

“a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy”

Professor Mantz Yorke (2004)

'Employability in Higher Education: what it is- what it is not', Higher Education Academy/ESECT

Employability of our Students: The Ultimate Outcome of International Education

Lead Presenter: Joyce Osland, Executive Director, Global Leadership Advancement Center, San Jose State University

Co-Presenters: Kirsten Brecht-Baker, CEO, Global Professional Search; Iris Berdrow, Professor, Bentley University (in absentia)





University/Employer Alignment-What's Missing?



Students must gain the intercultural skills needed by employers.

Universities must find ways to develop and assess students' intercultural growth.

360 employers surveyed in 9 countries identified the following as **important intercultural skills**:

- The ability to understand different cultural contexts and viewpoints
- Demonstrating respect for others
- Knowledge of a foreign language

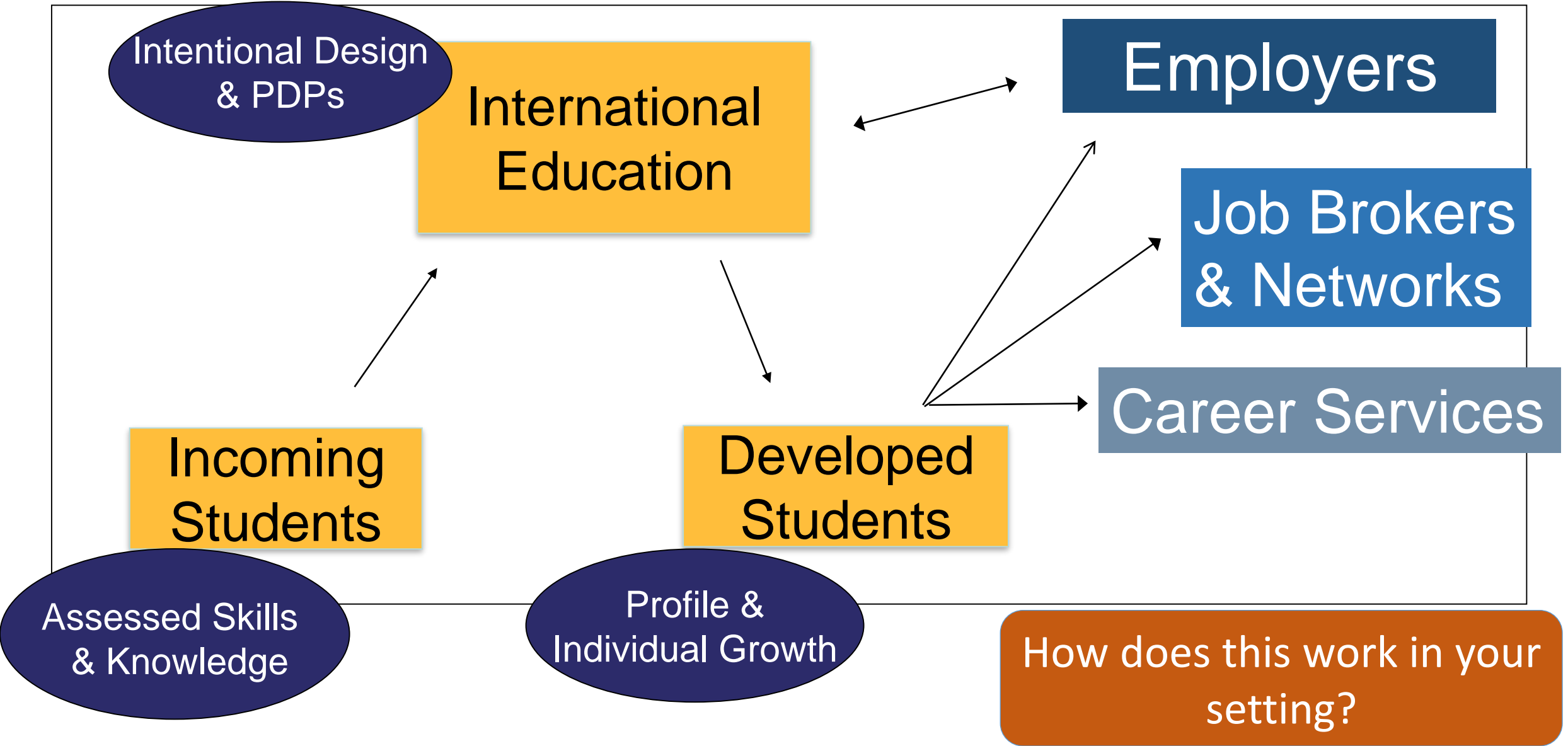
Source: Culture at Work, British Council, 2013

What are your Employability Challenges?



A Systems Approach to Employability

(Osland, 2017)



What Are Global Competencies and Why Do they Matter?

GLOBAL COMPETENCIES

Internal Cognitive Abilities

01. Regional Knowledge

- History
- Culture and tradition
- Social and political

02. Not-So-Soft

- Tolerance for ambiguity
- Resilience
- Critical thinking
- Intellectual curiosity
- Creativity

03. Attitude

- Withholding judgment of things not understood
- Open mindedness
- Risk tolerance



Interpersonal Abilities

04. Linguistic

- Verbal communication
- Writing, reading
- Sense of humor

05. Transactional

- Teamwork
- Leadership
- Negotiation
- Ability to deal with failure
- Adaptability

06. Inter-Cultural

- Understanding how to behave or do business in other cultures



“FLYING BLIND INTO AMERICA’S GLOBAL HEADWINDS”

Carol Schneider, 2015

In light of an ever more interconnected world confronting global problems:

- Policy leaders are emphasizing STEM rather than global learning outcomes
- Federal support goes to national security rather than humanities and the arts
- Regional accreditors and the Common Core do not ensure global learning
- Higher Ed is leading the way but without a unified agreement or progress



28% of students: “college significantly increased my knowledge of global developments” (Finley, 2012)

Employers: “College grads know less than they need to know about the world” (Hart Associates, 2008; 2015)

Falling Short?

