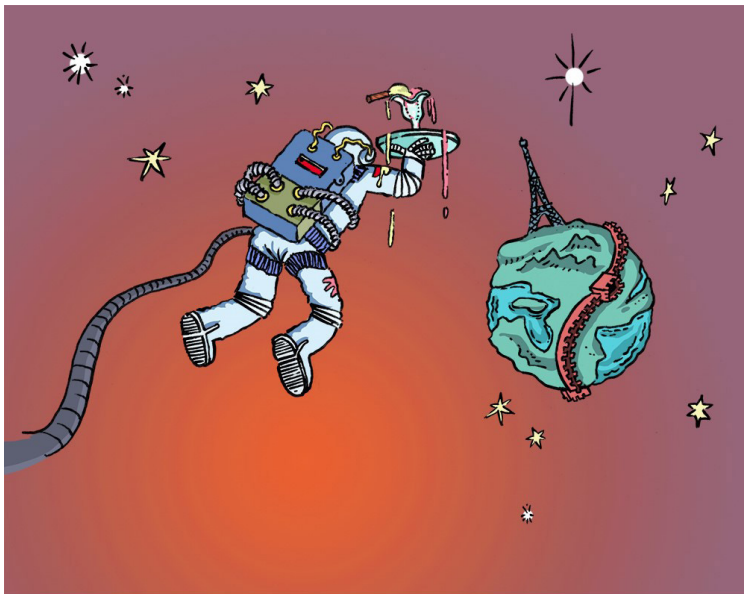


The astronaut and the empathy wall
It takes a school to
raise a global mind



The role of higher education in fostering
young professionals' global competence

This address was published on the occasion of the inauguration of Dr. Ankie Hoefnagels as chair of the research center Global Minds @ Work at Zuyd University of Applied Sciences on 17 September 2021.

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Introduction

As a child, were you also fascinated by outer space? I remember writing my address in my diary, something like this:

Ankie, Kempkensweg, Heerlen, Limburg, Netherlands, Europe, World, Milky way, The Great All...

I can still feel that sensation of the magnitude of endless space out there, looking at the moon from my room. I dreamed about what it would be like to see the world from out there. Psychologists have studied the effects of outer space on inner space. It is referred to as the 'overview effect' (Grant, 2021, p.128). Upon returning to planet earth, astronauts are less focused on individual achievements and personal happiness and more concerned about the collective good. They have seen the fragility of the little layer in which all humankind exists. Under perfect weather conditions, they see the Great Wall in China and even the Eiffel Tower and the ring road around Paris. They see the melting Arctic too, and burning tundras in Siberia. They see the connections between people from one side of the planet to the other side – and see no borders. It is no coincidence that Dutch astronaut Wubbo Ockels became an environmental activist, sailing the oceans on his hydrogen powered yacht 'Ecolution' and preaching sustainability.

If only we could send all students to the moon to obtain an overview! Fortunately, this is not necessary to become globally competent. Education can offer a space where students can practice to prepare for a local, regional, international or global workforce, as I hope to point out in this address.

"The pandemic we are currently living through is both a manifestation of and a mere interruption in the relentless march towards an interconnected world, one in which peoples and cultures can't help but collide [...]. In that world – of global supply chains, instantaneous capital transfers, social media, terrorist networks, climate change, mass migration – we will learn to live together, cooperate, and recognize the dignity of others, or we will perish." (Barack Obama, 2020, p.xvi)

It is unfortunate that the terms 'global mind' and 'global competence' are sometimes narrowly associated with 'going international' and 'globalisation'. At least that is what our team sometimes encounters when we talk to policymakers or research funders. Some of them see the global minded professional as the 'global nomad' of the Motivaction typology: an ambitious, hedonistic, materialist and technology-minded networker, footloose from local roots, an international traveler with a winner-takes-all mentality. But 'interaction with people from different backgrounds' is not an inclusive privilege of those working in international tourism & hospitality or in multinational firms. A local (para)medic, a facility manager or IT specialist is just as likely to work in a (culturally) diverse environment. In the case of the Province of Limburg, borders are a particularly blurry phenomenon as Limburg borders both Belgium and Germany for 315 kms and the rest of the Netherlands for 113 kms. It is not for nothing that Limburg is called 'the most international province of the Netherlands', and crossing borders is a natural phenomenon for its inhabitants. In our conceptualisation, a global mind is any professional for whom (aspects of) globalisation, internationalisation and intercultural encounters on the work floor are a daily reality. As qualified professionals, they can actually be a connector between the local and the global, think global, and be a bridge builder to a more sustainable and inclusive world.

