Global Competencies: An Imperative, Not a Luxury!
Global Competencies

Global competence: the acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community.

Source: National Education Association

(Suggested resources: American Council on Education, Asia Society)
Global Competencies: **Global Leaders**

- Knowledge
- Skills
- Attitude
Global Learning Outcomes: Knowledge

• Demonstrates an understanding of geographical, social, political, cultural, economic, linguistic, and environmental qualities of the globalized world and implications on one’s own country.

• Recognizes the interconnections and interdependence between states and peoples included in debates over globalization from different national, cultural and economic perspectives.

• Demonstrates knowledge of the value and belief systems of other cultures within a global and comparative context.
Global Learning Outcomes: Skills

- Able to **combine methodologies, tools and concepts from academic disciplines and personal global experiences** in order to perform effectively and ethically in situations domestically and internationally in everyday personal and professional leadership interactions.

- Able to **communicate and contribute cross-culturally with people and groups of varied backgrounds and ethnicities** by having a broader worldview and through speaking other languages.

- Utilize **critical thinking to analyze their own culture and how that fits into a broader worldview** in order to more effectively study relationships between peoples, faiths, cultures, and better understand multiple perspectives in order to contribute to the resolution of conflict and advocate for understanding, peace and social justice.
Global Learning Outcomes: **Attitude**

- Demonstrates **moral character and exercises adherence to the basic values** while advocating for the appreciation and understanding of cultural diversification, the dignity of others and utilizing this appreciation to foster a respectful environment that values new ideas that will benefit the local and global community.

- Demonstrates an **intellectual and humane curiosity about other cultures and global perspectives** and a commitment to a **lifelong journey filled with global learning** and example-setting which promotes peace, understanding and justice.

- Accepts cultural differences and is tolerant of cultural ambiguity and differences of opinions which allows them to be better stewards with their responsibilities and relationships and better equipped to assist others in their journeys.
Why are global competencies an imperative and no longer a luxury for those that lead?
Global competencies and leadership!

1. Leaders in profession
2. Leaders in community
3. Leaders in a rapidly changing world

Require globally competent leaders!

Once considered a competitive edge for graduates is now a necessity for all!
An article in the Guardian highlighted five skills that 70 chief executives around the globe demonstrated:

1. PASSIONATE CURIOSITY
Interest in understanding any and every situation through questioning, listening and talking with those involved

2. BATTLE-HARDENED CONFIDENCE
Ability to face new and unpredictable situations with confidence

3. TEAM UNDERSTANDING
Understanding of their teams – the dynamics, objectives and challenges they face

4. SIMPLE MINDSET
Ability to make quick and concise actions

5. FEARLESSNESS
Lack of fear for future development and the improvement of current situations
Leadership in profession: Beyond the basics

There are some other competencies that global leaders need in order to make an even greater impact on their global teams and objectives. Some of these include:

• **Openness** – an open attitude to new ways of thinking, working and behaving

• **Cultural adaptability** – ability to adapt their behavior and judgments to different situations

• **Emotional strength** – a positive attitude to life and the ability to ‘bounce back’ when things go wrong

• **Perceptiveness** – ability to identify cues that are not evident in verbal language and accurately interpret and understand them
Leadership: in profession, life

Successful, global transformational leaders tend to:

• Be Insider-Outsiders (manage the landscape from within and outside the daily)
• Strategically pursue two separate journeys (current plan while pursuing new plan)
• Use cultural change, diversity to drive engagement
• Communicate powerful narratives about the future

Life can only be understood backwards; but it must be lived forwards.
Soren Kierkegaard
Future Global Leaders: Employers

Employers give college graduates lower scores for preparedness across learning outcomes than current students give themselves.

Proportions who believe they/recent college graduates are well prepared in each area:

- Analyzing/solving complex problems: Employers 24%, Students 59%
- Applying knowledge/skills to real world: Employers 23%, Students 59%
- Awareness of/experience with diverse cultures/communities in the US: Employers 21%, Students 48%
- Staying current on developments in science: Employers 21%, Students 44%
- Working with people from different backgrounds: Employers 18%, Students 55%
- Staying current on global developments/trends: Employers 18%, Students 43%
- Proficient in other language: Employers 16%, Students 34%
- Awareness of/experience with diverse cultures outside the US: Employers 15%, Students 42%

*8-10 ratings on zero-to-ten scale

https://www.aacu.org/leap/public-opinion-research/2015-slides
Global competencies through comprehensive internationalization at our universities…

1. Establish an initial International Advisory Council and follow-on with small working groups.

2. Establish a global competencies statement and set of global learning outcomes that is appropriate to institutional mission and student profile.

3. Establish a strategic and comprehensive institutional internationalization plan with key ingredients: education/experience abroad, significantly increase campus cultural/linguistic diversity, increase strategic international partnerships, and curriculum internationalization.
The Marian University Strategic Plan for Comprehensive Internationalization...

**Initiative I:**
- **A.** International Student Recruitment
- **B.** International Student Admissions
- **C.** International Student Retention

**Initiative II:**
- **A.** International Travel Risk Management
- **B.** Information Guides, Training
- **C.** Expanding Capacity

**Global Learning Outcomes:**
- 10% International
- 25% Abroad
Student plan…

<table>
<thead>
<tr>
<th>Initiative I: Experiences, Years 1 - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Classroom</td>
</tr>
<tr>
<td>Global Curriculum Topics</td>
</tr>
<tr>
<td>Cross-Cultural Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiative II: Experiences, Years 2 &amp; 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Abroad Program &amp; International Travel</td>
</tr>
<tr>
<td>Cross-Cultural Comparison</td>
</tr>
</tbody>
</table>

Global Learning Outcomes

Admission/Graduation  Undergraduate Degree Study  The Result
Thank you…

ashull@marian.edu
international@marian.edu
abroad@marian.edu