College Learning and Career Success

**Key findings from survey among 400 employers and 613 college students
conducted in November and December 2014**

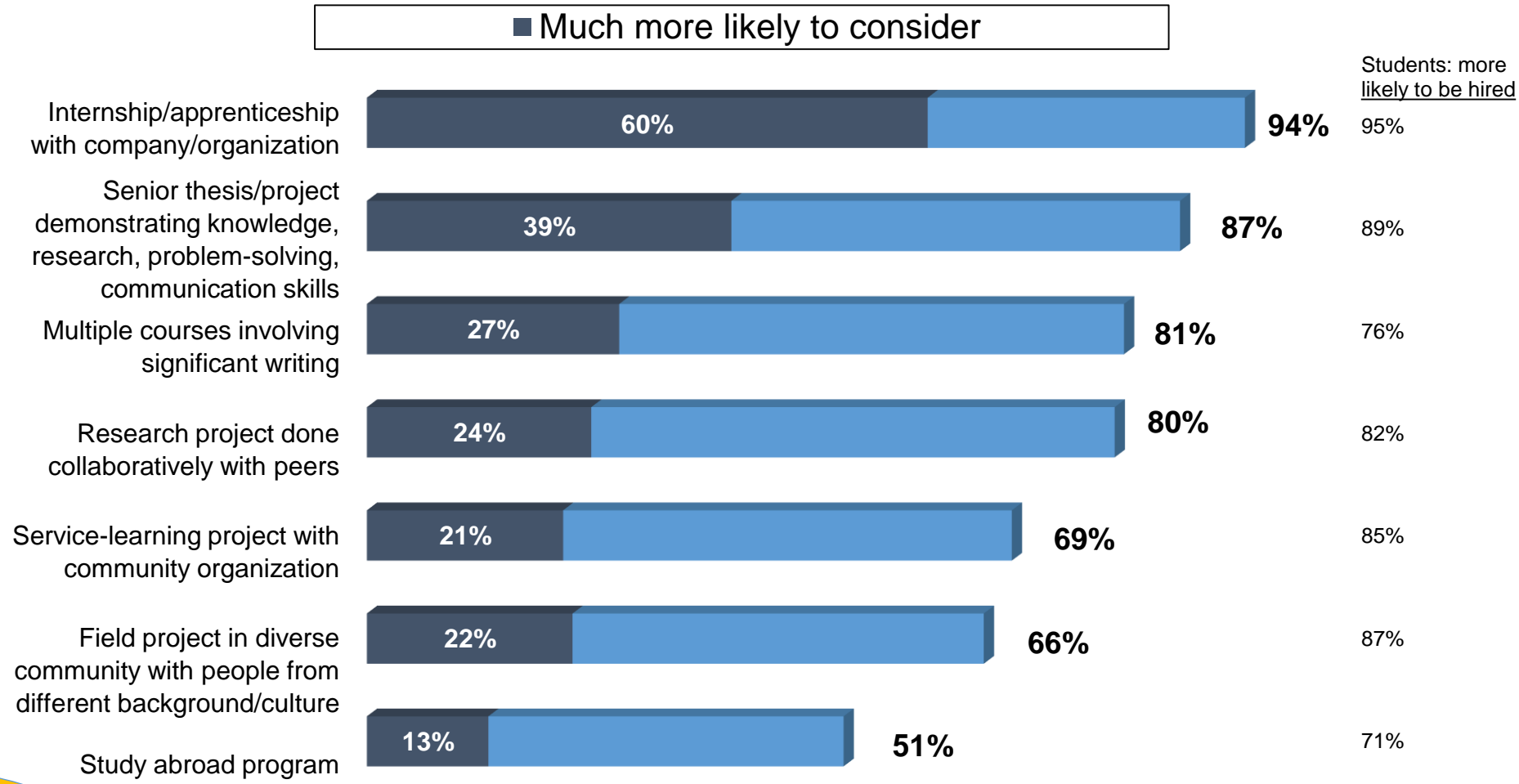
For

The Association of American Colleges and Universities by

Hart Research Associates

Employers are more likely to consider hiring recent college grads with applied learning or project-based learning experience.

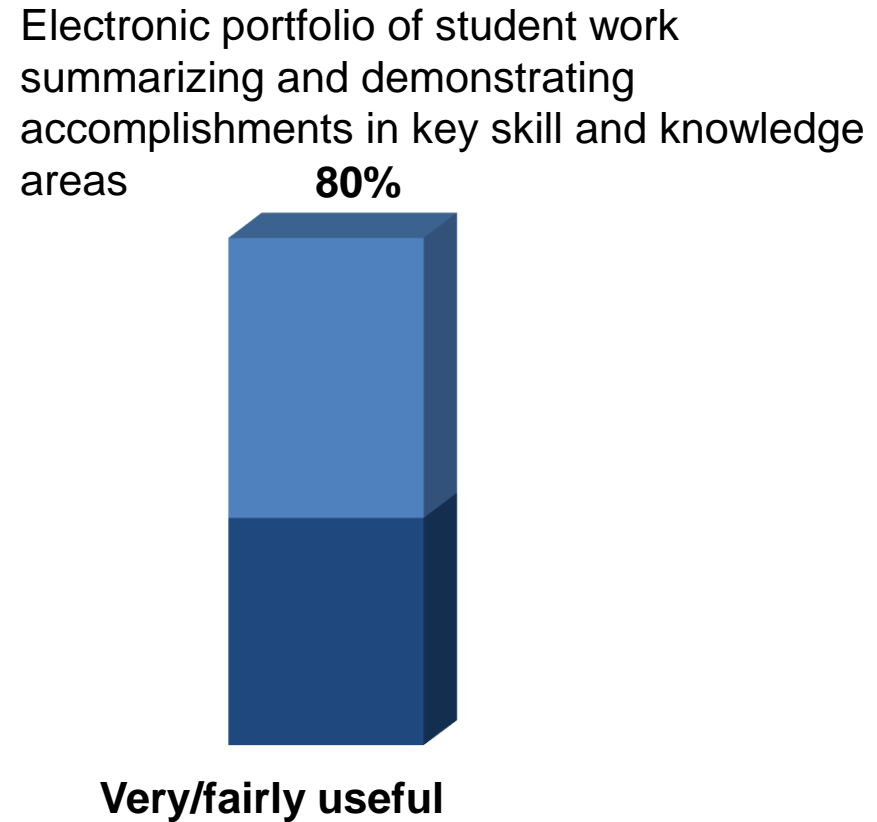
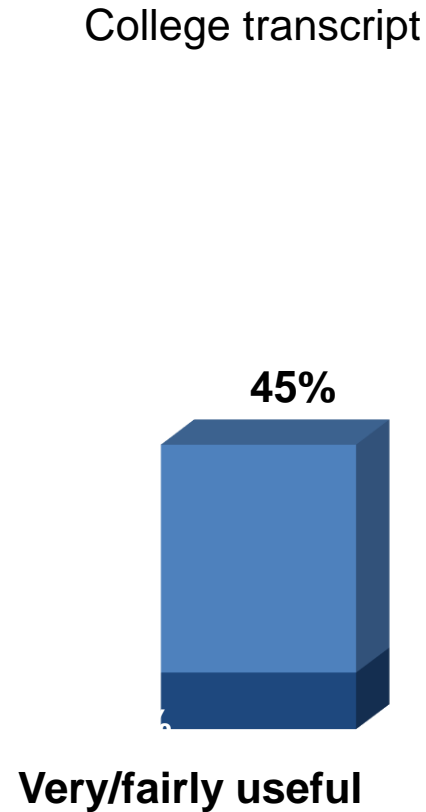
How much more likely is your company to consider hiring recent college graduates if they have had this experience?



What about a

Most employers say they would find e-portfolios useful.

Employers: How useful do you find/would you find this in helping you evaluate job applicants'/recent college graduates' potential to succeed at your company?



BUSINESS MODELS ARE INCREASINGLY GLOBAL

1 in 3 U.S. medium-sized and large-sized companies have international operations or serve multilingual, or multicultural, clientele.

