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Rethinking research education in globalised times: Perspectives of European post-doctoral fellows

Abstract: In today's globalised society, European universities have intensified their building of research capacity and development of competent researchers. The rapidly changing research environment driven by internationalisation, marketisation, technological advancements and innovative forms of research calls for not only competent but also globally competent researchers. However, there have been few explorations of the development of globally competent researchers. Even less is understood about educational practices and spaces that promote or prevent acquisition of the research competencies that are necessary to conduct research across disciplines and borders. In order to address the existing gap in the literature, this article explores the perspectives of eight European post-doctoral fellows. The results showcase knowledge and competencies that globally competent researchers require to conduct quality research. In addition, the results call attention to educational opportunities associated with the acquisition of these competencies in higher education institutions. The findings reveal the need to rethink current research education opportunities. Attention must be paid to (a) enhanced preparation of competent researchers in a globalised world and (b) the challenges limiting the development of future researchers. Although the findings of this study cannot be generalised across Europe, they are informative for a wide audience, including established researchers, novice researchers and research management.

Keywords: globally competent researchers, research education, research capacity, post-doctoral fellows, knowledge-based Europe, qualitative study, European context

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Research landscape in global times

Governments across Europe increasingly affirm the importance of innovation and research capacity for achieving future prosperity within the global knowledge economy (e.g. European Commission 2015; European Research Area 2016; Economic and Social Research Council 2014; Hallet and Fidalgo 2014). The increasing focus on research competence and productivity comes from the fundamental link between a strong culture of innovation and national prosperity (Chubb 2013). Scholarly literature often refers to researchers and their research as main factors assuring national productivity and innovation (Dobozy 2013) since knowledge has become the most valuable resource and driver of production (Kefela 2010; Leydesdorff 2011). The importance of a more knowledge-based Europe is well reported in Eurocadres' (2016) newsletter: "Education is the generator of economic growth and civilisation. Having more knowledge leads to innovations, job creation and higher stability. Those with higher education tend to have shorter unemployment periods than those without. Therefore, investing in education benefits the society as a whole. Eurocadres believes that a strong European economy will be reached by supporting higher education and research".

A 2016 progress report of the European Research Area (European Commission 2017b) reveals Europe's agency to respond to a dynamic and changing world. The report indicates that the majority of European countries have made significant progress in research excellence and development of national strategies for research and innovation (R&I), which encourage internationalisation and international researcher mobility. These strategies are developed via novel practices and innovative policies facilitating increased researcher mobility and grant portability. For instance, the Money Follows Researcher Model is aimed at researchers who continue their funded project in any country, regardless of the original association or location of the funded researcher. Another important focus of R&I strategies is close collaboration between ministries, research funding agencies and higher education institutions. Such collaboration is intended to maximise the alignment of the prioritised initiatives and promote international and intersectoral perspectives.

It is vital to ensure that higher education institutions contribute to innovation (European Commission 2017a). In order to foster academic excellence and innovation, many European countries have increased their funding for the development of highly qualified researchers to compete internationally. Matthias Egger, President of the Research Council in Switzerland, stated that the country needs "young researchers who are critical thinkers and question existing knowledge or develop it in novel ways - such research leads to innovation and is therefore crucial to Switzerland's economic prosperity and affluence" (Swiss National Science Foundation 2017). The above-mentioned arguments validate universities' growing roles in the knowledge-based economy and the associated expectations for higher education to produce highly skilled researchers.

Governments, funding agencies and research universities committed to promoting strong research programmes continue to introduce actions and regulations to attract international talent in a globalised world. Some of those actions include provision of research and mobility grants for international students and postdoctoral fellows, attractive employment packages for established researchers and special positions for distinguished scholars. Through different grants and scholarships, research excellence and development of competent researchers and innovators are maximised. As indicated by the Association of Commonwealth Universities (2016, p. 2), producing quality research is a core mission of most universities, but it can only be achieved if investment is made in those responsible for research production.

Williams (2005) argued that "globalization has altered both the context and substance of university education, advanced research and doctoral training" (ibid., p. 15). Global competitiveness in research and the generation of university research rankings are part of the contemporary higher education system (Deem et al. 2008). Their existence reflects the growing emphasis on research performance by nations determined to pursue innovation agendas (Boud and Lee 2009; Connell 2004). This emphasis is evident in the global model of the research-intensive university, which is characterised by a strong focus on research productivity and researcher development (Mohrman et al. 2008). As indicated by the European Commission (2015): "In order to compete globally we need more people to follow a career in research and to then provide them with the foundations for an open labour market. Therefore, Europe must be transformed into an attractive continent that supports innovation, knowledge creation and encourages researchers to stay".

