Global Talent Cultivation: Educational Mission in Globalization

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Abstract

The co-existence of global talent risk and high unemployment rates presents challenges to education for improving insufficient educational standards and increasing employability. Global talent cultivation is an educational mission in the age of globalization. Global talent is a blend of global mindset and global competence that contributes to innovation and success in global operations. Higher education plays a decisive role in humanizing global talent through an innovative curriculum along with course modules and assessment, and co-curricular projects in an open and high-performance culture. The quality of the faculty is critical to the success of the global talent program (GTP) . While cultivating global talent, universities increasingly meet international standards. And cultivating global talent brings value to and increases the reputation for universities.

Keywords: Global Talent, Global Mindset, Global Competence, Global Talent Program (GTP)

The word "talent" means a physical or mental competence that enables someone to do something without trying hard. Another English word with an equivalent meaning is "aptitude". "Talent" is also both a word indicating someone who is born with such a competence or a generic name for this type of people. The connotation of "talent" includes both natural abilities in doing things well and people who have these natural aptitudes. Talent as a natural ability does not have much social meaning if it is not put into practice to realize its value or have its function in changing things or bringing benefits to human society. The denotation of "talent" includes the positive and practical usage of the natural aptitudes and those who provide their talent with social meanings. Modifiers are added to specify the application of talent such as national, international, and global talent.

Talent is not related to education since it is given by nature. But education can turn those talented and untalented into practical talent through teaching and training. Only when certain knowledge and skills are learned or acquired, they become the talent society needs. Education can cultivate natural talent into national, international, or global talent under certain missions and through specifically designed curricula. In history, different types of schools including private and vocational schools have cultivated national talent for the needs of their countries in certain important and innovative fields at different ages, such as skillful workers, teachers, and mechanical engineers. In theory, talented people are those who are capable of doing things on their duties. In practice, talented people can be divided into national, international, and global groups. Their talents can be distinguished in tasks such as short-term employment of skilled labor, a single assignment for a specific purpose, or long-term management position domestically or internationally. While national talent show their performance in domestic operations, the contribution of international

talent and global talent goes beyond national boundaries. People with global talent have the ability to deal with issues with cross-cultural and multinational dimensions.

It is easy to distinguish national talent from international or global talent. However, in terms of international talent and global talent, people have different implications and interpretations especially in different language systems. In English literature, the word "global talent" is more commonly used than "international talent", at least currently. But in China, people use the Chinese equivalent word for "international talent" more than the Chinese equivalent word for "global talent" (Xu & Li, 2009; Wang, 2012). One reason is the Chinese equivalent word for "international talent" has a broad meaning with a wide range, whereas the Chinese equivalent word for "global talent" only implies those who are extremely successful in global operations in high ranks. But the term "global talent" in English does not only indicate those who work at high positions for big companies. It includes those who work for the cause of globalization that the Chinese word of "international talent" implies. Japanese continuously import new words from English, thus the word "global talent" became more updated and popular. Nevertheless, discussions on the difference between "international talent" and "global talent" arise. While "international talent" indicates those who have cross-cultural traits and abilities for multinational performance before globalization, "global talent" is the "international talent" in the age of globalization with a global mindset and competencies. A related term is "intercultural talent" which indicates those who "hold multicultural competencies, including comprehensive knowledge of at least two cultures and a handful of languages" (Ayhan, 2012). This article, however, only focuses on defining the basic qualities of "global talent" and its cultivation.

Needs for Global Talent

The report by the Economist Intelligence Unit (2009) pointed out that the growth of the knowledge-based economy and the globalization of markets need "'Three Ts' of technology, talent and tolerance". We can interpret "technology" as "quality", "talent" human resource, and tolerance business culture. Talent has become an increasingly "key strategic asset for both nations and corporations" (The Levin Institute, 2009) for the important role it plays in high performance and innovation, thus the solution to success. Globalization endows "talent" with broader meanings and higher requirements. On the list of "the Talent Model Paradigm Shift" from the 20th century to the 21st century (Aguirre, Hewlett, & Post, 2009), two important transitions are: 1) from North American/western European, and male dominated to global, diverse, and gender balanced; 2) from deep functional expertise valued to multidimensional expertise valued, and value placed on both technical and leadership skills.

Hogan (2009) quoted the following statistics from research in "Global Explorers London." When asked how many global leaders their firms have, 29 percent of Fortune 500 companies said "nowhere near enough", 56 percent said "fewer than we need", and 67 percent responded that their

current executives do not have the global leadership capabilities they need. Global operations need talented people who know how to work in global teams and understand the norms of leadership in multinational corporations. The talent pools showed that the percentages of companies in the BRIC nations (Brazil, Russia, India, and China) that were unable to find skilled talent are 43, 41, 54 and 59 respectively (Divakaran, Mani, & Post, 2012). The need for global talent is multidimensional. It involves "not only quantity, but increasingly important, quality" (The Levin Institute, 2009). Global talent is not equivalent to specific skills or degrees. For example, the number of people with talent in science and technology in China is "42.5 million, ranking first in the world", and "PhD students currently enrolled in school also rank first in the world". However, China's global competitiveness "ranked 34th" in 2007. Less than 10% of university graduates have the international professional skills to work for transnational companies (Wang, 2012). Competing globally needs global talent who are familiar with different cultures and international standards in related fields. Cultivating global talent is a new task for higher education to meet the demand of economic globalization. In the age of globalization, companies look into human resources for those who can "work across national borders, manage complex international and intercultural relationships, and understand global aspects of the world of work" (Diamond, Walkley, Forbes, Hughes, & Sheen, 2011).