– U.S. Census Bureau

Employers need staff with global competencies to:

- Expand operations and open overseas offices
- Engage international customers
- Engage overseas suppliers or manufacturers



42% of managers fail in expatriate assignments

(Right Management, 2013)



GLOBAL
PROFESSIONAL
SEARCH
LANGUAGE AND CULTURE AT WORK

DEMAND FOR OVERSEAS & MULTICULTURAL EXPERIENCE

- **93%** of the mid and large sized U.S. companies that serve multicultural/multilingual clientele are looking for candidates with global skills.
- **64%** seeking employees with multicultural experience
- **49%** seeking with overseas experience

2014 Michigan State University, JNCL, GALA Employment Trends Survey



GLOBAL
PROFESSIONAL
SEARCH
LANGUAGE AND CULTURE AT WORK

INTERNATIONAL MARKETS ARE MISSING OPPORTUNITIES

1 in 6

employers in the U.S say they have lost business opportunities because of a lack of foreign language skills



£48 billion

 in missed

international sales per year in UK due entirely to lack of foreign language and cultural skills in the workforce



- Importance of Global Talent within International Business, 2015, Conversis
- James Foreman-Peck report, Cardiff Business School, 2014

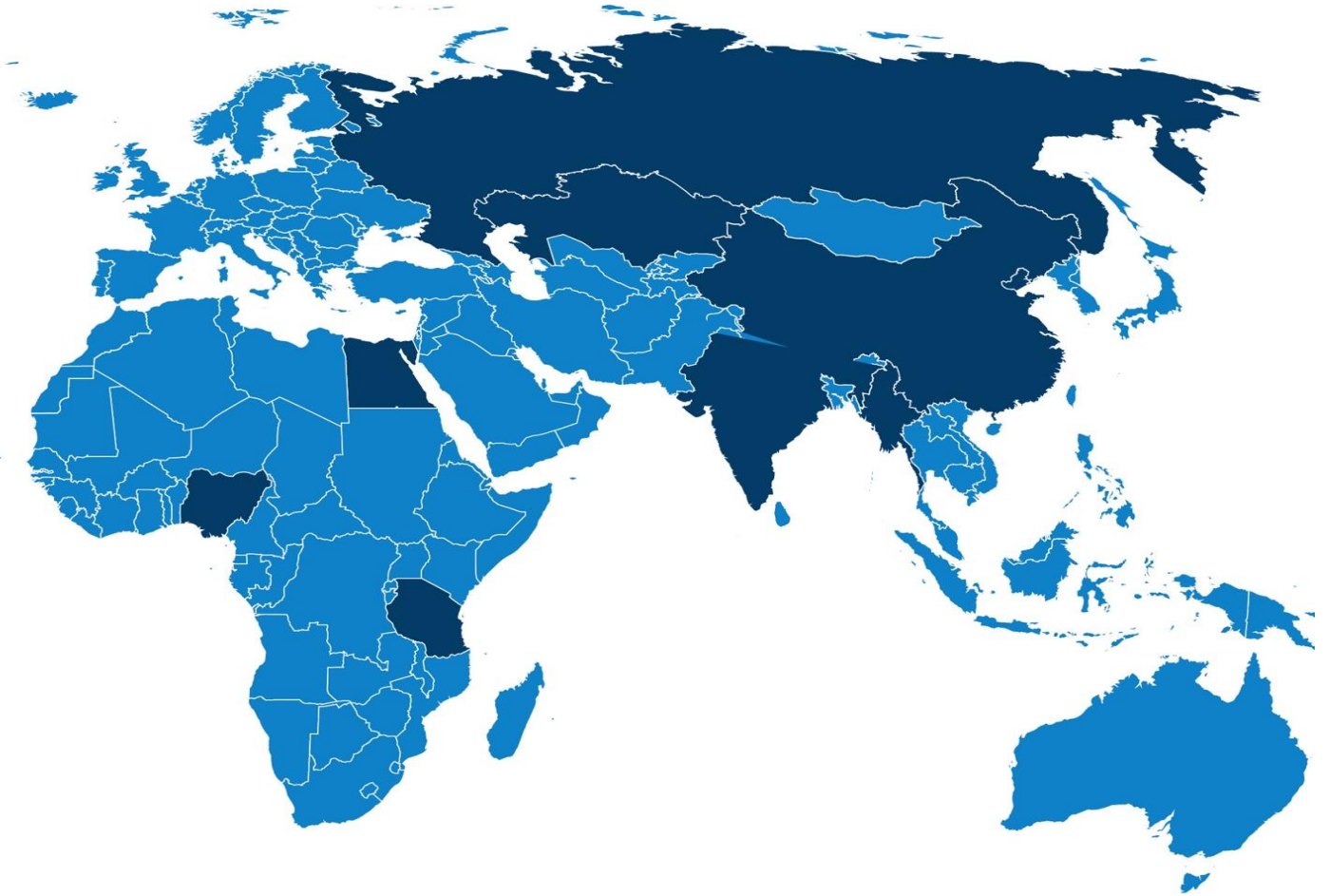
DIVERSE NATIONS & SHARED WORLD ISSUES

1 in 5

People in the U.S. speak a language at home other than English.

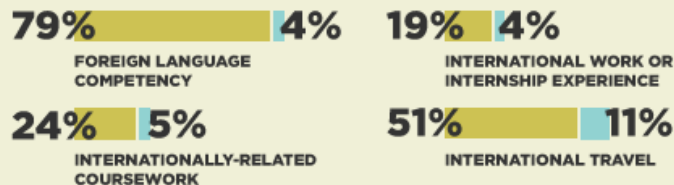
Terrorism. Environment. Global Health.

Global problems cannot be dealt with at the domestic level. They now require cross-border cooperation.



- 2010 U.S. Census Report

DISCUSSED AT INTERVIEWS:



■ STUDIED ABROAD ■ DID NOT STUDY ABROAD

EMPLOYERS VALUE CULTURAL EXPERIENCE

While having the diverse background that studying abroad provides is certainly helpful for conversation at an interview, do employers actually value the experience?

Studies say yes: A whopping 73 percent of employers say that cited study abroad as important when evaluating the résumés of a job candidate for a junior-level position.

For those students with aspirations of working in another country, **8 in 10 HR executives** say that study abroad experience was an important factor for overseas job placement within their companies.