In higher education, global competence is manifested in the internationalisation of the curriculum. This is defined as "the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study" (Leask, 2015, p. 9). Yet in the public debate, it is a term often associated with privileged students traveling to far away destinations. In Dutch national politics, the discourse tends to focus primarily on speaking English in the classroom and on international students taking the places of domestic ones. However, an internationalized curriculum is so much more. It implies learning in international and cross-cultural, as well as domestic environments. In an ideal curriculum, it has the potential to provide an equally internationalized learning experience for all students, right here on earth.

Students across disciplines, from primary schools to vocational and academic studies, should be enabled to develop their global competence through trial and error in a safe environment in their impressionable years before applying it in their professional career. To quote philosopher Martha Nussbaum: "during their time at school, young citizens form habits of mind, beliefs and principles that will stay with them." (Nussbaum, 1997). This does not mean that we should offer them a fixed way to interpret the world, but that we should give them a reference framework to navigate in a world where not everyone shares their views.

Since the global competence of young professionals is the focus of our research center, throughout this address four of them will join us to show where and how global competence matters in their professional life.



Joy (27) Cluster sales manager at a major hotel group in the United Arab Emirates



Sekko (23) Music producer



Marcel (27) Medical doctor in a hospital in Rotterdam



Simone (22) Fourth year student at Hotel Management School Maastricht

It is our mission as research center Global Minds at Work to facilitate the development of the global competence of young professionals. This competence will not only boost their employability, but also encourage them to contribute to an inclusive and sustainable society. We do this by means of knowledge dissemination and applied research, evidence – based development of curricula, teaching methods and teacher training.

In the remainder of this address, I will point out how the domain of global competence has evolved over the past decades and how we conceptualise it.

Furthermore, as our research center is hosted by the Hotel Management School Maastricht, I will show the natural connection between hospitality and global competence. Finally, I will showcase the research and education agenda of our Global Minds at Work Center that substantiates our mission.

The evolution of what it takes for professionals to be effective in international contexts

The view on the knowledge and skills required for professionals who work in an international or multicultural context has evolved over the past decades. Since the beginning of time, people have traveled and migrated to other parts of the world to explore, to conquer, and to trade. Initially, gaining knowledge about the language, value systems and habits of the other was not exactly a priority, to put it mildly. However, from the early 20th century, learning started to focus on teaching people about the language and practices of people within a particular nation. In the Netherlands for instance, the Royal Insitute of the Tropics (now 'KIT Royal Tropical Institute') offered preparatory training for Dutch citizens about to leave on a mission to the Dutch colonies of Indonesia or the Dutch Carribean. In secondary and tertiary education, it was the realm of the language teachers to teach classes on 'people and culture' to contextualise students' language skills which was manifested in the training materials. For instance, the now apocryphal Royal Dutch Airlines booklet 'Culturen aan Boord' (1991) contains advice on how to deal with – among others- 'Arabs and the Islam', 'Israel and the Jews' and 'Surinamese'.

Consider the following quote (translation author):

"From the side of the male Arab passengers there will be little objection to eye contact with female cabin crew. The cabin assistants might experience nuisance from passengers who decide to follow up on the 'invitation' and behave intrusively and annoying. The extent to which Arab passengers get carried away depends on a number of factors: age, personality, piousness but also the level of alcohol consumption." (Eekelschot et al., p.27)

Instruction manuals like these are obviously inconceivable these days because of their blatant stereotyping and overgeneralisation, but this type of approach of using the nation state as a proxy for culture, is still common practice. And naturally, speaking different languages is an essential key to bridge differences and gaining understanding. Therefore, blending language and intercultural communication courses is still a valid pathway to global competence, but not the only one.

The **second wave** of research and discourse on what happens in international encounters was instigated by the late Geert Hofstede, a Dutch engineer whose seminal work 'Culture's consequences' (Hofstede,1981) has inspired generations of researchers, students and practitioners. His model compares national cultures on their operationalisation of values such as power distance, level of individualism and level of avoiding uncertainty. The Hofstede model helps for instance to identify and compare differences in the relation between boss and employee, or to which extent certain rules and regulations are needed, or ways to help remove insecurities. As Hofstede himself always put it: 'the value model helps to explain, not to predict'. Needless to say, the increasing heterogeneity of populations within countries, and the evolving of core beliefs and practices over time make it increasingly difficult to use nation as a proxy for culture. The sociologist Vertovec talks about 'superdiversity': "...a dynamic interplay of variables among an increased number of new, small and scattered, multiple-origin, transnationally connected, socio-economically differentiated and legally stratified immigrants who have arrived over the last decade" (Vertovec, 2007, p. 1048). In a superdiverse society, within-group differences are often larger than between-group (nations) differences. However, to this day, the Hofstede model serves as a good tool to introduce students and professionals to the subject of cultural diversity and values as drivers of culture. Insead Professor Erin Meyer (2014) is hugely successful with her 'culture mapping' approach of phenomena such as 'conflict management', 'feedback' and 'negotiating'.