Higher education institutions play a key role in education of researchers able to meet globalised expectations for their future careers within and outside academia (L'Association Pour L'Emploi des Cadres... 2010). However, little is known about effective ways to foster the capacity for excellence in research and scholarship (Walker et al. 2008). The use of new methodologies and digital technologies, promotion of international collaboration and inclusion of multi-disciplinary and multi-sectoral perspectives continuously transform the way in which research is conducted and shared. New research practices within a changing research environment encourage new methods of data collection and dissemination, communication within and between research communities, multidisciplinary and international collaborations and dissemination of research findings to non-research communities.

These ongoing advances result in demand for new tools, skills and approaches to the training of globally competent researchers able to engage in research studies across disciplines and geographic borders.

It is imperative to acknowledge that the researcher profession and ways of researching are changing. Nowadays, researchers function in different environments than in the past; therefore, it is vital to effectively support excellent research and the development of competent researchers. Existing literature identifies some competencies beyond research skills and scientific expertise that researchers need in an interconnected world, including the ability to communicate with researchers across disciplines (APEC and Deloitte 2010; Brogt 2007), interpret multilingual research (Weijters et al. 2013), secure funding from different sources (APEC and Deloitte 2010) and be aware of context-specific ethical practices (McGinn and Tilley 2012; Szostak 2013). However, evidence regarding which research opportunities within higher education institutions contribute to effective acquisition of these competencies is randomly reported.

This article, which is based upon qualitative analysis, is meant to (a) showcase knowledge areas and competencies that globally competent researchers require to conduct high-quality ethical research and (b) explore educational opportunities that promote and challenges that prevent or limit acquisition of these competencies in the European higher education context.

Key terminology

Prior to describing the research design, this section clarifies the terminology and expressions employed in this article.

The term *research education* refers to spaces and practices designed to equip novice researchers with the necessary knowledge, skills and attitudes to conduct quality research and engage in research communities across disciplines and borders. *Research education spaces* refer to research learning opportunities that allow postgraduate students to increase their research knowledge and skills as well as discover responsibilities associated with being researchers. In the European context, research education spaces in postgraduate programs may include research courses; a research thesis, in which a student undertakes independent study under the supervision of an experienced researcher; research assistantships, in which students assist research supervisors with their research projects, and/or research workshops.

The term *globally competent researchers* was coined by Niemczyk (2015) as part of her international post-doctoral research. The preliminary findings (Niemczyk 2018) provide the following emerging definition of a globally competent researcher: "A globally competent researcher possesses knowledge, skills, values, and attitudes necessary to conduct respectful and rigorous research in diverse contexts. Globally competent researchers are aware of a wider world, critical global issues and their impact on education in different contexts. They are committed to collaborate within multicultural and multidisciplinary settings. Globally competent researchers value diversity, social justice, and manifest intercultural sensitivity conducting

and reporting research". *A knowledge-based economy* relies on the production and use of ideas, knowledge, information and skills to promote economic and social development rather than physical labour. A knowledge-based economy places new expectations on higher education institutions to prepare competitive researchers, making it relevant to this research. *Research competencies* are understood to be a constellation of abilities, understandings, skills and values that enable globally competent researchers to act effectively and ethically in a given research space or situation.

Research design

Research Method

This paper is based on a large international study designed to explore the development of globally competent researchers that are able to engage in multinational, multidisciplinary and multi-sectoral projects. The qualitative study is rooted in interpretive research. As indicated by Given (2008), in interpretive research, meaning is disclosed, discovered and experienced, and the focus is on sense-making, description and detail. Therefore, meaning-making in order to understand a given social phenomenon is the primary goal of interpretive research.

Sample

As part of a larger study, this paper relies on the responses of eight post-doctoral fellows in education from five European countries (Croatia, Great Britain, Ireland, Poland and Spain) on a comprehensive open-ended questionnaire. The participants are of both genders, although they are not equally distributed (6 females and 2 males).

Data collection

Data was collected between June and July 2016 via SurveyMonkey from members of a European comparative education society. All members were invited to participate in a larger study. The data gathered from European post-doctoral fellows was purposefully selected from a larger pool of participants to inform this article.