73%

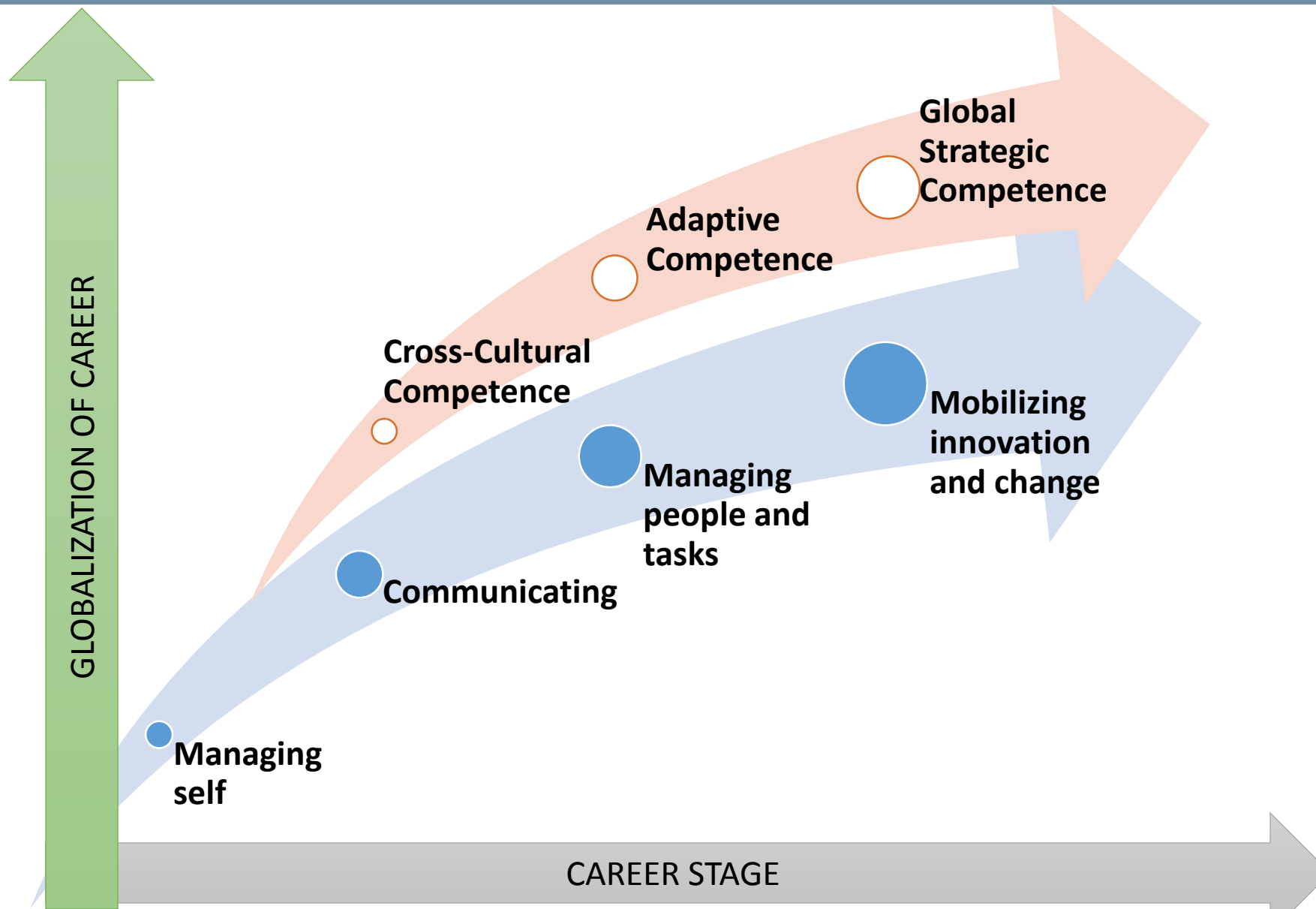
Global Preparedness

Iris Berdrow, Bentley University

- Higher education is taking a hit for not preparing graduates adequately for a successful career.
- In particular, employers are disillusioned by their inability to relate to and manage millennials.

It would be easy to dismiss this as a generational gap, or millennials not understanding the realities of the workplace -- but the story is more complicated.

Competencies: The New Reality



Berdrow, I., & Evers, F. T. (2014). Competence: Bases for employee effectiveness. In Neal Chalofsky, Tonette Rocco, and Lane Morris (Ed.), *The handbook of HRD: theory and application*. San Francisco: Jossey-Bass.

Companies recognize the importance of international education experience

IE experience shows:

- Flexibility
- Cultural Awareness
- Maturity – willing to break out of the mold and the comfort zone of friends for a good experience
- Organizational skills
- Communication Skills
- Initiative - A student has a natural curiosity to learn and is willing to go outside of his or her comfort zone.



What active recruiters
told Bentley Career
Services

Quotes from recruiters:

- “I would say the **independence** that students develop abroad is an incredibly attractive skill. Being on your own in a foreign place helps allow you to become very **adaptable** as well.”
- “For our ideal intern and career positions, we value traits like **self-initiative, wants challenge, adaptability and interpersonal skills.**”
- “I think students’ abroad experience gives them a lot of **life skills**, especially if they have to take care of themselves without parents nearby to do it for them.”
- “We believe that it demonstrates **initiative, independence and self confidence**. A semester in a foreign country where students are **exposed to different cultures, behaviors and potentially another language** provides the students with a considerable advantage when joining a global corporation.”
- “**Not all study abroad experiences are created equal. When interviewing students, we pay careful attention to how they describe their semester abroad and the rationale for choosing the location, university, etc.**”



Employability at San Jose State University's GLLAB and Global Leadership Passport Program Joyce Osland

Dear Joyce,

I got my job because of the Passport Program. The recruiter had never heard of a program like this, and we spent the whole interview talking about it and what I got out of it. Woo hoo!

Dear Professor,

I was hired due to the GLLab. First, the people who interviewed me were very interested in how this worked. And second, I was able to tell them exactly what I had learned and how I had changed and improved myself during the semester. They were very impressed by the social innovation project. So, thank you!



The GLLAB Assessment Center Methods & Employability

- Pre and post assessment: **Provides language to describe their skills**
- Leverage our multicultural population: **Helps them work and solve problems with people who think differently**
- Experiential learning and simulations: **Accustoms them to pulling out lessons from experience and becoming more self-aware**
- Behavioral assessment: **Sensitizes them to how their behavior impacts others**
- Self development focus and action plans: **Teaches continuous learning and provides examples of how they developed themselves**
- Extensive feedback and coaching: **Provides personal insights they can relate**
- Aided by trained graduate students: **Accustoms them to performance feedback, both positive and negative**
- Research-based: **Demonstrates best practices they can use in their careers**

GLLab Behavioral Coding Rubric

Active Listening
skills

Accurately read
cues & decode
behavior

Handle stress

Non-judgmental

Appropriately
code-switch

Tolerate
ambiguity

Connect & find
common ground

Bridge cultural
differences for a
positive outcome



GCI GROUP REPORT

	Low		Moderate		High	
	1	2	3	4	5	6
A. Perception Management	3	5	2	4	12	33
1. Nonjudgmentalness	3	3	4	7	19	23
2. Inquisitiveness	9	12	12	7	9	10
3. Tolerance of Ambiguity	6	8	11	8	10	16
4. Cosmopolitanism	6	5	5	15	12	16
5. Interest Flexibility	8	8	6	10	18	9
B. Relationship Management	15	11	11	6	7	9
6. Relationship Interest	15	5	13	9	6	11
7. Interpersonal Engagement	10	14	8	15	5	7
8. Emotional Sensitivity	17	7	16	3	9	7
9. Self-Awareness	10	14	8	8	7	12
10. Social Flexibility	14	13	12	8	4	8
C. Self-Management	6	3	10	8	13	19
11. Optimism	11	3	12	14	12	7
12. Self-Confidence	7	7	7	9	20	9
13. Self-Identity	4	6	5	13	11	20
14. Emotional Resilience	6	8	8	12	14	11
15. Non-Stress Tendency	6	8	14	4	10	17
16. Stress Management	6	8	5	11	18	11
Overall Global Competency Index	5	5	6	11	10	22

PERSONAL DEVELOPMENT PLAN (PDP)

Assessment: What are my targeted area(s) of intercultural effectiveness to leverage or develop?

Goal: Which dimension is of greatest importance in terms of my career plans or work responsibilities?

Tactics: Concrete “how-to’s” -- SMART goal

Reporting Results: Scheduled weekly accountability to someone for progress reports

PDPs and Cognitive Behavior Therapy (CBT)

In CBT, improving one of these -- cognitions, emotional regulation, behavior tendencies – improves the others.

CBT characteristics:

- Clear time-frame
- Self-responsibility for development
- Learn new behavioral, interpersonal cognitive and emotional-regulation skills
- Accountability to someone

In courses, students send weekly progress emails to instructors and submit a final graded report on the overall process. Passport students just write a final report.