However, in order to justify the complexity and multi-dimensionality of intercultural interactions, a more comprehensive approach was needed. Therefore, Darla Deardorff conducted a delphi study in which she filtered out the essence of intercultural competence: "... the ability to develop targeted knowledge, skills and attitudes that lead to visible. behaviour and communication that are both effective and appropriate in intercultural interactions." (Deardorff, 2006, p.20). This definition has received wide acclaim and has been adopted by scholars worldwide and sparked off the **third wave** of teaching professionals a broader 'intercultural competence'. In 2018, the 'founding mother of intercultural competence' Darla Deardorff was part of the Organisation for Economic Cooperation and Development (OECD) taskforce that developed the PISA global competence framework to assess 15 - year olds across the globe (OECD, 2018). By this time, the concept of intercultural competence had evolved further with the realisation that diversity and inclusion referred to not only cultural identity, but also to, for instance, gender, generational, sexual, and socio-economic sub-identities.



Figure The identity wheel

Moreover, individuals' experiences of global challenges should be included in the equation: situations that require a young professional to reflect upon and engage with others in global problems that cannot be solved within national borders have deep implications for the professions of current and future generations. Just

think of climate change, inequality, and major global crises such as the Covid-19 pandemic. Therefore, this most recent conceptualisation links global competence explicitly to working together on Unesco's Sustainable Development Goals.

"In 2015, 193 countries committed to achieving the UN's 17 Sustainable Development Goals (SDGs), a shared vision of humanity that provides the missing piece of the globalisation puzzle. The extent to which that vision becomes a reality will depend on today's classrooms; and it its educators who hold the key to ensuring that the SDGs become a real social contract with citizens. Goal 4, which commits to quality education for all, [...] places strong emphasis on learning to live together sustainably."
(Andreas Schleicher, Director OECD Directorate for Education, OECD 2018)

In the next section, I will zoom in on the four elements of the OECD definition of Global Competence and their relevance for young professionals: "The capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development (OECD, 2018)." It should be noted that the OECD Global Competence framework's conceptual foundations, and especially its assessment guidelines, have been critiqued (Engel et al., 2019). Obviously, the OECD is a supranational policy organisation. However, some scholars have concerns that their framework is pushing a neoliberal, market-driven agenda under the flag of global understanding which lacks neutrality and universality. Furthermore, the OECD conceptualisation has been criticized as having a predominantly individualistic skills orientation that reflects the value system of the so –called WEIRD nations (Western, Educated, Industrialised, Rich, Democratic). Although these objections are understandable, the OECD framework of global competence is simply an appealing and workable foundation and touchstone for education and research.

Conceptualising global competence

In the OECD conceptualisation, global competence is a singular term, because its elements are overlapping and interdependent. All four dimensions build on knowledge, skills, attitudes and values. And while values and norms may differ across cultures, there is a baseline. OECD refers to the Universal Declaration of Human Rights, Article 1:

"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood".

Take for example Marcel, a 27 year old medical doctor, working in a hospital in a multicultural neighbourhood in Rotterdam. Having taken the Oath of Hyppocrates, his basic professional **value** is to care for all patients, to protect human dignity. Next to his medical **knowledge**, he must also be knowledgeable about the attitudes of his culturally diverse patients towards, health sickness and death. He needs interaction **skills** to clearly communicate to a patient who does not speak Dutch that she is terminally ill. For medical professionals like Marcel, gender fluidity and sexual diversity is also a phenomenon they will have to relate to. His work requires an **attitude** of respect towards otherness.



1: Examine local, global and intercultural issues



I think, at a child's birth, if a mother could ask a fairy godmother to endow it with the most useful gift, that gift would be curiosity.

Eleanor Roosevelt

Let's take our music producer Sekko. To what extent does he need to be aware of the local and the global aspects of his profession? What knowledge does he require? The music business is essentially international, and technological developments have furthered this development. He sells his productions worldwide on an online platform and collaborates with hip-hop artists ranging from Poland to the U.S.A. Hip-hop music has become a worldwide phenomenon, but its manifestations differ across the world. He has to be cautious about language and visuals, respecting the local sensitivities surrounding language and ethnical identity. He also needs to know about international copyright law. And as an artist, curiosity is a precondition for creative development.



