Global Graduates into Global Leaders

Capacity
Multiple
Perspectives
Embrace
Multiple
Perspectives
Learning
Self Agility
Awareness
Multi
lingualism
Drive
Understanding
Multicultural
Collaboration
Listening
Develop
new Skills
Resilience
Multi
cultural
Influence
Speaking
Knowledge
Global
Capacity
Negotiate
Multiple
Perspectives
Global
Networking
Negotiate
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Multiple
Perspectives
Multi
lingualism

"*The skills to become socially adept, cross-culturally fluent global learners and citizens are more important than ever*."

Trilling and Fadel

Who we are: introducing the partnership

CFE

- Research specialists in further and higher education and skills development
- Focus includes graduate employability and relevant projects include the AGR survey

AGR

- Dedicated to supporting employers in all aspects of graduate recruitment
- Expert advice and research that sets the agenda for change in graduate recruitment

CIHE

- Strategic leadership network of blue-chip companies working with vice chancellors and universities to develop the UK's knowledge-based economy

The Global Graduates study

What is the study about?

> *Global Graduates* is our first study in the area of global employability and builds on CIHE's *Global Horizons series*

> Central aim: to understand the notion of the *Global Graduate*, and explore **how** the UK can fully equip its graduates to meet the challenges of an increasingly global marketplace

How did we do it?

> Scoping and review of relevant literature

> Primary consultation with: multinational employers, government/policy representatives and universities

Why embark on research into Global Graduates?

> The market place for graduates is becoming increasingly global and businesses require global talent to compete

> The UK is a strong provider of quality HE and second highest receiver of international students worldwide

> **But** has low numbers of international student mobility and slow growth in this compared to other EU countries and BRIC nations

> **It is important that the UK does not fall behind!**

International mobility facts and figures

> HEFCE/British Council report 370,000 foreign students studying at UK Universities (18% of student population)

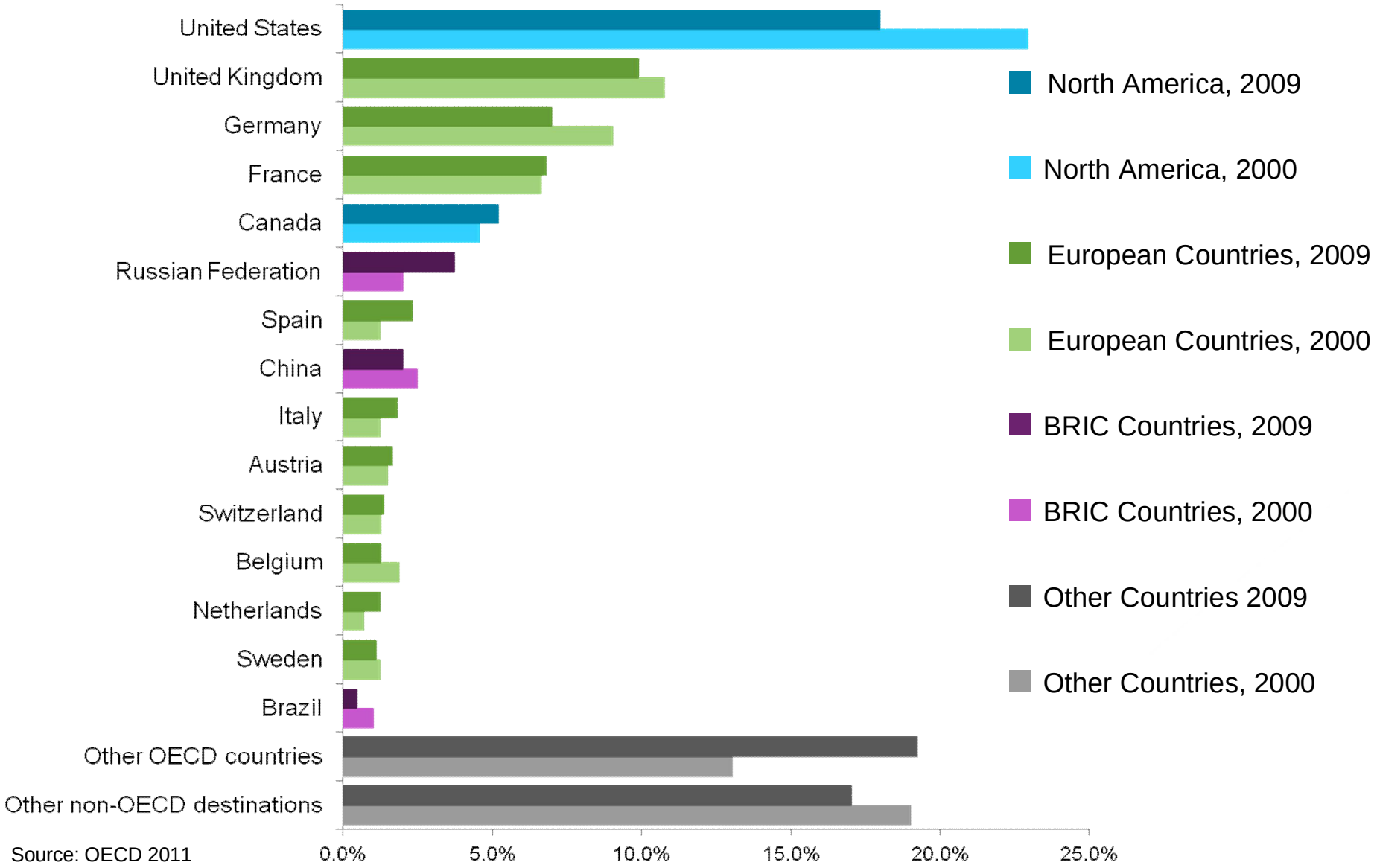
However, the UK is lagging behind in outward student mobility:

> Only 33,000 UK students study abroad (1.6%)

> UK growth in student mobility is low by international standards (1975-2006): UK, 33%; US, 40%; Canada, 207%; Germany, 424%; and France, 492%

> In 2009/10, 213,000 students received Erasmus grants, only 11,273 were UK students (Spain: 31,158; France: 30,213; Germany: 28,854)

International education market share



Source: OECD 2011

Emerging findings

What is a global graduate?

Blend of knowledge, competencies and key attributes:

> Global mindset
> Global knowledge
> Cultural agility
> Advanced communication skills (speaking and listening)
> Management of complex interpersonal relationships
> Team working and collaboration
> Learning agility
> Adaptability, flexibility, resilience, drive & self-awareness

Priority global competencies

Global competency	Ranking
An ability to work collaboratively with teams of people from a range of backgrounds and countries	8.2
Excellent communication skills: both speaking and listening	7.5
A high degree of drive and resilience	5.6
An ability to embrace multiple perspectives and challenge thinking	5.4

Large employers seek recruits with cultural agility

“The ability to consider things from different dynamics, to work with empathy, to work with difference, to explore and work around problems.”

Language skills are not viewed as a priority but knowledge of a language does help understanding cultural nuances...

“It’s not the language. It’s the culture that goes with the language.”

And value experiential learning gained from student mobility...

“When you see people doing the Erasmus exchange, it definitely would encourage mobility. Offering people work placements, where they go and live and work somewhere else, whether that be in the UK or abroad, I think that's a good development experience for a graduate.”

...but employers find *graduate* mobility is hard to achieve, even within the UK...

“One of the key things which I think is really key to global graduates would be mobility. We massively struggle in the UK with this and it seems to be getting worse, which we're really surprised about, considering there are less graduate programmes and less graduate jobs available.”

What can businesses, universities and students do to develop global graduates?

How can global graduates be developed?

Achieving global graduate competence goes beyond qualifications to more **holistic development** – outlook, values and character.

>**Experiential learning** is valuable - placements, study trips, years out, and travel all contribute

>**An international dimension** is required both in the school curriculum and in degree programmes

>**Student choice** is crucial - choosing appropriate learning pathways and being willing to be mobile

>**Immersion in a different culture and workplace** helps, but is not essential, to develop a global mindset and skills

What can businesses do?

Some businesses are working collaboratively with schools, colleges and HEIs to introduce global mobility by:

> utilising **inspirational role models** (e.g. graduate trainees) and providing opportunities such as internships and placements.

The best are pro-actively seeking to attract global talent by:

> looking for **potential capability** (e.g. psychometric testing)

> interacting with students via **social media**

> designing global programmes with **real-life global projects** and assignments overseas

> facilitating internal and external **(global) networking**.

What can universities do?

Some HEIs are embedding global employability into pedagogy and learning by:

> providing viable opportunities to study overseas
> enriching the learning experience (e.g. multicultural events)
> equipping students with a platform of highly agile learning skills (e.g. self-didactic learning, self-assessment, critical analysis)
> adopting frameworks that set out how the curriculum, delivery of provision and student experience should prepare students for global citizenship.

What can government do?

Government has an important role to play in driving forward global employability and opportunities to develop global talent. This could be achieved by:

> Reviewing opportunities for international talent to benefit UK based companies. For example, through broaching reciprocal internship arrangements with countries such as the US and India.

> Incentivising higher education institutions to offer affordable transnational exchange programmes and sandwich courses (e.g. Erasmus) and boost participation.

"The crux of success or failure is to know which core values to hold on to, which to discard and replace when times change."

Jared Diamond

Any questions?

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Global Graduates into Global leaders (full report and executive summary) can be found at: http://www.cfe.org.uk/Publications