Data analysis

Data analysis involved reading the eight open-ended questionnaires and coding text addressing the objectives of this paper. The coding process involved generating initial codes, grouping similar codes that represented patterned responses and ar-

riving at a more manageable number of themes (Braun and Clarke 2006). For the purpose of this paper, the perceptions of eight post-doctoral fellows are reported under two themes: (1) *knowledge and competencies expected of globally competent researchers* and (2) *educational opportunities associated with preparation of globally competent researchers*. Both themes are complimented with excerpts from post-doctoral fellows' responses (1–8) to provide authentic illustrations of the findings.

Investigations of the development of globally competent researchers primarily focus on novice researchers, and the voices of post-doctoral fellows sometimes fall into the cracks between doctoral students and established researchers (Micoli and Wendell 2018). Therefore, it was important to investigate post-doctoral fellows. In addition, this investigation is narrowed to one specific discipline, education, in order to acquire a thorough understanding of the phenomenon. Inclusion of multiple fields of study at this point could add an additional level of complexity and detract from the objectives of this article. The development of novices as globally competent researchers was chosen as the area of focus as they are expected to transition from knowledge consumers to knowledge producers (Lovitts 2005) and are vital to the 21st-century global knowledge economy (Evans 2010). As emphasised by the Association of Commonwealth Universities (2016), investments should be made in systems and processes that enhance the research capacity of institutions via emerging talent.

Findings

This section is organised into two themes that emerged from the qualitative analysis. Each theme is linked to relevant international studies to directly situate the views of post-doctoral fellows in the broader literature and address the objectives of this article.

Knowledge and competencies expected of globally competent researchers

According to the participants, researchers' global competence requires specific knowledge, skills and values. Post-doctoral fellows identified multiple areas of knowledge as necessary to conduct high-quality, ethical research in diverse contexts. The most frequently reported areas include comprehensive knowledge of one's own discipline, strong knowledge of research methodologies and methods, culture-specific knowledge and knowledge of global education policies, human rights and context-specific ethical regulations. The following two excerpts exemplify the responses of most participants.

Basically, such a researcher should be well versed in [his or her] own discipline, have a strong knowledge of research methodologies and methods, understand cultural differences and culture specific knowledge. Global times call for researchers

who can navigate outside their own culture and respectfully collaborate with others who do not share their values or accepted norms. There is also need for competence in terms of regulations and universal educational policies.

(Post-doctoral Fellow 3)

Knowledge of the research/project field - knowledge of the research/project methodology - ethical values - human rights protection - tolerance to various perspectives…

(Post-doctoral Fellow 6)

Referring to the knowledge of competent researchers, the majority of participants brought attention to the importance of cultural intelligence outside of one's own discipline, research methods and research methodology. Cultural intelligence can be defined as a multidimensional capacity that supports effective functioning within new cultural contexts and includes elements related to cognition, motivation and behaviour (Ng and Earley 2006). The cognitive element can be understood as knowledge, awareness and self-awareness, while the motivation element involves perseverance and appropriate goal setting related to cultural interaction (Earley and Peterson 2004). The behaviour element is closely connected to actions that adjust or adapt one's behaviour according to the cultural environment. One of the participants described cultural intelligence as follows:

There are some key features they [globally competent researchers] should have, especially: willingness, openness and readiness to experience other cultures and attitudes - lack of feeling of superiority coming from, belonging to a specific group (professional, gender, ethnical, religious, etc.) - getting to know other [than] their own attitudes towards basic concepts (knowledge, research, relationships, but also time, space, etc.) - using the source of references coming from different environments - highlighting and promoting less 'obvious' sources of knowledge (e.g. the ones rooted in native cultures)

(Post-doctoral Fellow 5)

In terms of competencies, post-doctoral fellows reported that globally competent researchers need to be open-minded and respectful of diverse viewpoints and ethical values. Globally competent researchers also need the ability to (a) integrate knowledge from various disciplines, (b) work within and across different cultures and (c) share knowledge and experiences. In addition, researchers should possess advanced information technology skills, good communication skills, linguistic skills and the ability to speak a foreign language, preferably English. In addition, according to two of the participants, globally competent researchers should possess the following:

…ethical values - human rights protection - tolerance to various perspectives - co-operation/team work/ good communication skills - IT skills. The only additional knowledge is the mutual language fluency, very likely English.

(Post-doctoral Fellow 6)

Willingness to share own knowledge and experiences, knowledge of cultures worldwide, foreign languages, ICT, ability to cooperate with different types of people, ability to integrate knowledge from various disciplines, etc.