The market for graduates from higher education has been increasingly global. Global talent is the most valuable resource for multinational corporations and companies with overseas connections. Globalization is fuelling mobility, as more companies expand abroad and people consider foreign postings as a natural part of professional development (World Economic Forum, 2011). However, global talent is not only for global operations but also for practices in both domestic and international oriented fields. For example, an elementary school teacher with global talent nurtures students with skills and values that may lead them to become successful global leaders in the future. A technician with global talent is more likely to continuously improve the quality of products according to global standards. Every country has to increase the proportion of global talent manpower in its human resources. The need for global talent can be understood from both global and domestic perspectives. Global talent can play resourceful and leadership roles in global affairs for international companies. They can also play important roles in enhancing the global competitive ability for domestic companies to develop quality products and become world-recognizable companies.

Basic Qualities of Global Talent

Global talent are talented people with international and local duality in the age of globalization. They are either locally international persons who work in a foreign environment with local knowledge, or internationally local persons who work in a native environment with a global perspective. Global talent are those who confront global challenges and competitions with a global mindset, a global heart, glocal cultural knowledge, and global competencies in cross-cultural and multinational environments.

Characteristics of Global Talent

In their research, Xu and Li (2009) used the term of "international talent" instead of "global talent". According to them, international talent are those who have international ideas and views, innovative consciousness, team cooperation spirit, ability of information processing, life-long learning, and psychological strength. Except for the first item, the other four are all the necessary qualities of national talent. Among the sub-items, "international ideas and views", solid professional knowledge and wider range of knowledge can be considered qualities of national talent, whereas speaking foreign language proficiently, understanding different cultures, and the ability of cross-cultural communication can be considered qualities for both international talent and global talent. According to the participants at the Asian University Presidents' Forum in 2003, international talent are those who are able to master more than one foreign language, use a tool or way to make international exchange and services, have certain knowledge or capacity in an area, and know basic international trade rules (from Xu & Li, 2009). A research done more than ten years ago used the term "hard skills" and "soft skills" to include business knowledge, managerial strategies, multicultural skills, and vision that global talent need to succeed (Quelch & Bloom, 1999). Global talent need both hard and soft skills.

There are many other qualities or characteristics of global talent, leaders, or citizens suggested by employers and scholars. For example, the human resources vision of Takeda Pharmaceutical Company is "to develop a high-performance, results-oriented culture ... with motivated employees" who can demonstrate leadership qualities that transcend cultural or regional differences, understand differences in culture and business environment, and improve cross-cultural communication (Takeda, 2009). A survey of more than 200 successful professionals who had worked overseas identified five traits critical in cross-cultural business. They are "adaptability; skill at building teams and relationships; communication skills; patience and persistence; and open-minded curiosity" (Berdan, 2009). These traits cover mindset, skills, abilities, and personalities that are able to function globally. Among them, having a global mindset is considered one of the most important characteristics of global talent. It integrates attributes of "openness, curiosity, and innovation" into globally oriented individuals who "consider issues from a variety of perspectives", understand and have "respect for other cultures" (Diamond, Walkley, Forbes, Hughes, & Sheen, 2011).

Companies expect college graduates to have competencies in working experience, communication, team working, self-management, and presentation. These are the basic requirements from graduate employers. However, the basic qualities of global talent have to be understood in global dimensions. Global talent must contain a good combination of a global mindset and versatile capabilities. "They must appreciate and accommodate different perspectives and interpersonal dynamics, integrate multiple disciplines, work across cultures, and interpret diverse and multiple streams of information" (Aguirre, Hewlett, & Post, 2009). In conclusion, a global mindset with a global heart and glocal cultural knowledge, and global competencies are both necessary and sufficient qualities of global talent. Global talent are world-oriented in their mind,

heart, knowledge, and skills.

Global Mindset, Global Heart, and Glocal Cultural Knowledge

The characteristics of global talent can be divided into two parts: "software" or "soft skills" and "hardware" or "hard skills". Global mindset, global heart, and glocal (Divakaran, Mani, & Post, 2012) cultural knowledge are like global talent's "software" or "soft skills", and global competencies are their "hardware" or "hard skills".

1. Global Mindset

A global mindset (Hogan, 2009; Berdan, 2009; Takeda, 2009; Diamond, Walkley, Forbes, Hughes, and Sheen, 2011) is a comprehensive understanding of the world. Jon Steel, Planning Director at WPP (Wire and Plastic Products, plc) said that "students who are limited by their own national boundaries today are like the handloom weavers in an era of industrialization." At the 2008 annual conference of the MBA Roundtable, 90 percent of its members said that cultivating a global mindset is a strategic priority (Berdan, 2009). With a global mindset, a person looks at, and deals with things from a global perspective. Global talent consider themselves global citizens. A global mindset consists of comprehensive and profound views at a high level of unification between the quality and quantity. One of the quality traits for global mindset is its comprehensiveness that is compatible with and beyond individualism, localism, and nationalism. Its foothold is higher than that of any individual, community, and nation. Global talent have to be open-minded and culturally sensitive with long-term views and deep insights. They can transcend cultural and regional differences, and look at many issues from a worldwide view with tolerance. One of the quantity traits of a global mindset is its inclusiveness in terms of time and space. It reviews history, grasps the present, and looks on to the future while taking into account all areas and regions of global affairs.

