



Global
Mind
Monitor

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Hotel Management
School Maastricht

ZU
YD









fear

disgust

anger

happiness

sadness

surprise









Today



Global Competence



The Global Mind Monitor



Integration in the curriculum



Administrator challenges

What is Global Competence

(PISA 2018)



<http://www.oecd.org/pisa/>

Why is GC important?

1 To live in harmony in multicultural, globalized communities

2 To thrive in a changing labour market

3 (PISA adds) To use media platforms effectively and responsibly

4 (PISA adds) To support the sustainable development goals:

Target 4.7:

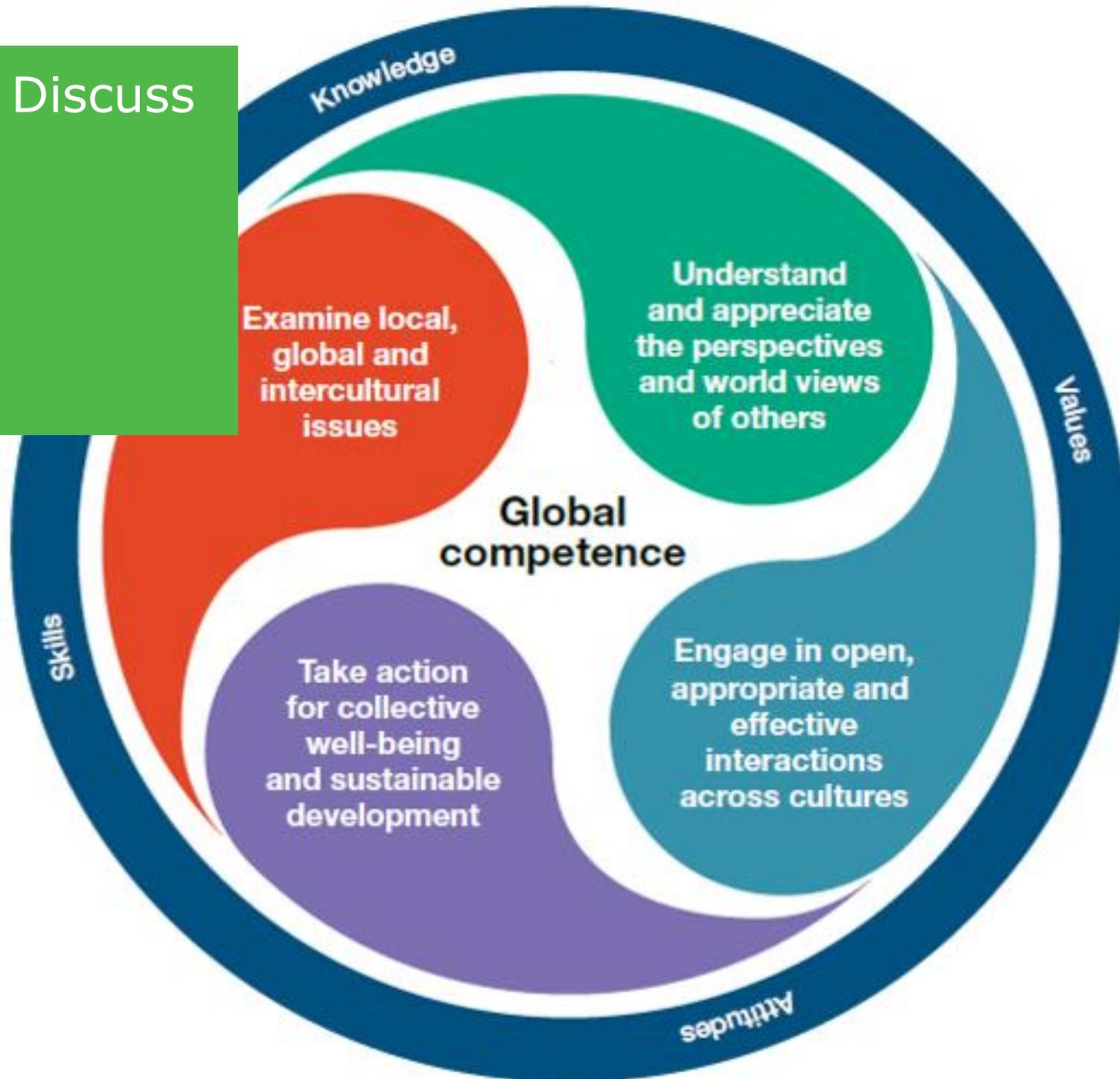
"To ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development (UNESCO, 2016, p.19)"

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Discuss



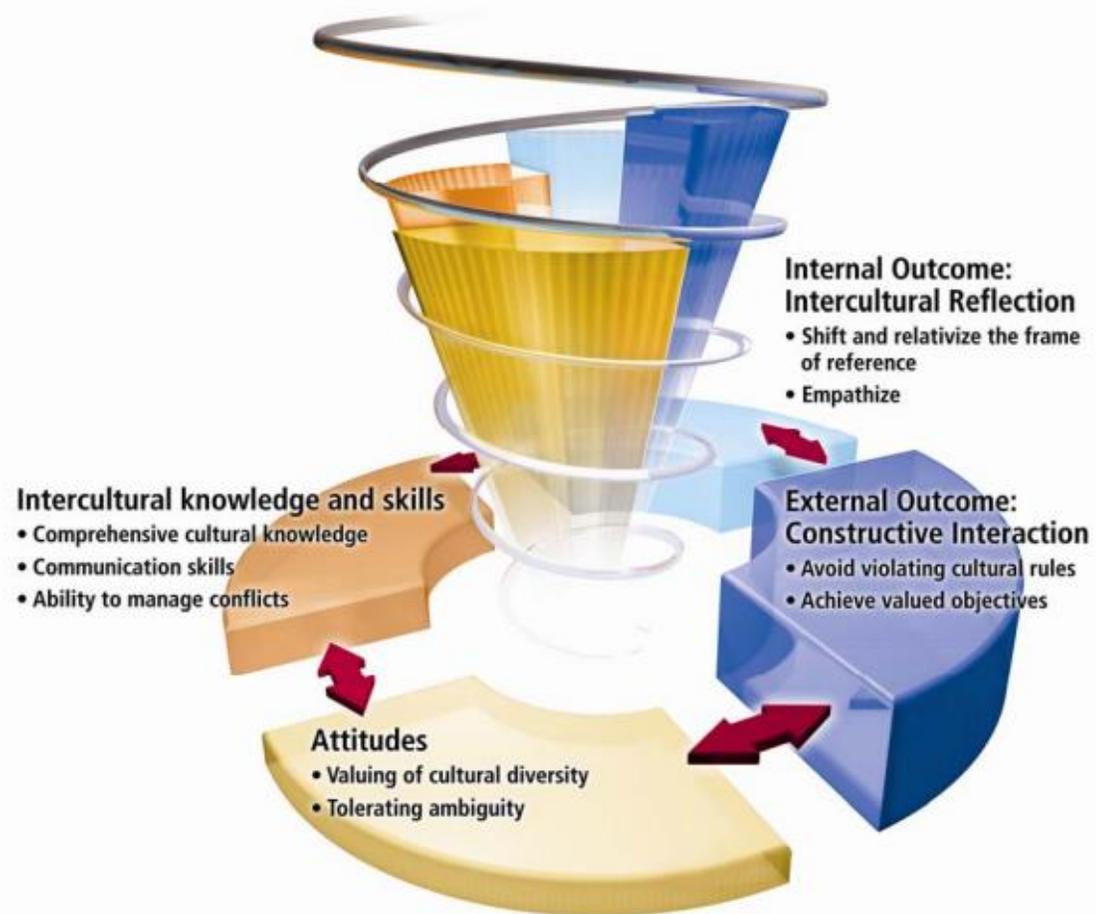
What do you do in your curriculum to foster GC?