(Post-doctoral Fellow 8)

The above-mentioned knowledge and competencies call for reflection about what kind of understandings, skills and attitudes should be desired and expected from globally competent researchers. Focus on those capacities is also necessary to explore and evaluate how postgraduate programs, senior researchers and research supervisors engage the new generation of researchers in research learning. To that end, it is also vital to explore the ways in which higher education institutions enhance senior researchers' mentoring skills. As reported by Levine (2007), the shortcomings of postgraduate programmes are in part due to the lack of high-quality scholars who are productive researchers and skilled mentors for doctoral students. According to Leech (2012), a possible reason for the shortage of skilled and knowledgeable researchers is the lack of quality control based on clearly defined standards of what it means to be a good researcher or conduct high-quality educational research. Levine (2007) recommends to "establish effective means of quality control within the education research community […] and to investigate doctoral programs to the extent they employ rigorous and appropriate standards" (ibid., p. 77). It is thought that universities produce a high number of PhDs who are average researchers yet are not in a position to conduct research and influence public opinion (Cyranoski et al. 2011).

Understanding the multiple capacities that competent researchers require in the global nature of research is only a first step; there must also be an understanding of the educational opportunities that promote or prevent novice researchers from acquiring research knowledge and competencies. The next theme addresses these complexities of research education.

Educational opportunities associated with preparation of globally competent researchers

Participants listed several educational opportunities for novice researchers to be shaped and nurtured. Some post-doctoral fellows indicated that the ability of their institutions to produce globally competent researchers needed to improve. The following research education spaces and practices were reported to be essential for equipping researchers with global competence: research methods courses and workshops, research ethics training, research assistantships, research supervision, mentorship, staff and student mobility and international collaboration:

There are research workshops, qualitative and quantitative research methods courses, thesis research under the supervision of a mentor, research assistantships where students assist research supervisors with their research projects.

They contribute in enhancing students' knowledge and skills in a certain research/project field and methodology, ethical values, co-operation skills and IT skills.

(Post-doctoral Fellow 6)

… [Through] signed international agreements, it's possible to replace [exchange] workers and students what permits flow of information... relationships are built, new skills are formed, desirable attitudes [are acquired] including openness, experience is exchanged.

(Post-doctoral Fellow 2)

The educational opportunities listed above represent current spaces and practices employed at participants' institutions to train future researchers, mainly postgraduate education students. The responses reveal that, outside of formal spaces such as research courses and workshops, engagement in other educational activates provides an educational environment for developing researchers (Nicolas, 2008). The fellows often mentioned the importance of supervision and mentorship as well as international collaboration. International literature has found that research supervisors are expected to nurture the development of novice researchers (Strike et al. 2002) and provide them with educational opportunities that advance the development of their research skills and identities as researchers (Grundy, 2004).

According to Miller and Salkind (2002, p. 15), "there are no shortcuts in becoming a competent researcher. It involves a great deal of time and practice in every sense of the word. An increasing number of experiences in different settings leads to enhanced competence." Similarly, Lee and Roth (2003) argue that "becoming more fully engaged and becoming an expert are two sides of the same coin" (ibid., paragraph 11). The scholarly literature indicates that exposure to diverse research learning opportunities highly contributes to the development of competent researchers.

There is no doubt that higher education institutions need to engage in systematic planning to provide high-quality research education. Although it is impossible to predict the outcome or success of a researcher's development, it is possible to create conditions under which globally competent researchers can flourish. According to the participants, the above-mentioned research learning spaces and practices provide conditions that are conducive to the development of global researchers. In agreement with the participants' views, the literature (Niemczyk 2015; Rossouw and Niemczyk 2016) highlights the importance of postdoctoral students' engagement in hands-on research learning and international collaboration. McWey et al. (2006) argue that research development in postgraduate programmes involves more than taking research methods courses and completing a thesis; it involves a broad range of educational opportunities for students to connect and apply their theoretical knowledge to research practice.

When describing research learning opportunities, participants also emphasised the existing limitations at their respective institutions. Most participants reported lack of funding as the main factor limiting research learning opportunities.

Participants pointed out the financial constraints faced by academic institutions, which in turn limit the amount of money allocated for students' mobility (e.g. conference attendance, international collaborations). Two participants from two different countries identified the current political system as a condition limiting the development, including financial development, of their institutions:

Fighting political system the quest for better conditions for the development including financial. Striving to maintain the openness and internationality... [In] my Institution there is a requirement to lead international work, but the University very little supports this activity.

(Post-doctoral Fellow 2)

Nowadays, due to [the] economic crisis, it has to do mainly with the shortage in funding.