A global mindset is the most important quality that global talent must have. It contains and decides the other aspects of global talent characteristics and competencies. The GMI (Global Mindset Inventory) based on interviews with 200 executives and a survey of more than 1,000 individuals developed by Mansour Javidan, dean of research at Thunderbird School of Management measures global mindsets according to three sets of attributes:

> "•Intellectual capital measures knowledge of global industry and competitors along with global business savvy, cognitive complexity and cosmopolitan outlook.
> •Social capital involves building trusting relationships and is measured by intercultural empathy, interpersonal impact and diplomacy.
> •Psychological capital reflects and measures one's passion for diversity, quest for adventure and self-assurance." (Bernan, 2009)

In conclusion, a global mindset contains intellectual, social, and psychological capacities that global talent need in doing multinational business and establishing cross-cultural relationships.

2. Global Heart

"Global Heart" is an original term from this research. It covers pan-love and a high sense of responsibility. Pan-love is a broad and deep love. It is selfless and infinite, and reaches anybody in the world regardless of sex, races, or nationalities. With pan-love, global talent can avoid egoism and narrow nationalism, and deal with global issues with the consideration of the common interests for all people and all countries. Global talent are responsible not just for themselves, their families, or their own countries, but for the entire human race and the whole world. With pan-love, global talent will have the spirit of doing right things progressively and successfully without distraction. People learn various skills out of a sense of responsibility. Skills for making a living are responsible for self and family; and skills for working overseas are responsible for self, family, one's own nation, and other countries as partners. However, skills for dealing with global issues are beneficial to mankind and the globe. A high sense of responsibility aims at human development and world peace. With a high sense of responsibility, global talent are motivated to learn various intellectual, social, and psychological skills for global causes. Pan-love is a necessary condition for a global heart and high sense of responsibility a sufficient condition. Only with a global heart, or with pan-love and a high sense of responsibility, will global talent apply their skills to global growth and global benefits.

3. Glocal Cultural Knowledge

The term "Glocal Culture" is used to indicate "global plus local" (glocal) "employer brand and employee value proposition" (culture) (Divakaran, Mani, & Post, 2012). It means the duality of global and local tendencies in both employers and employees. It is a culture for global villages, and a business culture in globalization. In order to carry out cross-cultural tasks, global talent need to be prepared for glocal cultural knowledge. Glocal cultural knowledge in this article means the knowledge that covers both local and global domains. It includes the knowledge of both world civilizations and the integration of different cultures on the present global stage. It provides global talent with the knowledge of values, attitudes, and ways of doing things in different cultures with a dual perspective. Glocal cultural knowledge also helps global talent understand the interactions among, and the integration of cultures under a background of globalization.

Global Competencies: High-performance with Special Skills or Abilities

Global competencies are "hardware" or hard skills and high-priority capabilities required for global talent. They consist of a cross-functional body of knowledge, cross-cultural skills, and the applications of those knowledge and skills. A survey on global competencies run by 12 leading employers of 3,500 graduates shows that the four most important global competencies are an ability to work collaboratively with teams of people from a range of backgrounds and countries; excellent communication skills: both speaking and listening; a high degree of drive and resilience; and an ability to embrace multiple perspectives and challenge thinking. Surprisingly, the importance of multi-lingualism and knowledge of foreign economies ranked near the bottom (Diamond, Walkley, Forbes, Hughes, & Sheen, 2011). Students cannot obtain the four important global competencies

through traditional ways of knowledge instruction. They have to be nurtured and influenced under the inspiration of successful global talent, and most importantly, directly from the outlook, values, and character traits of their teachers. The educators of global talent have to have these basic global competencies that cannot be judged or measured by their degrees or ranks but their attitudes and aptitudes.

The skills and traits global talent must have are not traditional capabilities and characteristics with a narrow national focus. They are not skills that are just for living or overseas assignments but those for dealing with global issues. Skills for making a living range from simple labor to high-tech jobs. As long as a person meets the standards of a specific task or the requirements from the company, s/he is considered a qualified employee. Skills for working overseas include those other than specific technical ones, such as skills in cross-cultural communication, and global leadership including multinational teamwork and overseas crisis management. Traits for leading global activities embrace spirit, resilience, multiple perspectives, and ways of thinking.

1. Cross-cultural Communication

English is now the global language of business. More companies are mandating English as the common corporate language including Rakuten in Japan (Neeley, 2012). However, high scores in TOEFL or TOEIC do not ensure good communication skills but the memorizing of vocabulary, and grammar rules, and more practices of test patterns. There are about 70% of global employees who are non-native English speakers, and only 7% think they speak English well enough to do their jobs (GlobalEnglish, 2011). According to Vason (2013), three critical factors of communication skills are credibility, connecting, and confidence. The three Cs means having a clear, concise message in communication (credibility); having great eye contact with the listener, and displaying great passion for the topic (connecting); and being confident in speaking English through rehearsing presentations, preparing for questions and answers, and convincing others that one's ideas have merits.