Global Learning	Formal	Informal	Specific subject	Integrated
At home				
Abroad				

What are we aiming at?



The Intercultural Competence Learning Spiral



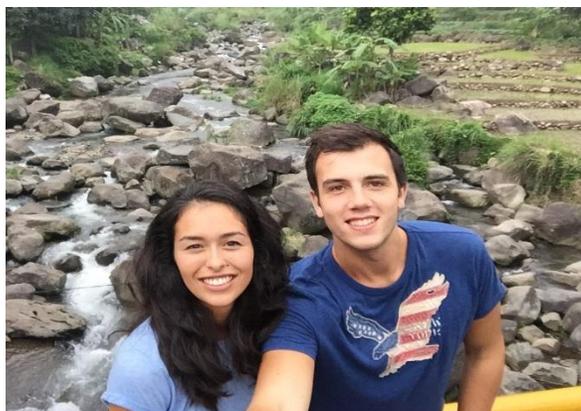
(Deardorff, 2016)

Challenge: But how do you measure this?



Student:
"I learnt a lot
about the
culture!"

Lecturer:
"Great! What
have you
learned?"



Measuring the effectiveness ...

- What can we measure?
 - ✓ Outputs
 - ✓ Outcomes
 - ✓ Impact
- Assessment starts with defining the learning outcomes ...



Learning outcomes

Programme Learning Outcomes...

Living in the world	Intercultural Proficiency	LW10	Formulate his own position concerning ethical and social responsibility in a professional environment.
		LW11	Mitigate the pitfalls of cultural differences in business and social contexts,
		LW12	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.
		LW14	Assess the effect of cultural differences upon organisational behaviour and strategic choices.
		LW13	Use appropriate verbal and non-verbal communication in an intercultural setting.

Challenge

Individual student

- International experience is important
- Global competences are needed for employability

Challenge

How do I clarify to an employer what I have learnt and how this adds value? Can I make explicit/ quantify?



Global Mind Monitor

Global Mind Monitor

URL: gmm.international



Global Mind Monitor

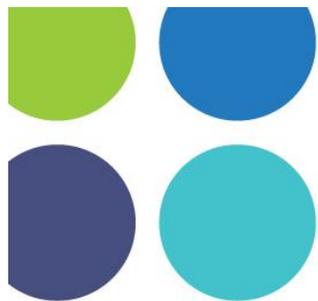


Welcome to the Global Mind Monitor home page, the non-commercial tool that helps students and professionals to become more effective in international and intercultural situations.

Please check out this page to get an impression of the Global Mind Monitor's possibilities, to discover who we are, to request a demo-version or to see users' experiences.

Etil
research
group

What we do NOT do



qualtrics

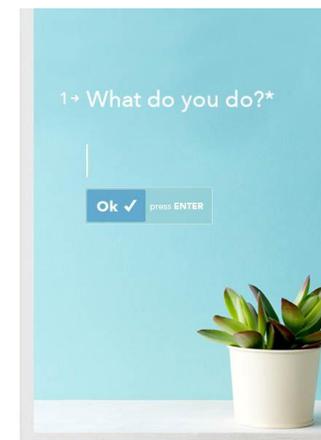
Western University's chosen survey solution.



SurveyMonkey®

Typeform |

Ask awesomely



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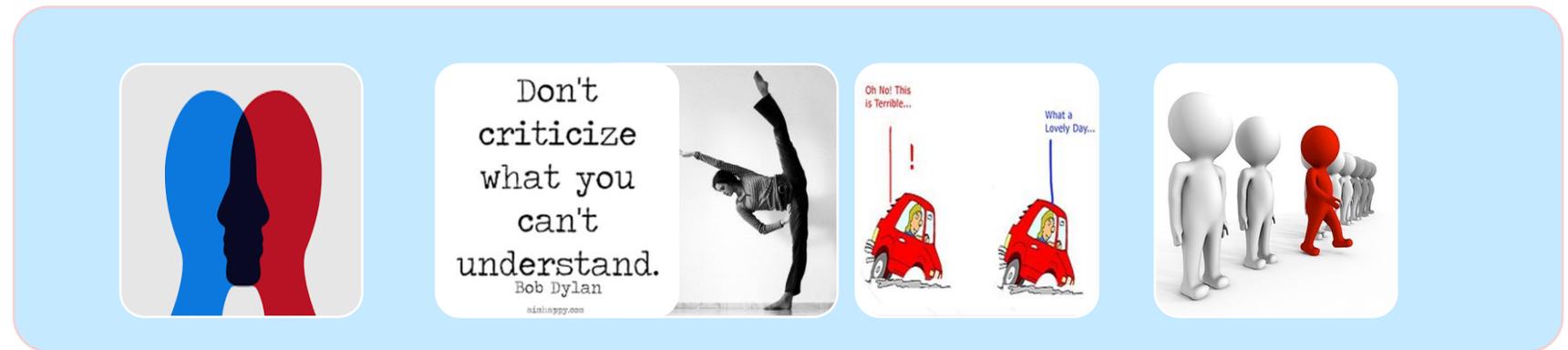