GL PASSPORT PROGRAM

Purpose

- Prepare students for global and diverse workplaces
- Develop a global mindset and global leadership competencies
- Encourage students to take advantage of SJSU's international/cross-cultural co-curricular activities and courses
- Inculcate a habit of life-long learning and personal development
- Serve as a campus clearinghouse for all things global



GL PASSPORT PROGRAM

Description

- Entrance via a global leadership course or 1-day Gateway workshop
- Initial assessment via instruments and behavioral simulations
- Creation of a personal development plan
- Planning/coaching help from staff
- Self-paced acquisition of stamps
- Online structured reflections on all experiences; approval/feedback from staff
- Post assessment tests and final report on their self development

SAN JOSE STATE UNIVERSITY <i>powering Silicon Valley</i>		GLLAB MODULES	COURSES	PROGRAMS	EXPERIENCES AND PROJECTS	E-PORTFOLIO REFLECTIONS
College of Business and The Lucas Graduate School of Business						
Global Leadership Passport Program Global Leadership Advancement Center						
CAPSTONE	Global Leadership / Social Innovation Project	●	●		●	●
SYSTEM SKILLS	Leading Change	●	●		●	●
	Fostering creativity & innovation	●	●		●	●
	Architecting	●	●		●	●
	Making complex ethical decisions	●	●		●	●
	Building community & social capital	●	●		●	●
	Influencing stakeholders	●	●		●	●
INTERPERSONAL SKILLS	Negotiating across cultures	●	●		●	●
	Managing intercultural conflict	●	●		●	●
	Leading multicultural teams	●	●	●	●	●
	Building trust & relationships	●	●	●	●	●
	Communicating across cultures	●	●	●	●	●
		●	●	●	●	●
ATTITUDES / VALUES	Global citizenship & systems thinking	●	●	●	●	●
	Decoding culture	●	●	●	●	●
	Globalization & global mindset	●	●	●	●	●
LEADERSHIP BASE	Communicating like a leader	●	●	●	●	●
	Motivating diverse followers	●	●	●	●	●
	Leadership 101	●	●	●	●	●
GLOBAL KNOWLEDGE BASE	Foreign language proficiency		●		●	●
	Global knowledge		●	●	●	●
COMPETENCY CATEGORIES	PROGRAM DETAILS FOUND AT http://www.sjsu.edu/glac/gllab/Passportprogram/	DELIVERY METHODS				

GL PASSPORT PROGRAM Assessment Plan

PRE-TEST

IES (or GCI)

Global Knowledge Test

POST-TEST

IES (or GCI)

Global Knowledge Test

Final Report on Personal
Development

PASSPORT STUDENTS CAN SHOW EMPLOYERS



E-PORTFOLIO (UNDER
RECONSTRUCTION)

+

GLOBAL LEADERSHIP PASSPORT PROGRAM



**SAN JOSÉ STATE
UNIVERSITY**

COLLEGE OF BUSINESS

+

TO WHOM IT MAY
CONCERN:
FORM LETTER
DESCRIBING WHAT
COMPETENCIES ARE
REQUIRED TO
COMPLETE THE
PROGRAM PLUS THE
STUDENT'S UNIQUE
TRAITS/ACCOMPLISH
MENTS.

=



(WE HOPE)



Student Feedback In Final Report

“The GLAC Passport Program has been an unforgettable and valuable experience for me as a SJSU student, not only because of the awesome subjects I needed to take to complete it, but all the amazing people I came across as a result of it. It has **helped me to put to use what I have learned as a college student both in my private life and at work, where I interact constantly with people of different cultural backgrounds.** At a more personal level, it has encouraged me to **pursue new challenges** related to its intended purpose: I'm **learning my fourth language**, in this case Chinese, and with it **breaking away from the "all Western European" tradition that ruled in my family, linguistic wise.**”



Student Passport Feedback in Final Report

The GLLab class activity and training was eye opening for me. **I would have underestimated the value of humility in leadership...** I have lived in different places around the world and also have long experience with working in different organizations, which enabled me to understand some basics of interpersonal competency that came thorough practice. But the assessment indicated that my emotional sensitivity and social flexibility is low. I think that is correct because I grew up where all people hold similar values and styles. **So being in a heterogeneous setting seems challenging, but I made huge progress from my previous survey and the final one.**

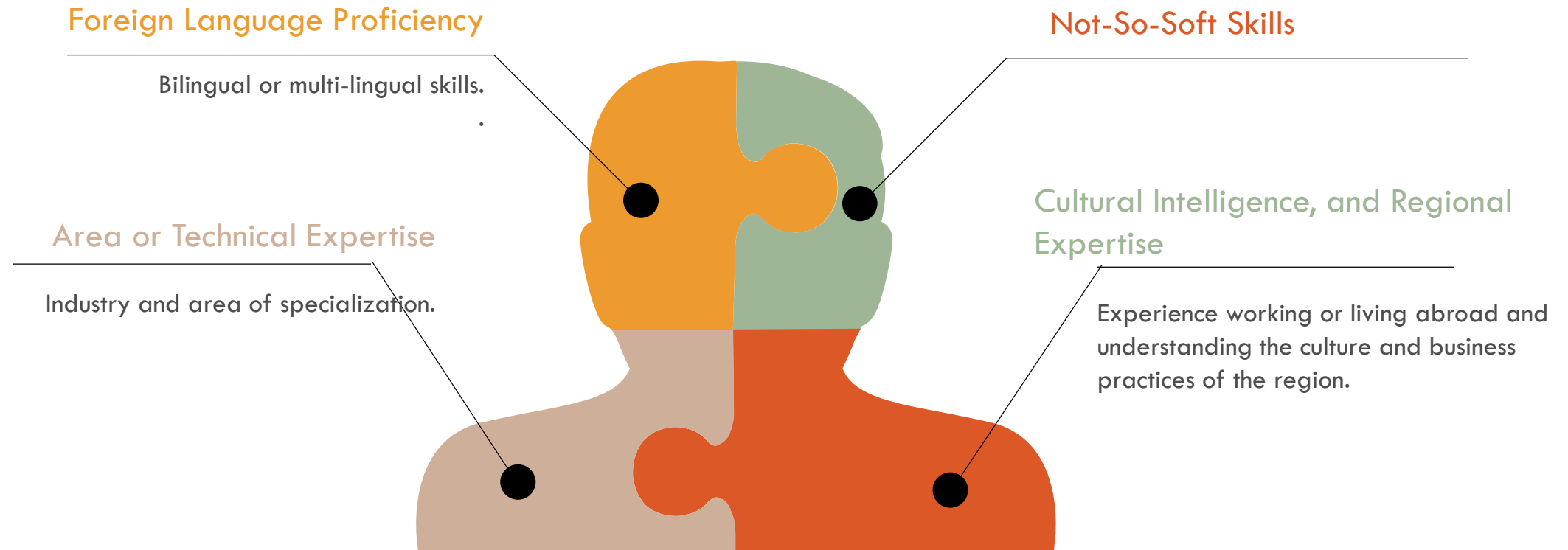
Increased Employer Demand for Global Competencies

GROWING DEMAND FOR GLOBALLY COMPETENT TALENT

- “We are opening a new office in Mexico. We need American candidates with fluent Spanish who understand the Mexican system and can represent our company culture.” – American Fueling Systems
- “In five years, we will need an additional 2,500 petroleum engineers who speak Russian, Mandarin, or Portuguese.” – Chevron
- “We have a large clientele in Dearborn, MI. I need staff who speak multiple dialects of Arabic” – FedEx
- “We have supplier contracts to China. We need staff here in the U.S. who can communicate in Mandarin AND Cantonese with our new partners.” – Walmart
- “We are opening an office in Brazil and need to hire local staff and verify their English language skills” – IPG