"The ability to communicate effectively and internally with partners distinguishes leading innovators" (Economist Intelligence Unit, 2009). In globalization, companies and nations work together but in different locations. Inter-cultural, face-to-face with internal and external partners and customers, and online communications are all needed to build up relationship, trust, and cooperation. Communication skill is more than the ability to be multi-lingual or to be able to speak eloquently. It is an ability to converse with people from different social and cultural backgrounds, and "to listen and to show empathy for others" (Diamond, Walkley, Forbes, Hughes, & Sheen, 2011). Listening is a more important skill in communication than speaking in most cases. While speaking is a one-way message delivery, listening implies a two-way interaction that enables the continuity and deepening of the discourse. Through learning foreign languages, public speech techniques and presentation skills, a person can enhance his/her speaking skills. However, listening to people from other cultures with basic understanding leads to more knowledge and character traits

than skills one can acquire through learning, imitating, and practicing in language courses.

Cross-cultural communication does not only happen in a face-to-face way. Internet communication in virtual collaboration has been increasingly a normal way of doing business for multinational companies that needs computer capability and Internet knowledge other than communication skills. Internet has "the globalizing power" "to co-ordinate a colossal campaign of localized grass-roots R & D". With Internet skills, global talent in "teams in different locations can work on the same project", or those who work "on different project can share developments" (Economist Intelligence Unit, 2009).

In addition to English language competency, listening and speaking skills, and computer and Internet knowledge, the mastery of cross-cultural communication cannot be separated from a respect to and an understanding of other cultures. The attitude of respecting other cultures comes from understanding and tolerance. And the knowledge of other cultures helps the two sides to understand each other in their communicative ways and the contents of communication. Learning another language is also an important strategy to enhance global talent's power in communication. In reality, it is not unusual that low English level of one side hinders the communication between two parties. Since there are 70% of global employees who are non-native English speakers as mentioned above, to be able to speak the language of business partners that is not English certainly smoothes the discourse of the two sides.

2. Global Leadership

Among the most critical competencies for global leadership are those referred to as IQ, EQ, SQ, and CQ (GlobalEnglish, 2011). IQ (Intelligence Quotient or Cognitive Intelligence) is the cognitive ability to acquire, assimilate, and utilize knowledge to understand the complexity of the global environment. It enables leaders to create a compelling vision, mission, and strategy. EQ (Emotional Intelligence) includes self-awareness and self-management guiding one's decisions, behavior, and adaptability. SQ (Social Intelligence) is the ability to be socially aware in managing relationships. It is the ability of empathy to respect and relate well to people of diverse backgrounds and is open to perspectives different than our own. CQ (Cultural Intelligence) is having the curiosity and sensibility to explore and understand cultural differences and adapting leadership behavior appropriately. These four types of intelligence are the basic qualities that global leadership needs to deal with the complicated, challenging, unprecedented, and cross-cultural issues or situations.

Global talent work in an international environment that faces more unpredictable challenges due to the cultural or systematic variables that occur. They also need some practical skills in addition to the 4 intelligences of IQ, EQ, SQ, and CQ. Research by Korn/Ferry Institute divides the critical competencies for global CEOs into four groups and ten types (Everaert, Kingdom, & Roy, 2012). 1) Strategic Skills (SS): perspective, and strategic agility. 2) Operating Skills (OS): priority setting, and managing through systems. 3) Organizational Positioning Skills (OPS): political savvy. 4)

Personal and Interpersonal Skills (PIS): understanding others, managing diversity, integrity and trust, ethics and values, manage vision and purpose. Global talent need these four skills to conduct daily operation.

The quality of global leadership depends on the 4 types of intelligence and 4 skills mentioned above. They are the foundation of successful global leadership. Global leadership is reflected in daily practices, and especially in difficult situations such as multinational teamwork and overseas crisis management. The spirit of multinational teamwork is indispensable to work with or lead a diverse task force in a cross-cultural environment. The ability in overseas crisis management is necessary in facing unpredictable and unfamiliar situations. With the combination of IQ, EQ, SQ, CQ, SS, OS, OPS, and PIS, global talent can lead various multinational teams, manage overseas crises, and face other challenges.

3. Critical, Creative, Innovative, and Breakthrough Thinking

Companies need global talent to be in charge of overseas investment and corporation. This contributes to companies' improvement and innovation. Critical, creative, innovative, and breakthrough thinking is a key trait for global talent in order to absorb ideas and experiences from foreign companies, as well as to ask questions and find the solutions. Ways of thinking can be trained and formed through experiences under a deep mindset and a strong drive in spirit. The goal of the cause that global talent are engaged in is to succeed. Global talent lead companies, communities, nations, and the world to achieve growth and prosperity. A group of global talent is a blend of minds contributing critical, creative, innovative, and breakthrough thinking that enables innovations to happen and the process of globalization to speed up. The primary purpose of education in a globalized world "is no longer about knowledge itself, but rather about how we make use of that knowledge" (New Mind Education, 2012). In order to utilize their knowledge for success, global talent have to apply critical, creative, innovative and breakthrough thinking in completing their missions. They need quick thinking and cultural agility to outpace changes and shifts in diversified situations to keep their talents practical and effective with positive results.

In conclusion, global talent are global citizens with comprehensive and profound views. They possess global competences with cross-cultural communication skill, global leadership ability consisting of 4 types of intelligence and 4 skills with multinational teamwork spirit and overseas crisis management capability, and critical, creative, innovative, and breakthrough ways of thinking. High performance of all those competencies incorporated with a global mindset, a global heart, and glocal cultural knowledge are all the traits and qualities for global talent in dealing with global issues.