What we do

Etil
research
group

- **Users/respondents** and their learning outcomes are central
- **Benchmarking** group, cohort, organisation, all users
- **360° feedback**
- Optimisation and **user friendliness** for user, not researchers
- **Tested and used** in secondary and higher education

Multicultural personality



Cultural Empathy

Open-Mindedness

Flexibility

Emotional stability

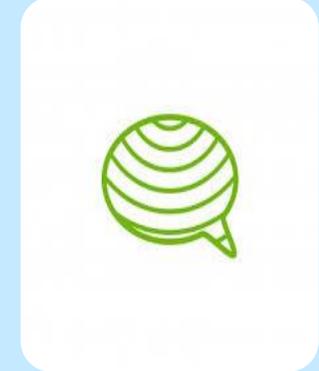
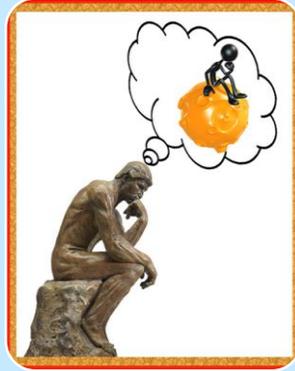
Social Initiative

Openness

Adaptability

Initiative

Cultural intelligence



Meta-
knowledge

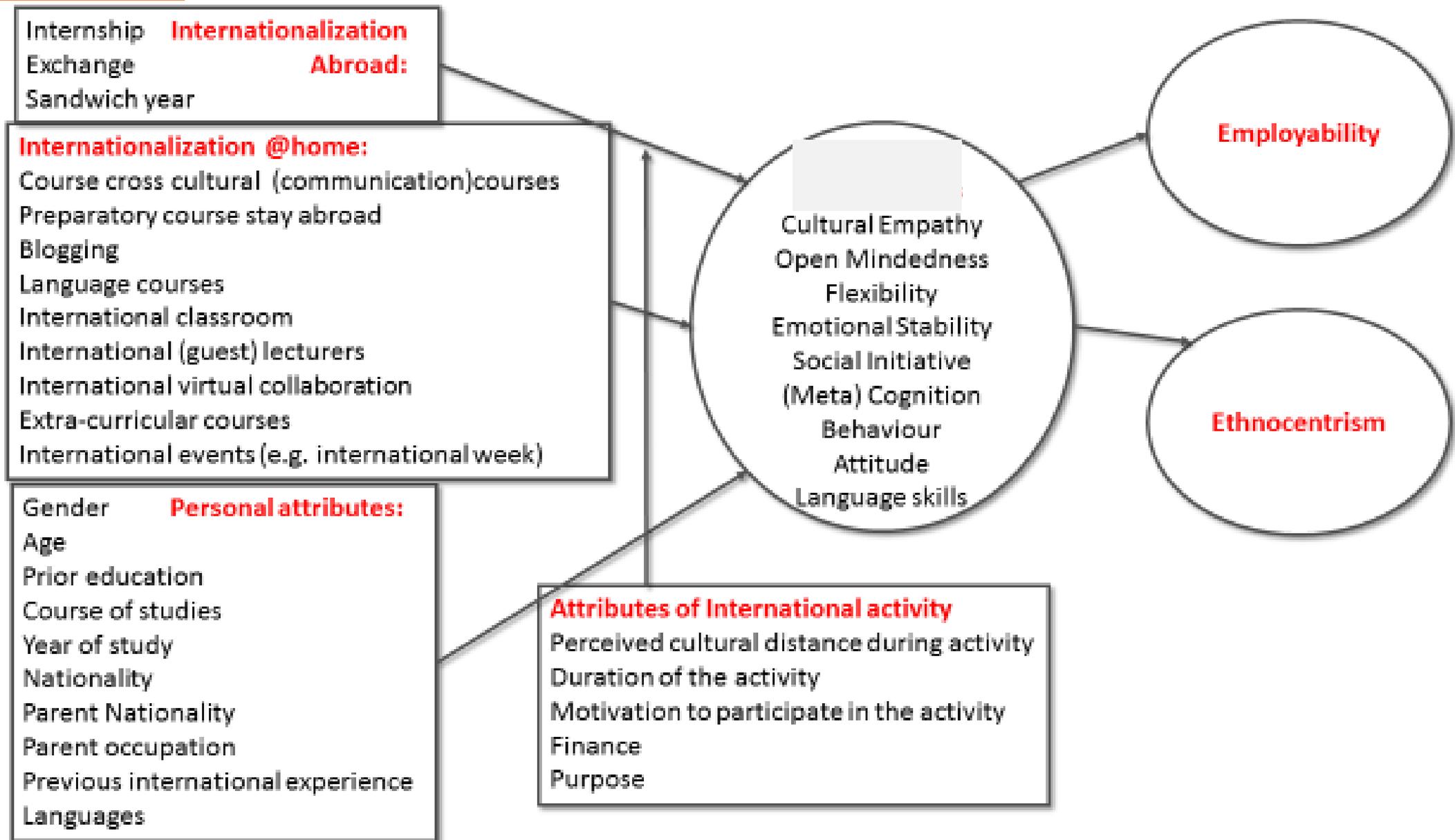
Cultural
knowledge

Motivation
Attitude

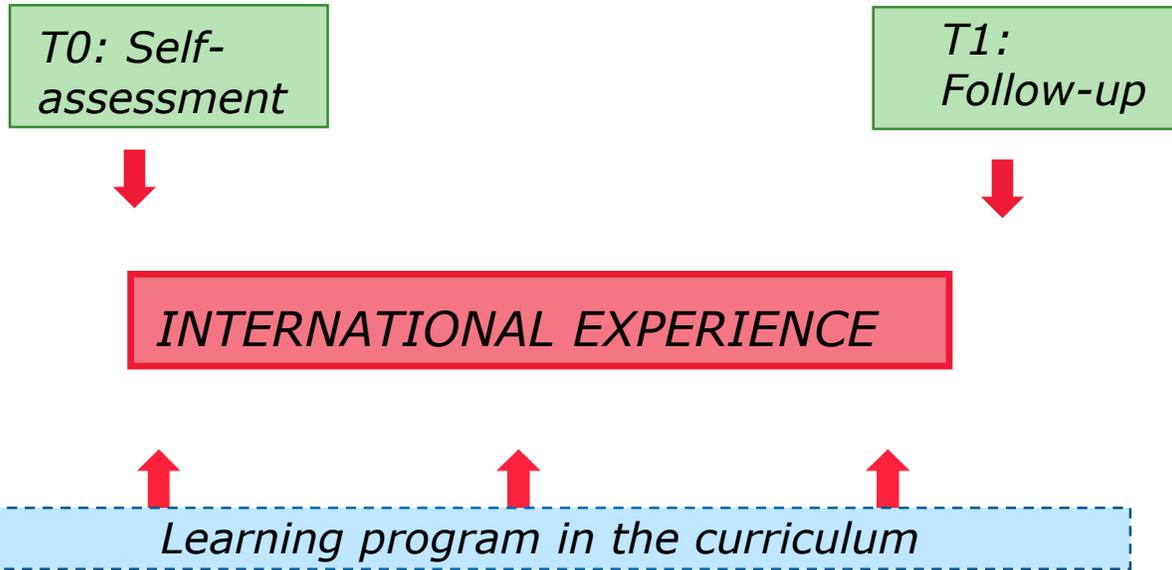
Behaviour

+
Languages

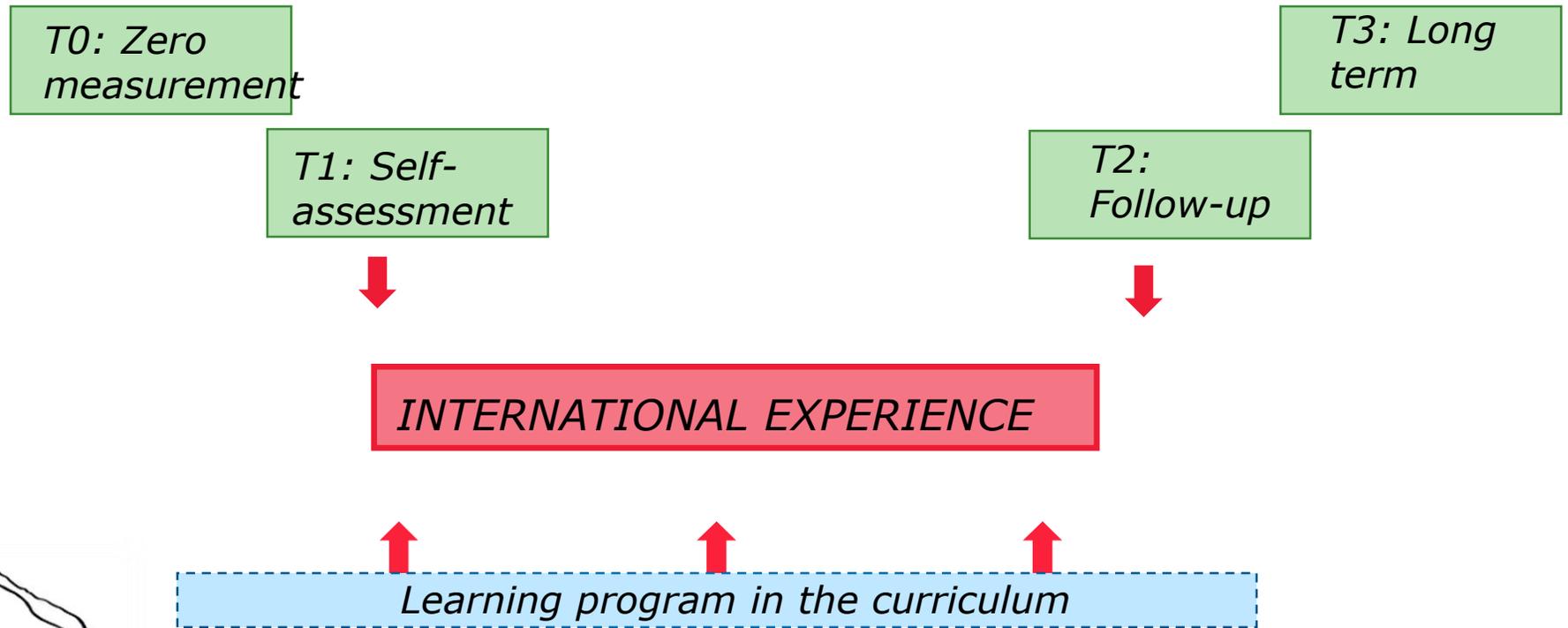
The model



How does it work?



How does it work?



Your own environment

Welcome Anne



Results

You can check the results of your own data and those of people in your environment and all other participants here. On this site a factsheet is available with a summary of your results. You can print this factsheet and discuss it (for example) with your teacher or supervisor.

[Results](#)

What is the Global Mind Monitor?

The Global Mind Monitor is a comprehensive, non-commercial tool in the field of internationalisation. It has been developed to be used by students and staff involved in programmes that have internationalisation and intercultural learning outcomes as part of the curriculum, but is available for professionals in other sectors as well. The Global Mind Monitor has been initiated by the Research Center International Relationship Management of Zuyd University of Applied Sciences. The Global Mind Monitor can assist the development of high quality internationalisation learning outcomes. These are increasingly demanded in many different industries where internationalisation and multicultural teams have become the new normal.

The **primary objectives** of the Global Mind Monitor are: the development of an instrument that allows

- students and staff members to monitor their development in the field of

- organisations that operate in an international and/or multicultural environment to monitor the intercultural competences of their employees;
- 360 degree feedback on an individual's intercultural competences by people in his/her environment.

The **secondary objective** of the monitor is: developing an instrument that allows

- longitudinal research on the effect of (educational) interventions in relation to internationalisation learning outcomes.