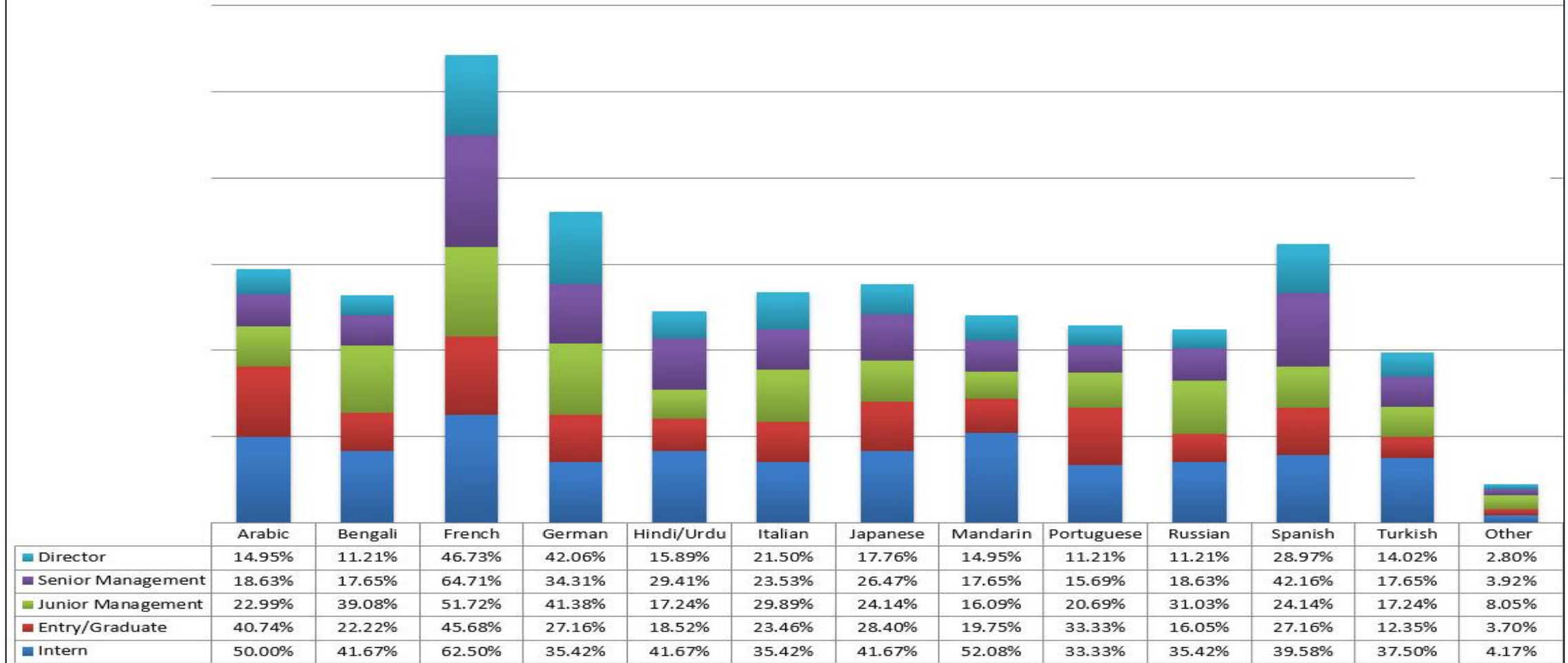
THE NEW TARGET CANDIDATE

Employers are now looking for candidates with a distinctive combination of skills to fill these positions.



DEMAND FOR LANGUAGE

Languages required by position, as a percentage of those that said yes



DEMAND FOR “NOT-SO-SOFT” SKILLS

There is a high correlation between the soft skills employers are seeking and the skills acquired with international experience



"...92% of employers are looking for personality traits enhanced by study or training abroad, such as tolerance, confidence, problem-solving skills, curiosity, knowing one's strengths/weaknesses, and decisiveness."

European Commission study: *Effects of mobility on the skills and employability of students and the internationalization of higher education institutions*

SKILLS GAP: EMPLOYERS CAN'T FIND THESE CANDIDATES

Employers report a deficiency in the skills they need

- They can't find “global-ready” candidates with global competencies
- 70% of Millennials say they are not graduating with the soft skills they need for the workforce
- Recognition of increasing skills gap is leading to a new approach to employee recruitment and development




Global Professional Search (GPS)



GLOBAL PROFESSIONAL SEARCH (GPS)

GPS is an online, cross-border marketplace that connects hiring employers with global talent. Our employers are specifically seeking candidates with overseas experience and foreign language skills, combined with industry and functional expertise. GPS is **FREE** for candidates.


A wide-angle photograph of the Christ the Redeemer statue in Rio de Janeiro, Brazil. The statue is in the foreground, with its arms outstretched. In the background, the city of Rio de Janeiro is visible, including the bay, hills, and the iconic Sugarloaf Mountain (Pão de Açúcar) on the right. The sky is clear and blue.


Wanted: Research assistant to investigate renewable energy in Brazil. Must speak Portuguese. Prior in-country experience a plus.

SMART SYSTEM

Our proprietary *smart* system walks candidates through an online wizard to create a profile that highlights their global skills...and serves as a log for any professional or international activities they want to record over time.

GPS is FREE for
Candidates

 » My Dashboard Kiri ▾



Kirsten Baker
kirsten@newcitycompanies.com
Washington DC , United States



¡Hola, Kiri!
Keep up the momentum! Click any incomplete section below to complete your profile.

Profile

Activity

Contact

Preferences



GLOBAL COMPETENCIES

10%

Experience Abroad

Languages

SKILLS

10%

Not-So-Soft Skills

WORK & EDUCATION

50%

Work History ✓

Ideal Job


Education History

Awards & Honors ✓

PERSONAL

10%

Organizations

 **Kirsten Baker**

Experience Abroad

0

Languages

3

Work Experiences

3

Education Experiences

0

Awards & Honors

0

INFO THAT RESONATES WITH EMPLOYERS

The GPS profile translates candidate work, education, and overseas experience into language that resonates with employers. Profiles also promote hard, soft and foreign language skills.

Ranked soft skills

Rank the skills below in order of personal importance to you. 1 is the highest, 10 is the lowest.

+	Self-managing	1
+	Writing	2
+	Leading	3
+	Decision making	4

China

Cultural Familiarity

I can provide insight and commentary on the culture, history, politics, and economy of the country. I am completely comfortable within the culture.

For what reasons were you in China?

Why

Teaching × Study ×

Business Familiarity

I can understand the basics of local business practices and can work in-country with supervision, with the occasional cultural misstep.

Where in China did you stay while you were there?

Where

Host family ×

How long were you in China? Dates do not need to be exact, but try to accurately represent how many months you were abroad. If you are currently abroad, the end date is optional.

From

8/8/13

Until

5/12/14

Assesses activities in local languages

While you were in country, how often did you...

Accommodate values, perspectives, or behaviors that conflicted with your own

In general?

In the local language?

Adapt your behavior to be more culturally appropriate

In general?

In the local language?

Participate in local traditions and ceremonies

In general?

In the local language?

