

Table S1. Testing normality and homogeneity by group of variables (skills) based on coefficient of variation of the two analyzed groups (CV)

Skills belonging to a group of global competences	Skills and abilities generally seen as <u>required</u> to develop global competences, as identified by students		Skills and abilities <u>developed</u> by the university for the <u>national labour market</u> , as identified by students		Skills and abilities <u>developed</u> by the university for the <u>international labour market</u> , as identified by students		Skills and abilities seen as <u>required in the employers'</u> recruitment process, as perceived by students.	
	Group 1	Group 2	Group 1	Group 2	Group 1	Group 2	Group 1	Group 2
International competences:								
Efficient communication in work teams (S1)	16.36%	13.05%	23.11%	20.67%	25.39%	23.32%	11.46%	16.12%
Very good knowledge of English language (S2)	10.11%	13.61%	19.20%	19.23%	20.47%	19.99%	11.03%	14.56%
Very good knowledge of a second foreign language other than English (S3)	21.92%	26.13%	30.62%	30.35%	32.58%	30.64%	19.84%	27.14%
Knowledge of international political, economic and business context (S4)	16.41%	16.11%	19.81%	20.38%	22.85%	20.85%	18.73%	21.98%
Efficient work in multidisciplinary teams (S5)	18.14%	18.41%	31.77%	26.79%	33.93%	26.49%	19.63%	18.60%
Efficient work in multicultural teams (S6)	21.27%	17.78%	35.95%	36.06%	37.63%	36.06%	18.38%	20.85%
Personal competences:								
Truthfulness (S7)	17.73%	17.28%	26.92%	23.93%	27.19%	25.76%	18.51%	16.37%
Flexibility (S8)	13.01%	13.71%	25.52%	23.19%	26.14%	24.78%	15.13%	11.86%
Initiative and involvement (S9)	16.98%	19.17%	25.23%	22.99%	25.34%	27.64%	14.77%	17.80%
Competences needed to develop the future career:								
Accessing online/ offline information about employment	21.18%	20.38%	32.07%	29.42%	35.19%	31.13%	19.44%	22.99%

opportunities (S10)								
Accessing the online platforms to find a job (S11)	19.86%	24.93%	35.40%	38.11%	37.34%	38.01%	17.29%	24.28%
Providing the relevant information in a CV/ job interview (S12)	20.85%	20.82%	37.31%	42.46%	37.66%	41.51%	16.42%	16.28%
Competences needed at workplace:								
Efficiency in scheduling the activity (S13)	19.11%	19.14%	26.74%	29.53%	27.93%	27.92%	14.29%	18.42%
Efficiency in organizing the activity (S14)	14.95%	17.08%	25.39%	27.82%	28.83%	27.04%	14.59%	14.80%
Solving the problems (S15)	17.96%	16.41%	27.00%	22.24%	29.04%	25.19%	14.63%	15.83%
Orientation towards customers and results (S16)	20.04%	20.48%	34.12%	28.21%	36.05%	28.93%	19.14%	20.75%
Critical thinking (S17)	17.53%	18.45%	31.62%	23.85%	31.17%	25.23%	18.45%	19.39%
Theoretical competences:								
Knowledge of economic theoretical concepts and formation of an economic way of thinking (S18)	19.47%	21.69%	19.89%	20.30%	24.05%	21.16%	19.78%	23.78%
Knowledge of professional terminology, theories and concepts (S19)	22.00%	21.86%	21.42%	20.81%	23.48%	21.30%	18.88%	23.64%
Practical competences:								
Applying in practice the theoretical concepts (S20)	20.57%	18.08%	29.28%	25.24%	33.09%	26.53%	19.65%	17.59%
ICT skills (S21)	22.05%	18.34%	33.78%	27.78%	37.09%	27.21%	19.49%	18.96%
Applying the mathematics theories to manage	28.43%	31.83%	31.92%	30.38%	31.26%	30.45%	26.26%	33.98%

operational problems (S22)								
Understanding the business reality (S23)	18.83%	17.10%	25.74%	25.65%	28.76%	26.42%	17.50%	15.49%

Note: coefficient of variance is calculated as standard deviation/ mean of the groups for each variable

Group 1= students 3rd year from BUES – IBE questionnaire applied November 2019- January 2020

Group 2= students 3rd year from BUES – IBE, questionnaire applied November 2021- January 2022

Source: Authors' based on SPSS output.

Table S2. Testing normality and homogeneity by group of variables (internationalization activities that contribute to the development of the skills for NATIONAL/INTERNATIONAL labor market) based on coefficient of variation of the two analyzed groups (CV)

Internationalization activities in HEI	University internationalization activities that contribute to the development of the skills for the NATIONAL labour market		University internationalization activities that contribute to the development of the skills for the INTERNATIONAL labour market	
	Group 1	Group 2	Group 1	Group 2
I. Activities focused on internationalization of the curriculum:				
Intensive English courses/or subjects taught exclusively in English (IA1)	23.05%	22.93%	21.62%	22.02%
Intensive courses in other foreign languages (as a second foreign language) /or subjects taught exclusively in other languages (IA2)	31.94%	34.37%	29.33%	32.10%
Joint/dual diplomas from different countries according to universities collaborations (IA3)	35.50%	35.51%	33.93%	35.17%
International topic of the courses/ or providing international professions for the students (IA4)	27.34%	22.34%	24.91%	23.37%
Compulsory subjects that are studied in institutions outside the country according to universities collaborations (IA5)	29.06%	34.93%	30.22%	31.19%
The diploma offers internationally recognized professional qualifications (IA6)	24.27%	24.15%	26.94%	25.33%
II. Internationalization through extracurricular activities or projects/ collaborations of HEI with different stakeholders belonging to local and international groups:				
Extracurricular activities promoted by the HEI (IA7)	28.07%	29.72%	29.45%	27.56%
III. Activities focused on cross-border education:				
Study programs mobility/ double or joint specialization (IA8)	33.03%	28.93%	32.17%	30.43%
Student mobility (IA9)	23.84%	24.53%	24.56%	24.87%
Professors and staff mobility (IA10)	33.63%	29.16%	31.95%	29.26%
Other cross border activities like collaboration with international students, professors, researchers to develop transnational programs	30.90%	28.93%	30.62%	27.41%

or transnational internships in order to provide competences for students (IA11)				
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Note: coefficient of variance (CV) is calculated as standard deviation/ mean of the groups for each variable

Group 1= students 3rd year from IBE faculty, survey conducted in November 2019- January 2020

Group 2= students 3rd year from IBE faculty, survey conducted in November 2021- January 2022

Source: Authors' based on SPSS output.