The Global Mind Monitor consists of **two basic elements**::

- The instrument: measuring the international learning outcomes ('data collection');
- The report: feedback on an individual's international learning outcomes.

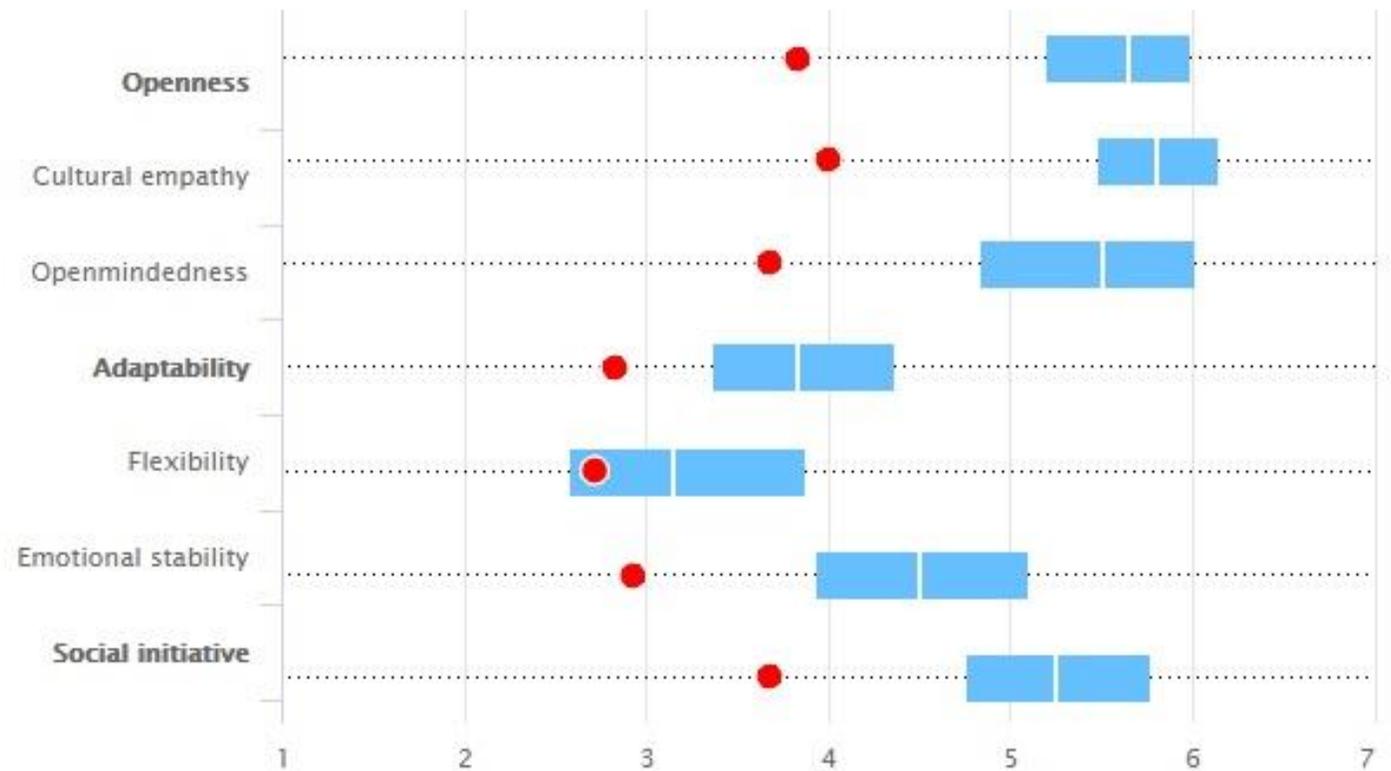
Your own environment