(Post-doctoral Fellow 3)

Two post-doctoral fellows brought attention to policies and regulations related to research education. One participant reported a lack of institutional regulations pertaining to research education. The second identified the implementation of existing polices in practice to be challenging.

There are policies aimed at assuring the quality of research education but they [policies] very often [are] only on paper and their level of universality is so high that it's impossible to introduce and see concrete activities.

(Post-doctoral Fellow 3)

The majority of participants reported that funding constraints limited the development of novice researchers. In other words, even if research supervisors and mentors are dedicated to connecting their students to the international research community, they are limited by the amount of internal funding allocated for the research development of postgraduate students or by the high competition for external funding (Niemczyk 2015).

It is important to note that co-participation of novices and expert researchers in research communities contributes to the development of researchers' identity. Pyhältö et al. (2009) claimed that postgraduate students develop their identities as researchers by engaging in research communities and doing research. However, to do so, they need opportunities to acquire a sense of belonging to research communities.

The lack of regulations regarding research education can be highly problematic. First of all, there is a need for a clear guidance and expectations for postgraduate programmes and research supervisors to provide educational research learning opportunities. Without clear rules and responsibilities, it is impossible to assure any form of accountability for those involved in research education. In addition, regulations safeguard novice researchers, who may find themselves in vulnerable positions due to the power dynamics between novices and established researchers (Hinchey and Kimmel 2000; Löfström and Pyhältö 2012).

The limitations reported by participants closely resonate with the findings of international studies, indicating participants' concerns are well-founded and should be seriously taken into consideration.

Reflections and recommendations

This paper is based on analysis of data obtained from eight post-doctoral fellows. Their perceptions and experiences at their respective institutions and beyond indicate the need to rethink the educational opportunities meant to prepare future researchers. Nowadays, researchers function in different environments than in the past; therefore, it is vital to support excellent research through the development of globally competent researchers. Higher education programmes need to consider ways to make research education more effective and better prepare researchers for their roles and responsibilities in global society.

The participants identified several competencies required by researchers, including comprehensive knowledge of one's own discipline, research methodologies and cultural intelligence. The findings also indicate that preparing researchers to become globally competent involves the development of communication and technological skills and high-quality mentorship. Exponential technological advancements are transforming the way research is being done and shared (e.g. data collection, data management). In addition, the knowledge and competencies that globally competent researchers must possess are substantial and growing. Thus, participants mentioned research learning spaces that allow for the acquisition of multiple competencies. Research knowledge and skills can be acquired through strategic means of instruction. However, the development of cultural intelligence and sensitivity calls for spaces of reflection and critical examination. Dedicated space within a programme for novice researchers to examine themselves as researchers, reflect on systemic inequalities and evaluate the degree of unfairness or discrimination in diverse contexts may be beneficial.

Mentors serve a fundamental role in introducing novice researchers to research knowledge and innovative research practices. Therefore, there is a need to connect novice researchers with academic mentors and imbed mentoring into the institutional culture. However, the list of skills that established researchers must possess in order to mentor novice researchers is extensive, and to provide high-quality research training, faculty members may need to update their mentoring skills. Thus, universities may need to provide such professional development spaces for senior researchers. The institutions share responsibility for supporting mentorship of novice researchers and ensuring that their system prioritises and incentivises good faculty mentoring behaviours and practices.

The challenges identified by the participants, such as financial constraints and limited regulations pertaining to research education, need further attention. As the global landscape continues to evolve to favour knowledge-based economies and innovation, private and public funding needs to increasingly subsidise the cost of excellent scholarship. To promote novice researchers' engage-

ment in the global research community, it is essential to support their mobility. This can be achieved by providing additional funding for novice researchers in the form of new and expanded scholarship programmes and research grant programmes.

European higher education institutions are also encouraged to evaluate their existing regulations and practices related to financial support of researchers. For example, if current practices are based on the researcher's length of service or qualifications, a new practice could be developed to address novice researchers' developmental needs via incentives and objectives. Taking an institutional approach to supporting the development of globally competent researchers may shape the research culture for researchers at all stages of their careers and ensure that promising researchers retain motivation to continue developing their global competence and productivity. There is also need for regulations that outline the roles and responsibilities of those involved in research education, especially to safeguard the potentially vulnerable position of novice researchers. Higher education programmes need a sound accountability system to provide research training and professional development opportunities for novice researchers.