Quarterly

Annually

Weekly

Monthly

Quarterly

Quarterly

Ideal job environment

I prefer to...

Work alone

Work in an office

Stay local

Work on one task at a time

Work behind the scenes

Work with a team

Work in the field

Travel for work

Work on multiple tasks at the same time

Interface with customers

GPS CUSTOMIZED PROFILES

- ✓ Relevant experience abroad
- ✓ Language proficiency: listening, reading, writing, speaking
- ✓ Language certification
- ✓ Work experience
- ✓ Education
- ✓ Stand out leadership
- ✓ Honors and awards
- ✓ Soft Skills
- ✓ Hard Skills
- ✓ Character traits



First Page of Sample Candidate Profile



KIRSTEN BAKER
ID #31170
GLOBAL RATING: ★★★★★
LANGUAGE CERTIFICATION

Address 2 Getajob way
New York, NY
555 302 1000
Phone
Email kbrecht@constellargroup.com

Candidate has a strong background in entrepreneurship, marketing, and business development; has founded companies and served in C-level positions; lived and worked in Russia, lived in France; has advanced Russian and French language skills.

EXPERIENCE ABROAD

RUSSIA

Experience

- Studied in country (12-24 months) while living with a host family.
- Worked in country (2-4 years) while living in a private residence.

Familiarity with Culture: Can provide insight and commentary on the culture, history, politics, and economy of the country, and is completely comfortable within the culture.

Familiarity with local business practices: Is familiar with local business practices and can operate within them with minimal supervision.

FRANCE

Experience

- Studied in country (6 to 12 months) while living in dormitory and with host family.

Familiarity with Culture: Can objectively discuss differences between local culture and native culture and is confident about how to behave in local culture.

Familiarity with local business practices: Understands the basics of local business practice and can work in country with supervision, with the occasional cultural misstep.

LANGUAGES

RUSSIAN

Acquisition

- Worked in country (4 to 6 months)
- Studied in country (1-2 years)
- Currently using the language at least once a week

Proficiency

Reading (3)		Interacting (4)	
Writing (3)		Presenting (3)	
Listening (4)		Social Media (4)	

SELF (1-6)
05/12/2015

ILR
09/28/2007

Proficiency

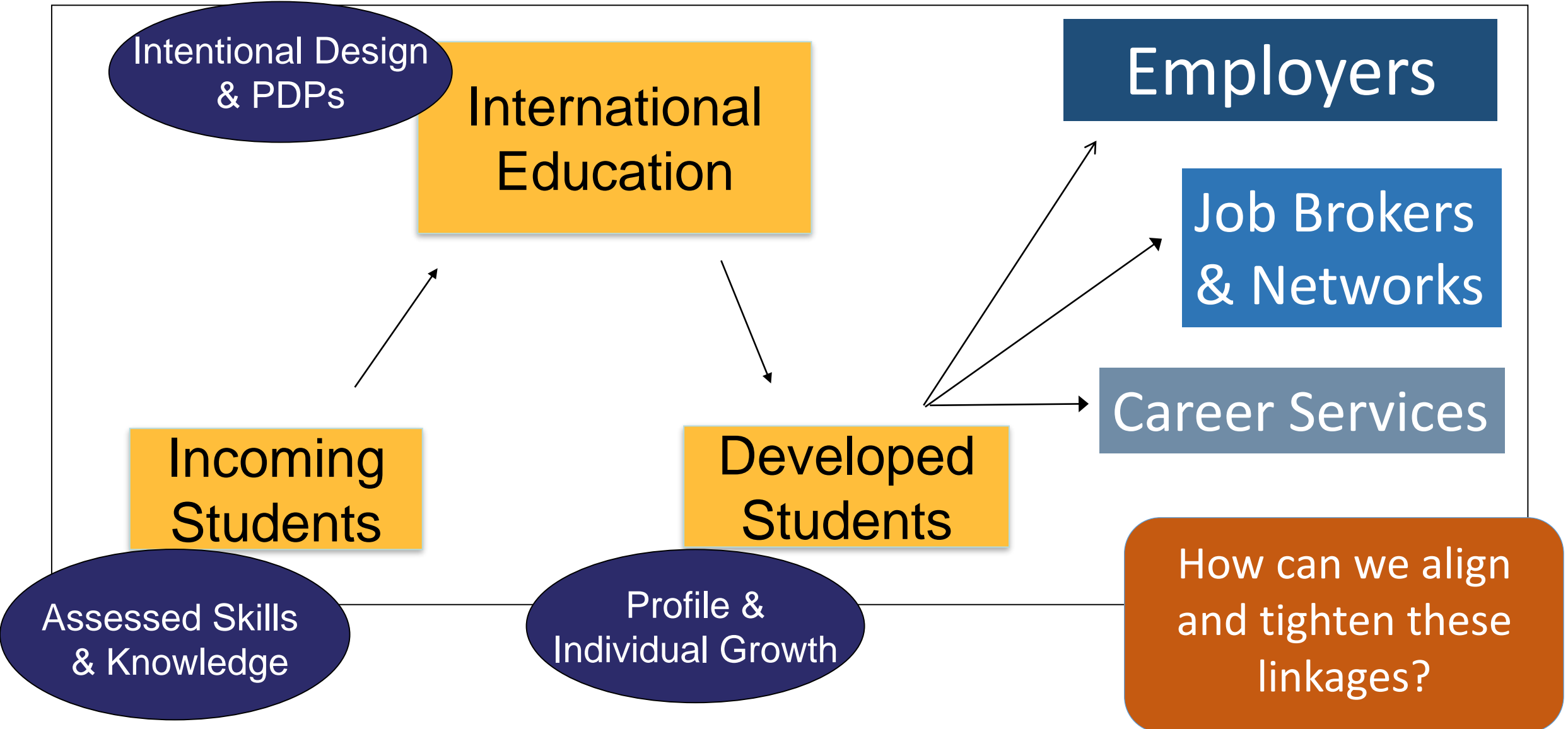
Reading (2)	
Writing (2)	
Speaking (2+)	
Listening (2+)	

Notable Skills in Local Language: Negotiated contracts and deals, wrote reports and proposals, collaborated with colleagues, worked with local or international tax or accounting requirements, interfaced with clients or other professionals.

Required Language Support to Work in Immersion Setting: Moderate language support on common work tasks, but high degree of language and cultural support otherwise.

GlobalProfessionalSearch.com

A Systems Approach to Employability



Examples of Ways to Improve and Integrate the Whole Employability System

Students

Do they know what they know or how they've developed?

Create global e-portfolios

Do they know what employers want? Are we reinforcing this enough?

IE Programs/Experiences

- Provide students with a language to describe the competencies they developed by assessing, reinforcing and developing them
- Use personal development plans and final reports on their progress
- Provide frameworks for processing their cultural immersion and experiences
- Provide a network of study abroad mentors
- Partner with career services
- Be a talent pipeline for companies/organizations – work directly with them

VALUE OF INTERNATIONAL EDUCATION TO U.S. BUSINESS AND INDUSTRY LEADERS

- 90% of senior management who **reported studying abroad themselves also reported a hiring or promotion strategy that actively sought out and rewarded SA experience.**
- 60% of all respondents acknowledged the importance of an SA experience.