Needs for global talent point out the task for universities in the age of globalization. Qualities of global talent are the goals of curricula for global talent programs. In order to serve the new age and the new world, and to attract more future global talent, universities need to rethink their goals and

missions.

Cultivation of Global Talent

The social role of education is to nurture responsible citizens, helping them learn to make a living for themselves and contributions to society. Helping students be competent global citizens in coping with rapid change in the world is a new mission of education in globalization. However, research on global talent pool (The Levin Institute, 2009) indicates two phenomenon contributing to the shortage of qualified talents in some countries: students are not adequately educated for the jobs that are available; and graduates are not employable in the areas of their training. "Even more urgent are the talent concerns of globally integrated corporations. And these issues of global talent are inextricably linked with a company's market and product development plans." Education system is required to respond to the significant misfits between talent/global talent demand and supply.

Education for Global Talent: "Science" and "Art"

Globalization has brought new challenges to higher education. One of them is to "ensure that future graduates meet the expectations of global and international employers", with global competency and employability (Diamond, Walkley, Forbes, Hughes, & Sheen, 2011). A global talent pool (Aguirre, Hewlett, & Post, 2009) shows that Asian countries gather 53% of global talent, and the rest of the world 47%. While North America and Western Europe account 12% and 10% respectively, China and India 21% and 14% respectively. The number of global talent is an indicator of countries' position in the trend of economic development and globalization. To meet the challenge, universities have created Global Talent Programs (GTP) to nurture talent "on a global scale for future economic and social wellbeing". The quality of GTP depends on many factors including "curriculum, faculty members, facility access, exposure to cutting-edge knowledge at the international research frontier, legacy, and talent-nurturing environment" (The Levin Institute, 2009). Xu and Li (2009) conclude the following key elements in an accounting program aiming at global talent: 1) curriculum system lined with the international practices; 2) bilingual teachers; 3) updated teaching materials; 4) information technology used in the entire teaching process; 5) projects of international exchanges and cooperation.

Brooke (2012) used terms "science" and "art" to distinguish two ways in developing global leaders. "Science" means to learn the best practices of organizations including international assignments. "Art" means "values and habits that are hard to measure or to instill through some step-by-step process". The difference between the two ways is that "learning the science of leadership will keep emerging global firms growing. But only by mastering the art will they become giants." Traditional education is a "science" of teaching students basic knowledge and skills whereas education for global talent is both a "science" and an "art" that cultivates global traits including values, attitudes, and mindset in addition to conventional learning and training.

Universities need to align their missions with cultivating global talent "scientifically" and "artistically".

Cultivation of global talent is to educate the next generation of global citizens. Global talent are more than the talented people in certain fields with foreign language skills. They are innovators in global arena with "expertise, critical thinking skills and motivation" (New Mind Education, 2012). In their report, Diamond, Walkley, Forbes, Hughes, & Sheen (2011) raised the question of how universities can "develop students with a global outlook and employability competencies" and "embed global employability into all aspects of the learning experience." In order to adapt themselves to the general trend of globalization, and to help their graduates to meet the global demand, universities need to ensure: 1) a curriculum aiming at cultivating students learning agility, global competencies and employability; 2) a faculty with global mindset and heart, cultural agility and holistic character traits; and 3) innovative classroom activities and co-curricular projects.

Good grades indicate students' success in courses. But it is a conditional or limited success that has a range and can be prepared in advance. High performance for course work does not ensure the competence for global operations. A research study done by DeMeuse, Dai, Hallenbeck, and Tang (2012) concludes that high potential is a more critical element than high performance for global talent, and one of the predictors of high potential is "learning agility". Learning agility has four important facets:

1. Mental Agility refers to individuals who are comfortable with complexity, examine problems carefully, and make fresh connections between different things.
2. People Agility refers individuals who know themselves well and can readily deal with a diversity of people and tough situations.
3. Change Agility refers individuals who like to experiment and can cope effectively with the discomfort of rapid change.
4. Results Agility refers to those individuals who can deliver results in first-time situations by inspiring teams and having significant impact.

Since learning agility is a decisive factor for the success of global talent, and the research mentioned above found that "learning agility was not significantly related to IQ and personality," and should be the core mission of global talent programs at institutions of higher education. The mission of GTP is not limited to teach relevant knowledge and performance skills. Promoting students' learning agility ensures their long-term success in various aspects that goes beyond courses and grades. Quelch and Bloom (1999) suggested ways to close personal skills gap for global human resources through "in-house training, mentoring, outside courses or participation in cross-border task forces." This gives us inspiration on strategies of global talent cultivation: curriculum with course modules and assessment, advisers or mentors with a global mindset, and co-curricular activities including study abroad and cross-cultural internship. The working environment for global talent is a knowledge-based international society. Curriculum including co-curricular

projects must be also knowledge-based. The word "knowledge" can be understood as either which is attained from books only or which is through practices as well as from books. The knowledge for global talent covers both theoretical and practical domains.

