeholders on internationalisation of higher education and research.

# Thank you!

Thank you very much for using this Training Manual. We hope it was useful and helped you to deliver excellent training for your group. You are more than welcome to share this publication with other higher education institutions.

UniWeliS Team

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