Reference group

Cohort

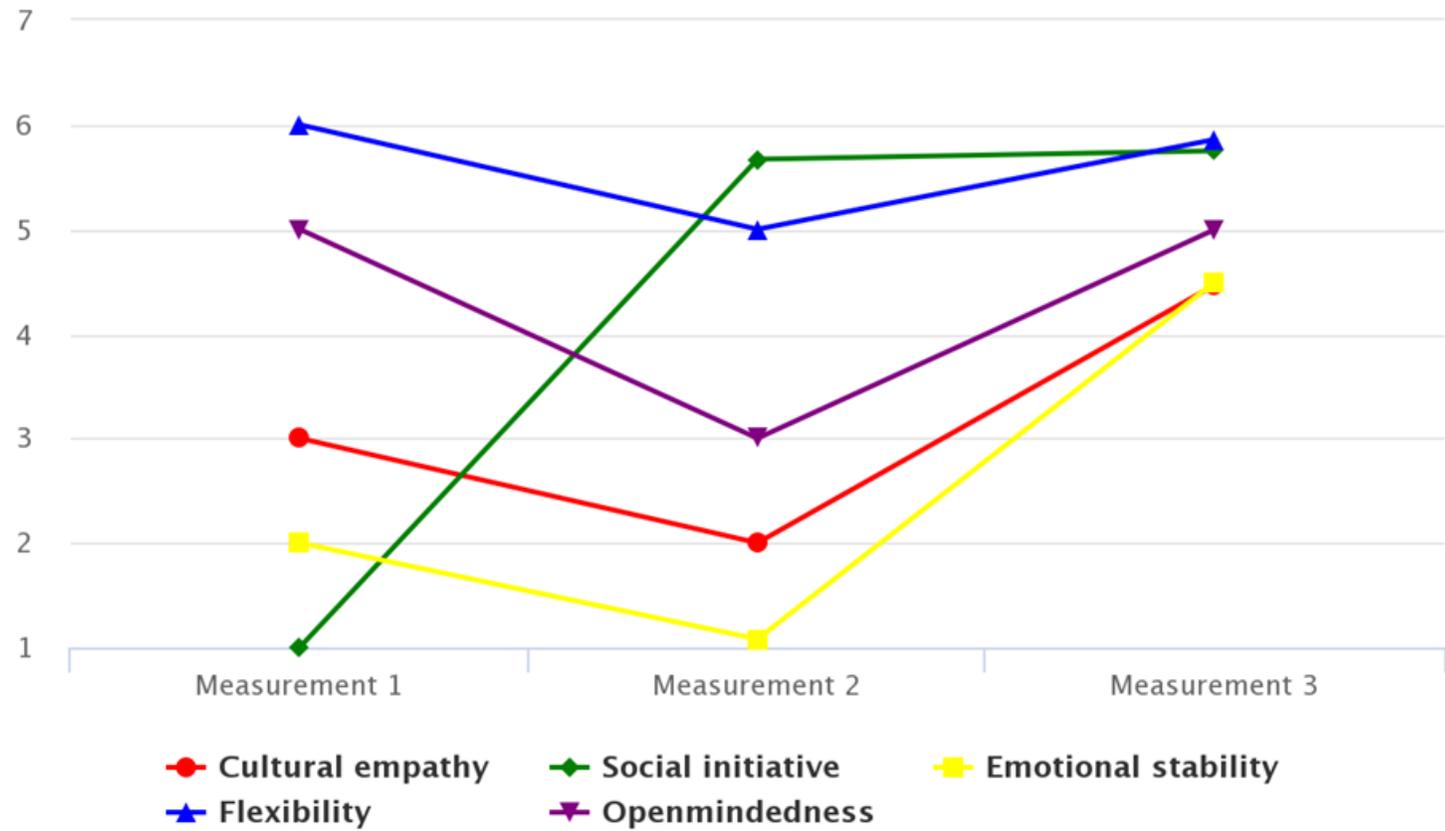
View Scores

Your multicultural personality



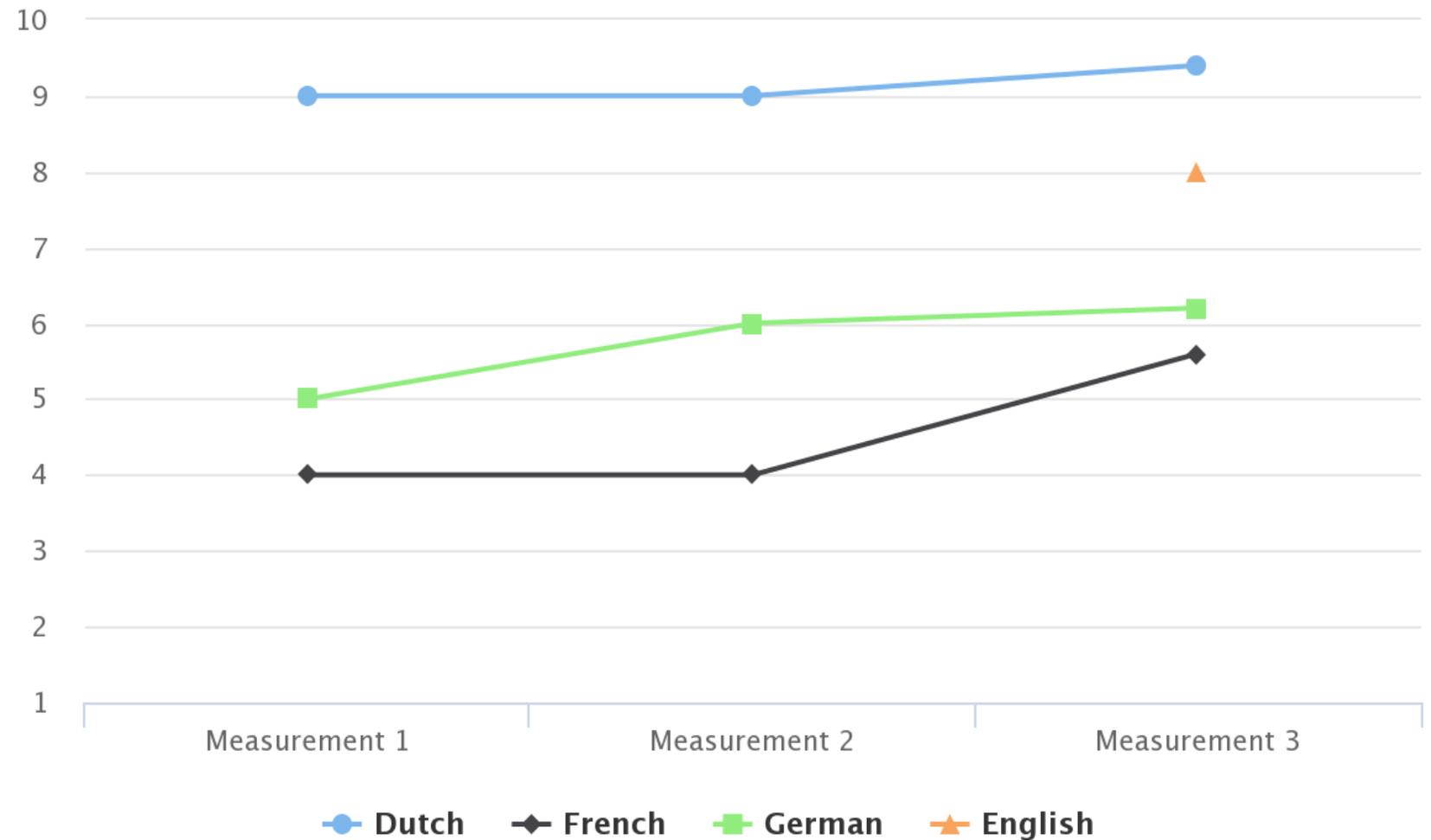
Your own environment

Multicultural Personality (Development)



Your own environment

Language Skills (Development)