Recommendations for Companies:

- Develop a pipeline for talent with universities
- Set up global internships
- Provide corporate sponsored internships/scholarships
- Emphasize the intl. travel/business in recruiting
- Value recruits with foreign language skills or pay employees to develop them.

leaders)

(2009 Survey of 200+ senior US and Intl. business

BENEFITS OF PEACE CORPS



Career benefits

- **Rigorous technical training** at the start of service, which includes **in-depth intercultural language instruction**, usually from a native speaker.
- Regular opportunities to gain **new skills related to work, language, culture, and safety**, which makes RPCVs **highly in demand by corporate, nonprofit, and government employers** seeking candidates with the skills required in today's global economy.
- The Peace Corps offers **career support** specifically tailored to Volunteers when they return home to help them prepare for their next step:
 - **Help translating their field experience to prospective employers**
 - **Advantages in federal employment and hiring benefits** related to noncompetitive eligibility and possible credit toward retirement should they meet qualifications
 - **Access to job announcements, résumé services and career fairs**
 - Other **special eligibility for hiring preferences** by "Employers of National Service" organizations
- RPCVs have gone on to **successful careers in all kinds of fields**, from international development to business to the arts.
- **Graduate school benefits:** PC experience is a plus for applicants. PCVs get reduced tuition, assistantships and stipends at more than 90 participating universities and colleges.
- Join a vibrant **network of over 220,000 Americans**.

IDENTIFYING AND TRANSLATING YOUR PC SKILLS

Session Rationale. *Most Volunteers are extremely proud of their successful projects during their Peace Corps service. Often times RPCVs have difficulty translating the skills they acquired during service, even for successful projects. In addition, RPCVs do not include information about their unsuccessful project on resumes or discuss them in job interviews. This session will identify the skills that were acquired during PC service across sectors and teach RPCVs to embrace the skills that may have been gained during a failure or failed project.*

By the end of the session, participants will be able to:

- Identify the skills that were acquired during PC service across sectors
- Learn how to embrace the skills that may have been gained during a failure or failed project.
- Practice talking about these skills





Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness



	Early Learning	Elementary	Secondary	Postsecondary
Collaboration and Communication	Emerging socio-emotional skill-building—focus on empathy, cooperation, and problem solving	Progressive socio-emotional skill-building—focus on empathy, perspective taking and conflict management	Strong socio-emotional and leadership skills—emphasis on multi-cultural understanding and working with diverse groups	Advanced socio-emotional and leadership skills , ability to effectively collaborate and communicate with people in cross- cultural settings
World and Heritage Languages	Developing language skills in English and other languages	Basic proficiency in at least one other language	Proficiency in at least one other language	Advanced proficiency —ability to work or study in at least one other language
Diverse Perspectives	Emerging global awareness through exposure to diverse cultures, histories, languages and perspectives	Deepening global awareness through continued exposure to diverse cultures, histories, languages and perspectives.	Deepening local and global knowledge and understanding, including through classes, projects, study abroad and virtual exchange	Highly developed ability to analyze and reflect on issues from diverse perspectives
Civic and Global Engagement	Growing awareness of community and institutions	Age-appropriate civic engagement and learning	Demonstrated ability to engage in key civic and global issues	Demonstrated ability for meaningful engagement in a wide range of civic and global issues and to be successful in one’s own discipline/specialty in a global context

Foundation of Discipline-Specific Knowledge and Understanding

Globally and Culturally Competent Individuals

Proficient in at least two languages;

Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange;

Critical and creative thinkers, who can apply understanding of diverse cultures, beliefs, economies, technology and forms of government in order to work effectively in cross-cultural settings to address societal , environmental or entrepreneurial challenges;

Able to operate at a professional level in intercultural and international contexts and to continue to develop new skills and harness technology to support continued growth.

QUESTIONS?



References

Berdan, S. N. (2011). *Go Global: Launching an International Career Here or Abroad*. E-book on Amazon, etc.

Crossman, J. & Clarke, M. (2010). International experience and graduate employability: stakeholder perceptions on the connection. *Higher Education*, 59, No. 5 (May 2010), pp. 599-613

Tillman, M. Impact of Education Abroad on Career Development , vol. 1., American Institute for Foreign Study.

Global Professional Search. GlobalProfessionalSearch.com



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PASSPORT STAMPS AWARDED FOR:

- **GLLAB Offerings** (GL course, Gateway Workshop, GLLab modules)
- **Initial Assessments and Personal Development Plan** (GCI, IES, Global Knowledge Test)
- **Approved Global Courses** (listed online)
- **Global Campus Workshops/Speaker Events/Documentaries** (with E-portfolio reflections)
- **Cultural Immersion** (study abroad, foreign trips, service learning in ethnic neighborhoods, study-abroad-at-home)
- **Global Leadership or Social Innovation Projects**
- **Mentoring Across Cultures**
- **Foreign Language** (courses or proficiency test)
- **Final Assessments and Progress Report**



Social Innovation Project

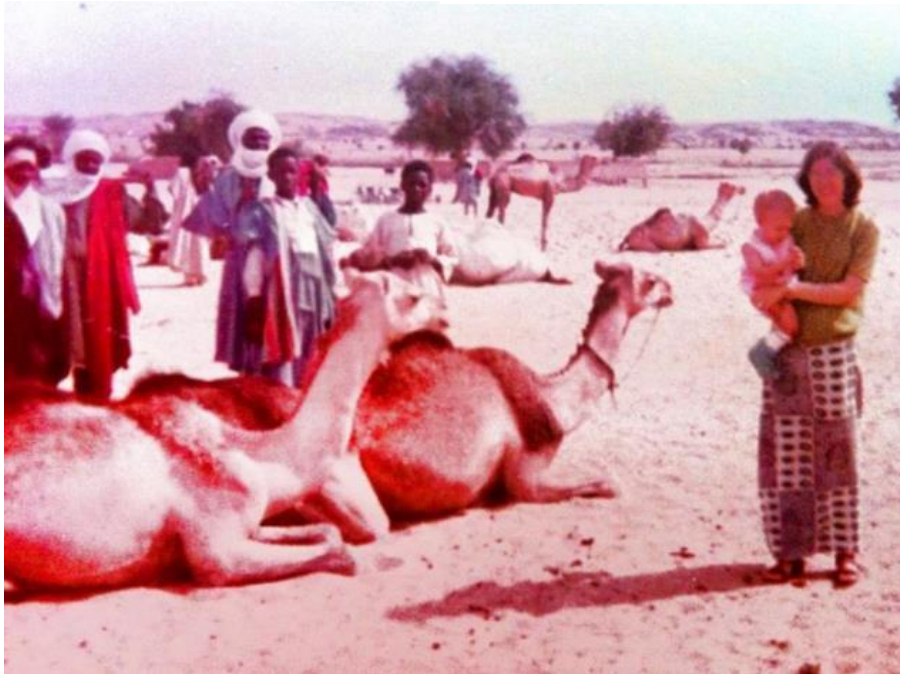
- Laying the foundation: multicultural team-building (ropes & template), gap assessments and implications, midway NGT process check, GLLab Associate/instructor coaching
- Understand a global problem – collaborative learning
- Team SI idea using design thinking
- Report and Class presentation for multi-rater feedback
- Submit to Silicon Valley Innovation Challenge
- Evaluation: 360 team feedback on skills; idea feed-back from peers, Associates, GLs-in-Residence, SVIC participants, industry professionals, & judges



My Path to the GLLab and Global Leadership Passport Program



**Personal
Transformation**



Northern Burkina Faso, 1977