Curriculum

Curriculum is more than a collection of courses. It is "the sum total of resources - intellectual and scientific, cognitive and linguistic, textbook and adjunct resources and materials, official and unofficial - that are brought together for teaching and learning by teachers, students and in the best case community, in classrooms and other learning environments" (Luke, Woods, & Meir, 2013). Curriculum plays an educational role in meeting social needs. Materials and methodologies related to curriculum change according to the variations in social needs. However, curriculum designing has to be guided by the value priorities of a rapidly changing society with sophisticated sequences of course modules and learning activities. Universities no longer have the luxury of adhering to status quo curriculum that cannot produce high performers for the current global operations. Every aspect in the whole GTP must meet global standards so that its graduates can be successful in global performance in any cultural environment around the world. The curriculum for GTP is designed to nurture a global mindset, and to help students gain global competencies and become connected to global practices and projects. New Mind's Curriculum advocates a 360° Total Care that goes beyond academic success (2012). Its aims cover six aspects of student success: language, culture, engagement, academic success, career exploration, and lifestyle. These aims can be reached only with the collaborations between classes, co-curricular activities, projects, and learning trips.

At Mediterranean Conference for Academic Disciplines (Malta), Huneiti (2013) did a presentation on Linking Research to Education and Industry. He advocated an "industry-education alliance" that "promotes the involvement of industry in course design" to meet the curricular goal of providing industry with highly skilled professionals. In his proposed curriculum, courses for freshmen concentrate on the fundamental sciences and practical applications. Problem-Based Learning is the focus for sophomores to solve a real life problem in their field of major while developing extra learning, "knowledge-forming", and social skills. The curriculum for juniors includes crucial research issues in the form of projects or open-ended assignments such as co-op activities and internships. Seniors have to be involved in different projects such as senior design projects, major projects for elective courses, and special research projects for the course of Independent Study. In those projects, students link what is knowledgeable and what is applicable. The goal is to shape "academic programs around the competences needed in the workplace."

A curriculum for cultivating global talent (or global citizens or global leaders) should be different from other curricula in two ways. First, it should focus more on talent shaping than knowledge dissemination. Knowledge learning through books or in classrooms helps establish a theoretical foundation while talent shaping happens in both spiritual nurturing and practical exercises. Following on "Learning-by-Doing philosophy", students master both practical skills and

"the capabilities to create new knowledge" (Gao, Yang, Huang, Wang, 2009). Second, the courses are not simply divided between basic and specified courses but grouped into different modules with each module specifically targeting a certain area of skills and competences for global talent, such as modules for global mindset, glocal cultural knowledge, and global competencies including courses of global operation, comparative management, business cultures, communication skills, leadership skills, etc. Within such a curriculum, students learn more practical skills than pure theories while forging a global mindset in learning skills and abilities for global tasks.

Global talent have to have interdisciplinary knowledge and intercultural skills for conducting business. In NYU, two courses newly introduced serve this goal for curricular innovation (NYUSTERN, 2013). Business & Its Publics introduces freshmen the experts from the real world to understand the interconnections between business, society, markets, politics, art, culture, and life. International Studies Program aims at enhancing students' understanding of global business and exploring different cultures and ways of doing business through first-hand observation. In conclusion, higher education in globalization is not narrowly focused on conventional knowledge blocs but on aligning all learning activities, both curricular and co-curricular, with the mission of cultivating graduates to be globally minded and competent.

Course Modules

A curriculum consists of many syllabi that are "to shape and set the parameters of the curriculum, in a particular place and time" (Luke, Woods, & Weir, 2013). Global mindset, heart, and competencies, and glocal cultural knowledge cannot be taught in single courses but through modules of courses. The curriculum for GTP should be organized in a course module system. Each course module consists of a few courses that cultivate specific competencies and skills horizontally and vertically. Many traditional required or elective courses do not provide students skills and competencies but only the theoretical knowledge. In order to give students "not only knowledge but also the capabilities necessary to lead, to achieve, and to change the world," Stanford University created an innovative curriculum (2013). In this curriculum, courses aiming at expanding students' knowledge are divided into those that focus on perspectives and those that focus on foundations. Courses aiming at expanding students' capabilities are divided into those focusing on critical analytical thinking, personal leadership, and innovative thinking. As Vason suggested (2013), programs aiming at practical skills for global operations should be included in the curriculum of GTP, such as programs of mentoring, leadership development, and communication skills training.

It is difficult for students to obtain deep local knowledge through one course. But a specially designed course module can convey this knowledge from different aspects of a social and cultural local. The curriculum of GTP can have three to five modules that cover global mindset, glocal cultural knowledge, and global competencies. Each course module in GTP should have a specific goal and focuses on one aspect of curriculum. For example, the course module for cultivating a global mindset can offer courses such as On Globalization (theories, aspects, and issues in

globalization), International Studies (economical, political, and societal domains), and Global Comparative Management (business and management). The course module for cultivating glocal cultural knowledge can contain courses such as World Civilizations (in both time and space), Ethics in Global Operation, and Comparative Business Culture. The course module for cultivating global competencies can include courses such as Intercultural Communication Skills, Creative and Innovative Thinking, and Leadership Skills.

The following chart serves as an orientation for GTP students to take courses step by step towards three aspects of learning goals.

Course Module	Freshman	Sophomore	Junior	Senior
Global Mindset	On Globalization	International Studies	Global Comparative Management	Projects/Internship on Global Issues
Glocal Cultural Knowledge	World Civilizations	Ethics in Global Operation	Comparative Business Culture	Project/Internship on Business Ethics and Culture
Global Competencies	Intercultural Communication Skills (ICS)	Creative and Innovative Thinking (CIT)	Leadership Skills (LS)	Project/Internship on ICS, CIT, and LS

*Study Abroad during freshman and sophomore years.