Challenges

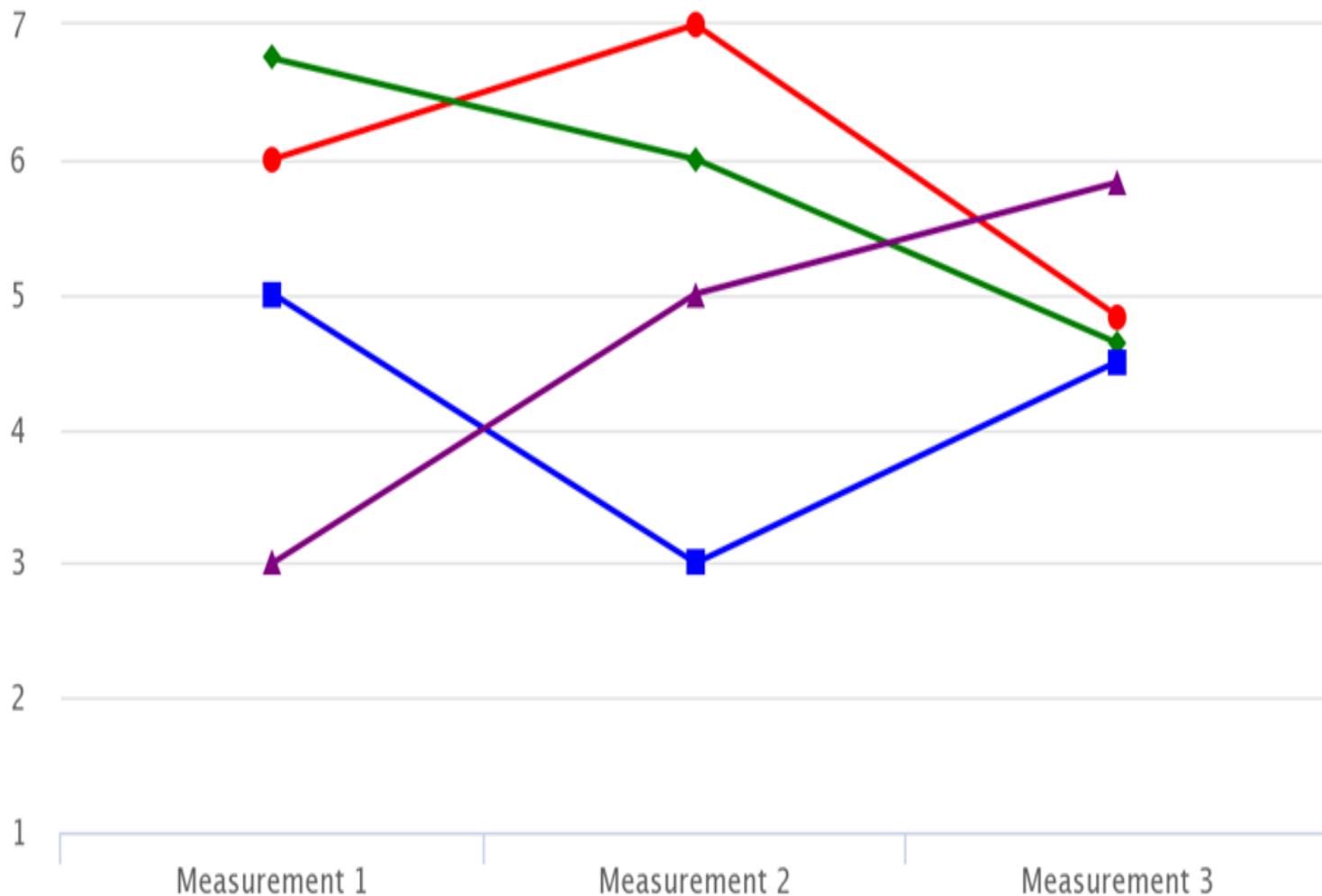


Staff:

Good coaching and supervision of staff

Structured integration in international learning program:

Multicultural Intelligence (Development)



- Cultural-specific knowledge
- ◆ Cultural meta-knowledge
- Behaviour
- ▲ Attitude

Good coaching and supervision of staff

Structured integration in international learning program:

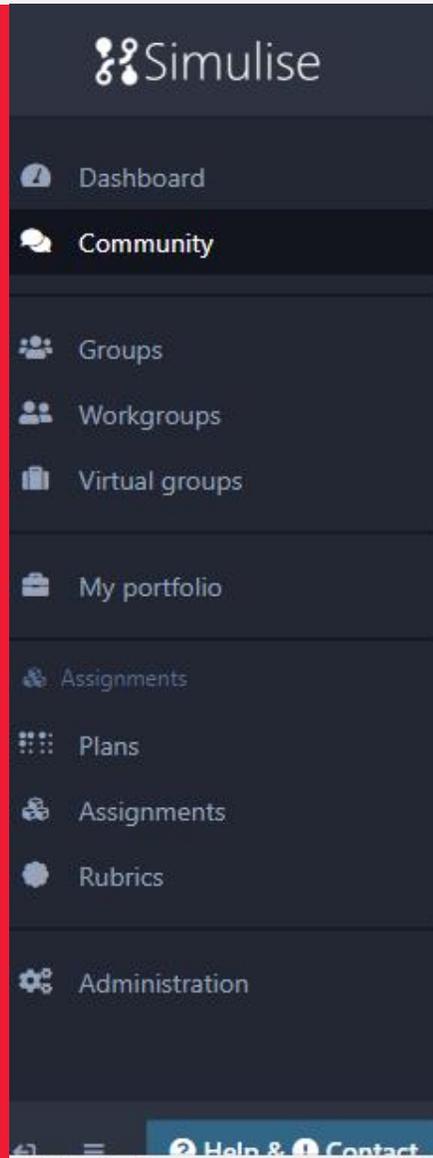
Blogging :

Deepens reflection

Shared knowledge

Sense of community

(e.g. Collis 2013;
Dalgarno 2015)



Simulise

- Dashboard
- Community
- Groups
- Workgroups
- Virtual groups
- My portfolio
- Assignments
- Plans
- Assignments
- Rubrics
- Administration

Help & Contact

portfolio.simulise.com/locator/post/.../6dc0c778-cee8-4d65-9caa-968496841d30



Like (0) Favorite (0) Comment (4)



 Bend along, the Japanese guests are coming!

 · Sofie Coldenhoff · 6 months ago

Global Minds & Cultural Diveristy #japantomalta #culturaldiversity #globalminds +6

At the Front Office of Le Méridien, we have several collaborations with travel agencies. One of them is Japan to Malta. In my first week I helped with a checked-out of two Japanese women. As in the u... → [Read more!](#)

Like (0) Favorite (0) Comment (9)



 HR, lets bring recruitment to a whole new level!

 · Sofie Coldenhoff · 5 months ago

Trend&Innovation #recruitment #newpossibilities #humanrecources +3

One of the common questions in a job interview: 'How would you react in a situation like this?' But what if the technology of today gives us the opportunity to REALLY test this? This year, Jaguar Land... → [Read more!](#)

How to use it as an assessment tool?