Across European nations, and across the globe, the expectations for postgraduate education and research training are changing. According to the presented literature, the role of research in universities is expanding and researchers' expectations are becoming more complex. It seems obvious that if the dynamics of research shift along with researchers' expectations, then it is necessary to re-think current research education in higher education institutions. In short, if European nations aim to be globally competitive in terms of research capacity and output, then increased attention needs to be devoted to preparation of globally competent researchers.

European postgraduate programmes should consider what is expected of globally competent researchers and evaluate the effectiveness of their programmes for educating researchers who are capable of meeting these expectations. The existing living definition (Niemczyk 2018) of a *globally competent researcher* provides conceptual clarity regarding the expectations for competent researchers able to conduct high-quality ethical research in diverse contexts. The definition may also serve as a starting point to set guidelines for research programmes preparing novices to conduct research in a globalised world.

Each country relying on the global knowledge economy needs to build and sustain strong innovative research and research training environments. Notably, different European countries feature different starting points for this development (including historical developments of higher education institutions) at various levels of infrastructure, human capital or financial capacity. As researchers conduct research in new ways, research learning spaces and practices must stimulate the acquisition of progressive research knowledge, skills and values. Researchers are driven by intellectual and creative inquiry, but research learning is shaped by the environment in which it is carried out. Postgraduate programmes need to demonstrate the ability to serve as a platform to shape competent researchers able to undertake research in a globalised world. This can be only accomplished when critical reflection and exposure to innovative research practices.

This study provides a glimpse of the knowledge and competencies globally competent researchers require to conduct high-quality research in diverse contexts. The next step will be to explore the specific practices, lessons and experiences through which these competencies are effectively transferred. More comprehensive research is needed in order to get to the core of research learning opportunities as well as their associated limitations. The open-ended questionnaire provided a testing ground for future in-depth exploration via interviews.

In conclusion, challenging times and complex social issues call for world-leading research and researchers. Increasing value is assigned to research as an important output for higher education and for society more broadly. However, this has not yet resulted in a shift in European institutional culture to sufficiently prioritise and support research capacity building and the development of globally competent researchers. This paper makes a case for enhancing the development of emerging global researchers, who are a vital academic resource for their ability to perform cutting-edge research and who contribute to national prosperity.

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PREMISLEK O IZOBRAŽEVANJU RAZISKOVALCEV V ČASU GLOBALIZACIJE: POGLEDI PODOKTORSKIH RAZISKOVALCEV

Povzetek: V sodobni globalni družbi univerze v evropskem prostoru vse več prizadevanj vlagajo v razvoj raziskovalnih kapacitet svojih raziskovalcev. Glede na dejstvo, da se raziskovalno okolje hitro spreminja pod vplivi internacionalizacije, komercializacije, tehnološkega napredka ter inovativnih oblik raziskovanja, se tudi od raziskovalcev pričakuje, da bodo vse bolj prisotni v mednarodnem prostoru. Toda raziskav na tem področju je razmeroma malo. Še manj pa je razumevanja, kako izobraževalne prakse v visokošolskem prostoru bodisi spodbujajo ali morda ovirajo pridobivanje kompetenc, ki so nujne za uspešno interdisciplinarno in v mednarodni prostor vpeto raziskovanje. Da bi vsaj nekoliko presegli odsotnost tovrstnih razprav, v tem prispevku predstavljamo rezultate kvalitativne raziskave o stališčih osmih evropskih podoktorskih raziskovalcev. Na podlagi rezultatov lahko sklepamo, kakšno znanje in kompetence bi morali usvojiti globalno kompetentni raziskovalci, da bi lahko kakovostno raziskovali. Ob tem opozarjamo tudi na možnosti, ki bi jih morale zagotavljati visokošolske institucije, ki mlade izobražujejo in razvijajo njihove kompetence. Na tem področju bo potrebno obstoječe prakse temeljito premisliti. Več pozornosti bi bilo treba posvetiti: (a) boljši pripravi mladih raziskovalcev na globaliziran svet ter (b) oviram, ki omejujejo njihov razvoj. Čeprav rezultatov ni mogoče posploševati, so ugotovitve dovolj zanimive za širše bralstvo, med drugim tudi za uveljavljene raziskovalce, tiste, ki na to področje šele vstopajo, pa tudi za tiste, ki se ukvarjajo z vodenjem raziskav.

Ključne besede: globalno kompetentni raziskovalci, izobraževanje raziskovalcev, raziskovalne zmožnosti, podoktorski raziskovalci, na znanju temelječa Evropa, kvalitativno raziskovanje, evropski kontekst

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