Courses are grouped into modules according to their focuses and targets. Other courses can be added according to the goals of modules. Courses should be taught according to their relevance, continuity, and difficulty.

In order to fulfill the goals of different modules, curricular or co-curricular teaching activities should be designed to complete specific tasks. They are not limited in improving students' academic achievement such as certain knowledge taught in classrooms that is necessary but not sufficient element for global talent. Students should be nurtured with global outlook, values, and character traits in all activities, in or out of classrooms, within or beyond the curriculum. Courses are no longer simply teaching background knowledge, but the skills for students to succeed and lead in the future. Lectures by scholars from other universities and successful global talent from companies should be part of regular teaching activities. The teaching process is no longer one-way implantation but interaction between teachers and students with more exploring and experimenting. It is more important to train students to become self-actualizing learners through active student involvement and creative learning activities.

Co-curricular projects

There are three words with related meanings: extra-curricular, non-curricular, and co-curricular. This article uses the term "co-curricular" instead of the other two terms commonly used. Both

"extra-curricular" and "non-curricular" mean that the course or the project is not within the curriculum, or it is not a necessity to fulfill the requirements for graduation and the degree. A co-curricular course is a required and indispensable course in the curriculum that every student of this major must take. Yet, it is not a conventional course learning in classroom that has a written test at the end of the semester. Co-curricular projects of GTP are aiming at special skills and experiences that cannot be taught in classroom.

According to Hogan (2009), the greatest opportunities to develop leaders are happening outside a fixed set of policies or classroom curriculum. Outside classroom activities and projects "are the raw materials of the global mindset curricula." In its Innovative Curriculum for undergraduate programs, NYU combines in-classroom learning with co-curricular experiences to provide students "intellectual sophistication needed to advance in today's global business environment" (2013). Within the curriculum of GTP, university departments, career services, student clubs, teachers, administrators, and alumni are all resources for co-curricular projects including study abroad, on campus activities, community service, and internships.

Study abroad is not just a co-curricular program for foreign language related majors, but a program that goes beyond language and culture. Other gains from this experience will have more impact on the lives of participants from all majors. In the US, there has been a tendency that more social science and business majors participate in study abroad, and less humanities and foreign language majors enroll in the program. Between 1985 and 2006, among US undergraduates studying abroad, the percentage comprising foreign language majors decreased from 16.7 to 7.8%, and was 5.8% in 2009. Whereas in 2009, social science majors counted 22.3%, business major 20.8%, arts and humanities 20.4%, sciences major 7.5%, and math/computer science and engineering 5.4% of the total number (from Allen & Dupuy, 2012). At Nagoya University of Commerce and Business (NUCB), majority of study abroad participants have been from foreign language or communication majors. From 2008 to 2012, there were 497 students in total who participated in various study abroad programs at NUCB. 68.4% of them were from foreign language and communication faculty, whereas 31.6% from the commerce faculties. If we exclude short-term programs such as International Volunteer Program and Summer Beijing Program, there were 167 students in total who participated in long-term study abroad programs. Among them, foreign language and communication majors counted 90.4% (151 students), and commerce majors only 9.6% (16 students)[1]. In the US, study abroad is not just a program for language learning, but part of curriculum for any majors. Students of all majors actively participate in study abroad to have an overseas experience for their mindset and ways of thinking.

Study abroad is an important way to cultivate a global mindset and to learn glocal cultural knowledge. It should be an indispensable part of GTP curriculum, and every student in GTP must

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1 Source: Kohei Takagi, CIE at NUCB.

have this opportunity. The president of Kyoto University Matsumoto said that "diverse exchange and study programs" give students "a chance to develop a mature multicultural awareness and international perspective at a young age" (2013). While one overseas experience does not make a student a global talent, it is necessary for students in the program to have this cross-cultural opportunity to interact with the local community. In order to help students develop cross-cultural qualifications and international competitiveness, activities such as trips, tours, contact with foreign students, and exchange programs are strongly recommended to all students in GTP. Attracting foreign students in various programs provides opportunities for students' cross-cultural experience and global mindset building, and brings innovative elements to curriculum and teaching.

On campus activities such as projects and workshops can supplement and update students' skills and abilities. For example, the Future Success Skill Workshop (New Mind's Curriculum, 2012) "provides students an opportunity to develop skills such as global collaboration, design thinking, novel and adaptive thinking, and cross-cultural competency." In addition to the courses they teach, foreign teachers can offer co-curricular lectures on their cross-cultural experiences and their native cultures. Internship and community service are two practical off campus activities of GTP for training students' teamwork experiences and leadership skills. It is better for every student to have the chance to participate and play a role even if it is only for a short period of time. These activities can also be organized on campus through imitation when there are not enough off campus opportunities. The important thing is to let students learn in ways other than in classroom and from textbooks, and complete tasks through applying a global mindset and exercising global competencies. In conclusion, co-curricular projects should serve the purpose of introducing GTP students to the real world. They are the internships for the knowledge and skills students have learned and the resource of curriculum improvement.

Assessment

Assessment is an important link to ensure intelligent accountability and educational professionalism of a university. GTP should be result-oriented. Qualified graduates have to be able to meet the requirements of each course module and the overall goals of the curriculum. Student work needs to be assessed in different ways in terms of focuses, standards, formats, and time frame. "There are no simple measuring instruments that can be used to determine an appropriate value for a student's achievement" (Luke, Woods, & Weir, 2013).

