



Global Learning for 21<sup>st</sup>  
Century Workforce  
Development

Diana Cutlan and Patrice Twomey  
December 6, 2018; 2:00-3:00 PM EST

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### Audio & Visual

**Volume too low?** Check to ensure volume is turned on and up in three different places:

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### Using the Platform

Have you downloaded your handouts?

Q&A Box	Participant Chat
<ul style="list-style-type: none"> <li>• Private – for Q&amp;A Session</li> <li>• Submit questions throughout the presentation</li> <li>• Questions display only to the presenters</li> </ul>	<ul style="list-style-type: none"> <li>• Public</li> <li>• Comments display to everyone</li> </ul>

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## Polls



**How many people are participating at your site?**

- ☐ 1
- ☐ 2-4
- ☐ 5-7
- ☐ 8-10
- ☐ 10-15
- ☐ More than 15

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## Polls



**What is your experience level?**

- ☐ 0-2 years
- ☐ 2-5 years
- ☐ 5-10 years
- ☐ More than 10 years

**What is your role on campus?**

*Type your answers in the Participant Chat*

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## Presenters



Diana Cvitan, MS; MAT  
Director, Global Learning and  
Partnerships,  
Fairleigh Dickinson University



Patrice Twomey  
Director, Cooperative Education  
and Careers,  
University of Limerick

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## The Rise of the Global Competency Agenda...

Currency Before Context  
(Global Graduates into Global Leaders (2011) Diamond, Walkley, Forbes, Hughes, Sheen)

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## ...Meets the Employability Agenda

Source: <https://www.globalsportsjobs.com/article/employability-in-sport-achieving-that-little-bit-extra/>

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## FDU & UL – Different Contexts, Shared Perspectives



- U.S. vs European
- Private vs Public institution
- 12,000 vs 14,000 students
- Global focus is in the DNA and on the agenda
- Two directions, both contributing to the development of globally-aware graduates
- Top down, side-to-side commitment to global education
- Commitment to providing global learning in different settings
- Focused on tangible deliverables

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## FDU's Academic Model



- Core Curriculum foundation
- Taken by students across all schools/departments and disciplines
- Four course sequence, credit-bearing, opportunities abroad
- Covers self-awareness, professional preparedness, intercultural perspectives, and sustainability in a global context
- Placement Opportunities – study and work
- Also discipline specific – Global Business Experience

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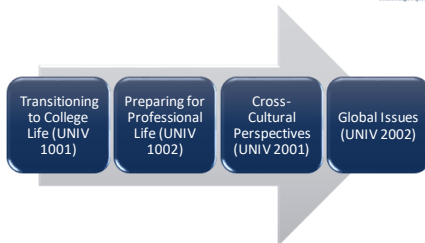
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## FDU's Academic Model



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## UL Model – Global Cooperative Education Programme



- 20% of students undertake global work placements
- 30% of students undertake a semester abroad – either on work or study
- Compulsory for some student cohorts
- Centralised model, uni-lateral approach
- 6-8 months
- Network of 50 countries
- Scale – across sector, discipline, geographic location
- Erasmus funding for EU placements

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## Key Questions



- How are global competencies understood by graduate employers?
- What value do graduate employers assign to global competencies when recruiting graduates?
- How can we support students in acquiring and evidencing global competencies?

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## Global Competency...Everybody Wants You



### What Do They Say?

- HEIs stress global competencies to "prepare all students with the knowledge and experience necessary to succeed in the global marketplace" – **Michigan State University**
- Government wants to "broaden global competencies that drive the economic success and competitiveness of our nation" – **US Dept of Education**
- International organizations believe "global competence is vital for individuals to thrive in a rapidly changing world" – **OECD**
- Employers expect that "global graduates take a global perspective and can work in multi-disciplinary, multi-cultural, and multi-locational teams" – **PWC Director of Talent**

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## Defining Global Competencies



### What do they mean?

- Depends on who you ask!
- HEIs – Global knowledge, intercultural skills, global sensitivities, globally-minded learners, global thinkers, cultural champions, global citizens
- Employers – Global citizens, global graduates, customers, leaders, mindset, views, perspectives, insights

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## What have previous researchers found?



- D. Deardorff (2004) – Intercultural Competency
  - "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes"
- W. Hunter (2006) – Global Competency
  - "having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate, and work effectively outside one's environment"

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## What have previous researchers found?



- E. Jones (2013) – International/Intercultural, Transferable Skills & Employability
  - Skills broadly categorized as 1. Self sufficiency and self efficacy skills and 2. People skills
  - "Domestic environments could play an equivalent role in offering opportunities for experiential learning in an intercultural context, taking people beyond their comfort zones, and creating 'disorienting dilemmas' by engaging with cultural otherness"

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## Theoretical Frameworks



### Human Capital

- Knowledge, Skills, Attitudes that make people productive (employable)
- See Gary S. Becker 1974

### Social & Cultural Capital

- Social – Who you know
- Cultural – What you show
- See P. Bourdieu 1986

### Signaling (Economic)

- What are you saying/What am I hearing?
- What are you selling/What am I buying?
- Job Market Signaling?
- See M. Spence 1973

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## Basic Global Competency Framework



### Knowledge

- Geography
- Historical and cultural contexts
- Social-political realities
- Current global events/issues
- Discipline specific global diversity

### Skills

- Additional languages
- Cross-cultural communication (2-way)
- Working with diverse people and diverse settings
- Flexibility
- Adaptability

### Attitudes

- Curiosity
- Openness
- Empathy (ability to understand others' perspectives)
- Resilience
- Global mindfulness

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## Getting the Employer Perspective



- Semi-structured interviews with U.S. and European employers
- Employers with a global reach in terms of locations, customer, employee profile
- Models
- Business Function Leaders rather than HR Leaders
- Different growth patterns
- Range of sectors
- What does it mean and what does it look like?