Reflections

Reflect on the key outcomes and your personal objectives of your Global Mind Monitor – describe the undertaken actions.

Students report:

- An increased confidence in their level of GC.
- A more realistic understanding of their own **limitations** and action points for further development.
- A better understanding of their own cultural identity.

Assessment

Actions

Reflect on the key outcomes and your personal objectives of your Global Mind Monitor – describe the undertaken actions.

Student actions /explanations:

- Studying and living in an international environment with exposure to intercultural interactions.
- Increased social initiative.
- Having the theoretical tools to frame their own experiences and consider the challenges in the intercultural business assignments,
- Studying a second foreign language.

Final Assessment

Reflective writing

What students write

"The world is a very challenging place sometimes, therefore skills like adaptability are crucial for a personal prosperity."

"I can successfully change my behavior if it is important to do so in a new cultural situation."

The degree of my intercultural competence is much higher now than it was when I first came to the Netherlands."

To achieve my objectives of becoming more flexible, adaptable and intelligent I have been taking a closer look into the different cultures of the world and have thrown my preconceptions about some cultures away.

As I was raised as a proper Dutchman, I have the tendency to speak what is on my mind. While in the Netherlands this may seem normal, other cultures may find this aggressive or rude.

"I am now more motivated to invest in learning about functioning in different intercultural situations."

"Being global in your way of thinking is the solution to a successful future."

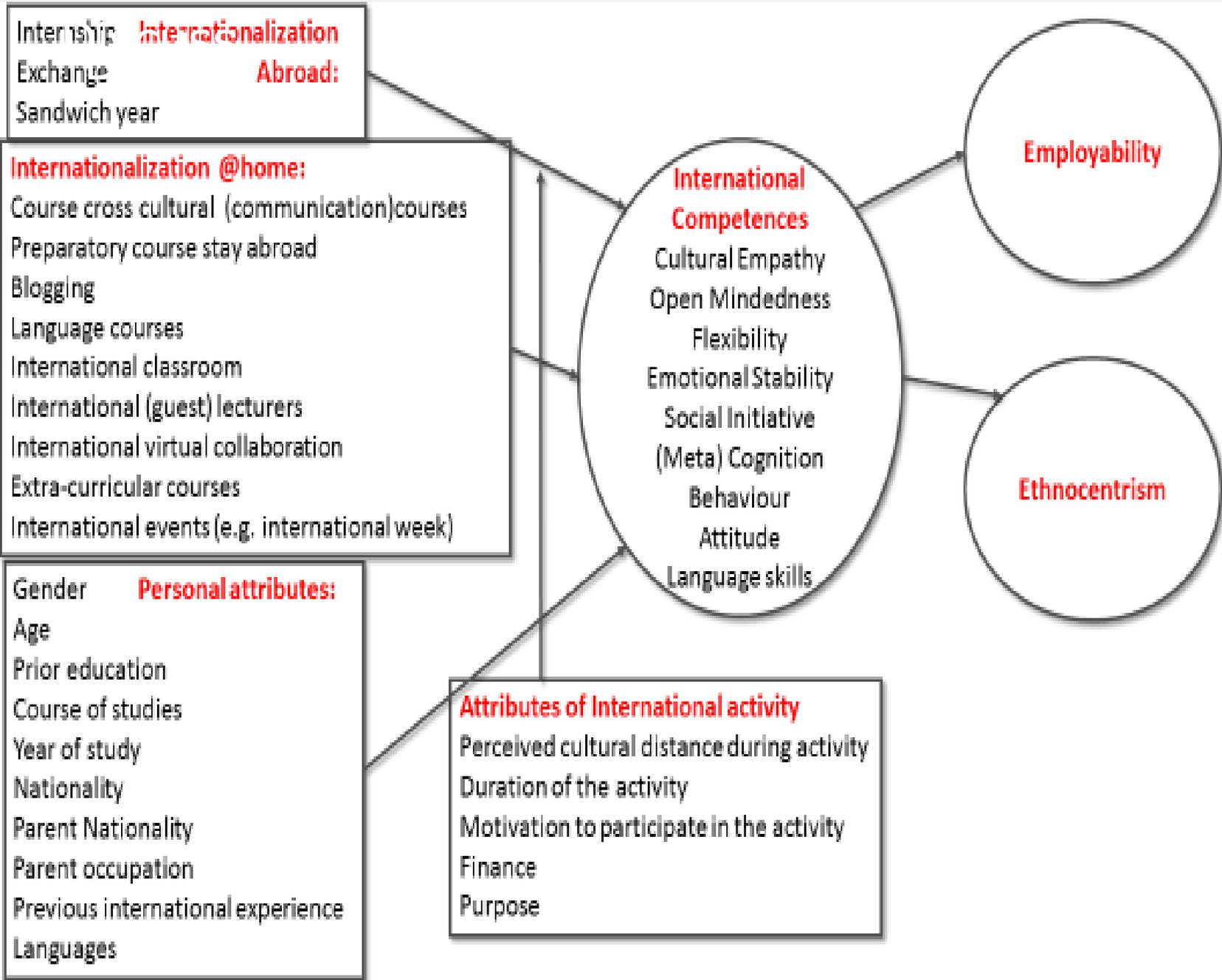
I have noticed I am much more culturally aware of myself and my own culture, this resonates with the second step of Deardorff's pyramid's knowledge and comprehension.

Challenge

Administrator level:

- Internationalisation is desirable
- Global competence is essential

*Which internationalisation-
initiatives have which effect on
global competence
development?*



DISCUSS:

Next step: a management dashboard to support administrators.

What information would you like to have ?

First conclusions

- A coherent framework and learning outcomes enhance the focus on intentional learning.
- The OECD PISA framework supports the scaffolding of the learning activities
- The use of instruments (GMM) helps students to reflect on their own behaviour as a reality check.

Education



Research



Management



Questions?
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References

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of studies in international education*, 10(3), 241-266.

Hoefnagels, A. H. J. M. (2014). *A global mind, a joy forever: The role of intercultural competences in intercultural service encounters in the hotel sector* (Doctoral dissertation, Radboud University Nijmegen).

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Spare slides



Nowość!

PIŃA KURKA

4,99

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