Teacher-made classroom tests and examinations are the most commonly practiced for assessing learning results. However, the terminal classroom examinations alone are not able to judge the levels and strength of student achievement. We need multiple methods of assessment to give students of different types who have various strengths and weaknesses the opportunities to demonstrate their accomplishment in a suitable time frame and a variety of contexts. For example, tests and examinations can fall in different time frames, such as end-of-semester, end-of-year, or any time during four years. In addition to course examinations, each module can have a comprehensive

assessment on specific competencies or skills. We test students' communication or leadership skills through designing specific tasks or group activities. "Such assessments encourage students to develop skills, understandings and insights relevant to their particular needs and contexts" (Luck, Woods, & Weir, 2013).

Defining assessment procedure and interpreting its results by the course teachers are fundamentally subjective even for teachers with high professionalism. In order to maintain the quality and professionalism in assessment, external scrutiny, such as language competence tests and certificates in certain fields, should be included in the testing system. The testing system of GTP consists of examinations combining theoretical and practical knowledge and skills through internal and external examinations at the end of certain period, over time or any time. To meet the standards and professionalism of assessment, the leadership of the testing system of GTP has to include course teachers and experts in cultivation and qualification of global talent. The process of assessment covers all course examinations, external tests, and group evaluation on different modules and practical skills. At the end of assessment, each GTP student will get an overall score not led by a single course teacher but by the committee of assessment.

Educators of GTP

The goal of GTP is to "train students to be more capable of handling international affairs and have better knowledge of international discourse and regulations" (Wang, 2012). A diverse and globalized faculty with impressive credentials is the treasure of a university, which is critical to attract more future global talent to student body, to guide more students to become global talent, and to ensure the success of GTP.

Since educators are main actors of cultivating global talent, their values, attitudes, competencies, and commitment have a profound influence on how curriculum is followed and modified and how goals are achieved. GTP educators have to meet the basic standards to be able to teach appropriately, effectively, and creatively. But new curriculum demands new qualifications for educators. To ensure a successful GTP, it is critical to identify, develop, and retain high potential faculty. We need "a global mindset to build a global mindset" (Hogan, 2009). A slogan at NUCB says, "the best way to learn is to learn from the best." What is "the best"? What are the qualities and characteristics for educators of future global talent? A simple and direct answer is that educators including administrators of future global talent have to be global talent themselves who possess a global mindset, a global heart, glocal cultural knowledge, and global competencies. One of the key findings from the research of "Global Graduates" (2011) is that "achieving global graduate competence is not just about attaining qualifications and excelling in a knowledge-based or professional capacity but is also about holistic competency development in the sense of outlook, values and character traits." In order to be competent in cultivating global talent, educators' global mindset and cultural agility are as important as their qualifications and degrees in the field and their performance in teaching and research. With a global mindset, teachers can "bring in global

or international aspects to any discipline," and "instill global modes of working into every day teaching methodology and practice" (Diamond, Walkley, Forbes, Hughes, & Sheen, 2011). In addition, GTP educators have to work as a team to fulfill the mission in designing the curriculum, assessing student achievement, and discussing innovative ideas. The success of GTP depends greatly on the teamwork of all educators and administrators.

University mentality should hold that having global talent as educators brings universities both diversity and intercultural experience that plays more important role on cultivating young global talent than any other educational resources. On the one hand, universities need global scholars to be mentors of future global leaders. On the other hand, while cultivating global talent, educators have more opportunities to establish "international ties" and "research collaboration", "work at the global vanguard of their fields", and strengthen the position "within the international academic community" (Matsumoto, 2013). A diverse and global faculty brings elements of tolerance and innovation to university's business culture, which creates a positive environment for high performance teachers and students. To maintain their credentials and professionalism, GTP educators should actively participate a variety of professional development programs. In this way, they will stay innovative in their fields as well as in global affairs. In conclusion, the more global talent are in university faculty, the more foreign talent the university attracts, and the more global talent it cultivates. This makes a positive circle to raise university's global reputation for its educational quality and successful GTP.

Conclusion

Global talent risk and unemployability indicate an emergency for implementing educational initiatives to meet specific talents and skills shortages. Global talent are high-quality human resources and key figures to innovation, cooperation, and integration in globalization. Graduates of GTP should be global career oriented who can work in a foreign cultural setting. They have both international experience and deep local knowledge to span cross-cultural and multinational boundaries. Corporations, educational institutions, and society have to collaborate on cultivating global talent who possess a global mindset and heart, glocal cultural knowledge, and global competencies to handle cross-cultural tasks and global operations.

GTP is an innovative program in higher education in globalization. The curriculum for cultivating global talent must be reflective of the challenges higher education faces in globalization. It should provide students required experiences and skill sets that are different from those for domestic workforce and national talent. GTP students learn and acquire global values, knowledge, and skills through participating course modules and co-curricular projects in and out of classroom, and on and off campus. The assessment of GTP has to be comprehensive that includes classroom examinations, group evaluation, and external tests. The educators of GTP have to be global talent who possess a global mindset and heart, cultural agility, and holistic character traits. The

improvement and innovation of GTP should continuously substantiate the answers to three questions: what are the GTP goals; how to reach these goals; and whether GTP has reached the goals. The business culture of a university with GTP has to be talent attracting and talent activating to both its faculty and student body.

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