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## Results – Irish Perspective



- Strong identification with being 'global'
- Very positive disposition towards the term "globally competent graduate"
- Focus on cultural characteristics – national and organisational
- Largely synonymous with core competencies
- Technical capability remains threshold
- International experience and multilingualism
  - Of some interest but important to demonstrate
  - Tokenism vs. evidence of being 'discommoded'
- Two 'stand-out' competencies – communication and ability to flex

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## Results – U.S. Perspective



- Global Competency is a foreign concept among some self-identified global employers
- Language skills identified as most recognizable and most prized global competency
- Cross-cultural communication skills and ability to work with employees and customers of different cultural backgrounds are most commonly needed
- Study abroad acknowledged as a unique identifier – signaling adaptability, flexibility, openness
- Employers unsure of how to weigh/value the experience (employer's own 'global-ness' factors into the consideration)
- Students need to demonstrate practice and signal relevance and transferability

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## Analysis & Reflections



- Concept is valued, context is recognized
- But not as defined or as visible as we might think
- Viewed as a set of generic competencies
- Essential competencies often subjective and difficult to define and observe
- But expectation that graduate can evidence and elaborate
- Tall order for graduate applicants to navigate this vacuum!
- Food for thought
- Here to stay!

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## Key Factors of Success



- Top-down, ground up
- Faculty buy-in, key allies
- Credit-bearing and measured
- Linked to employability and professional preparedness
- All disciplines (compulsory in FDU)
- Extensive preparatory and support programme
- Tailored support to students
- Connects global and local
- People buy from people!
- Focus on sustainability, depth and diversity of opportunity
- Operational excellence
- Tenacity!

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## Important Considerations



- Socio-political environment
- Time vs. \$
- Balancing demands from all stakeholder groups
- Competition – external/internal
- Scale and pace
- Cherry-picking
- Fundamental vs. "shiny"

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## Next steps...



- Be the architect of your global offering
- Be sure of your offering, be confident in your global 'brand'
- Define your stakeholders (students, employers, academics, support services, state agencies). Be clear on their roles
- Get buy-in from the top
- Expect stakeholder tensions
- Pilot must be focused with clear programme structure
- Measure success and skill development
- Insist on operational excellence
- Celebrate success

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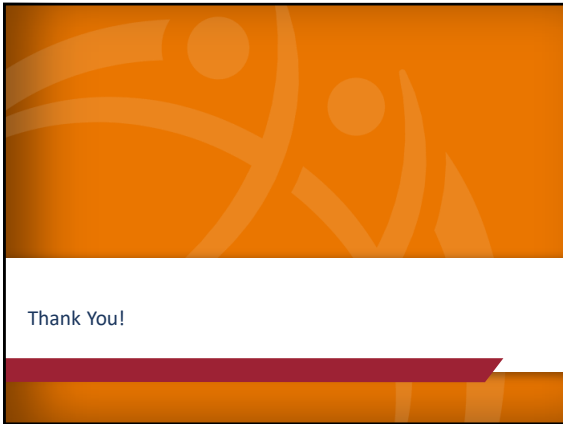
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### Q&A Session

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### Q&A Session



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Director, Global Learning and Partnerships,  
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## NAFSA Global Learning



- Access your survey & recording: <https://www.pathlms.com/nafsa>
- Next AGL: **Global Learning for Career Education**
  - Thursday, February 14, 2018
  - 2:00-3:00pm EST
  - Deadline to register is February 14. Spring Group registration is now open!
  - [www.nafsa.org/globallearningseries](http://www.nafsa.org/globallearningseries)
- For even more global learning content, check out the **Global Learning Podcast** at: [www.nafsa.org/globallearningseries#podcast](http://www.nafsa.org/globallearningseries#podcast)

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## More Global Learning



- **Global Learning Programs, Resources, and Networking**
  - [www.nafsa.org/globallearning](http://www.nafsa.org/globallearning)
- **NAFSA Knowledge Communities**
  - Teaching, Learning, and Scholarship (TLS) Knowledge Community
  - International Education Leadership (IEL) Knowledge Community
- **NAFSA Global Learning Lab at 2019 Annual Conference**
  - <http://www.nafsa.org/globallearninglab>
  - Washington, DC; Wednesday, May 29, 2019
  - Annual Conference registration opens on March 1, 2019.
- Contact [globallearning@nafsa.org](mailto:globallearning@nafsa.org) with any questions you might have!

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THANK YOU

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