Globally competent people have knowledge and know where and how to get it. Two important knowledge domains of global competence are global issues, culture and intercultural relations. In the domain of culture and intercultural relations, one should think of languages, the arts, traditions and practices. Being knowledgeable can help young people to become more aware of their own identity and also understand the similarities and differences with others. Analysing stereotypes or studying cases of conflict or successful integration can spark reflection and a shift of reference.

In the domain of global issues, one can think of issues that reveal the connection between the local and the global. For instance climate change, international trade, big tech and human rights. More than in other knowledge domains, it also means that one is able to engage thoughtfully in controversial issues like discrimination, racism, social and gender inequality. These require a safe space where experiences and ideas can be shared.

Globally competent professionals can speak knowledgeably about these issues, oversee the implications for their immediate surroundings and are able to select and weigh evidence to form their opinion about global developments. This requires media literacy, which is the ability to find, analyse and critically evaluate

media content (Brand-Gruwel et al., 2017). A Global Mind is both an effective user and creator of traditional and digital media. In other words, a global mind possesses an investigative mindset.

Allow me to give two examples of brave global knowledge 'warriors' who have made it their mission to distribute global knowledge and make us fact literate.

First of all, the late Hans Rossling, a Swedish professor of Public Health. He made it his mission to fight ignorance with a fact-based worldview. His Gapminder Foundation¹ continuously analyses and visualises data about global issues. The results are mindboggling.

Not only does Gapminder debunk myths about for instance female leadership, plastic soup and suicide rates, it also allows us to peek into homes across the world based on income in the Dollar Street Project which literally makes one put things in a different perspective:

"People in other cultures are often portrayed as scary or exotic." Rossling's daughter and successor Anna Rossling explains: "This has to change. We want to show how people really live. It seemed natural to use photos as data so people can see for themselves what life looks like on different income levels. Dollar Street lets you visit many, many homes all over the world. Without travelling."

(www.gapminder.org)

The second global mind warrior is Ruben Terlou, A Dutch medical doctor and filmmaker. His documentary series about China and the World are enlightening. Because Ruben speaks Mandarin fluently, he manages to get beyond the mundane and superficial and captures Chinese people's deepest thoughts and fears. One cannot but empathise with these culturally different 'others'. For me, Ruben is a true global mind. Ruben shows the consequences of the expansion of China through the new silk road and does not judge. He lets his viewers do the thinking.

It is my conviction that if we encourage students to be inquisitive and fact-oriented during their studies, and offer them a pedagogical climate where they can discuss their opinions and viewpoints with others, they will take this knowledge-oriented and inquisitive attitude to their professional career.

¹ <https://www.gapminder.org/>

2: Understand and appreciate the perspectives and world views of others



*Could a greater miracle take place than for us
to look through each other's eyes for a moment?*

Henry David Thoreau

For Joy, our sales manager in a Dubai hotel, understanding the worldview of others is a daily reality. She maintains her Dutch identity and values, but understands the complex and sometimes paradoxical practices of Islam in the Emirates, which is her daily work and social environment. She has learnt to appreciate the mutual respect and tolerance for different cultures in the emirates, and the way in which the different cultures manage to live together harmoniously. On top of that, she needs to meet and exceed the expectations of demanding and wealthy guests from different continents who visit Dubai. What service level do they expect? Navigating this service requires knowledge, cognitive flexibility and an attitude of curiosity, openness and respect.



Being willing and able to consider problems and other people's behaviors from multiple viewpoints is hard work. It requires that individuals first of all examine their own assumptions and beliefs. 'Know thyself', as the inscription over the temple at Delphi states. By acquiring knowledge about other people's histories, values, beliefs and communication styles, you may become aware of the way your own assumptions and behaviors are shaped. And that other people may hold views of the world that are really profoundly different than your own.

According to Wharton professor Adam Grant, this process requires perspective seeking, rather than perspective taking (Grant, 2021). According to him, it is not enough to walk a day in someone else's moccasins, as the native American proverb says. It takes daring to have difficult conversations, rather than gauging other people's perspective. According to Grant, hypothesising rather than judging is a recipe to understanding others.

Another scholar who took a bold step to gain understanding of other people's world views is sociologist Arlie Hochschild (2016). In 2016, she left her liberal bubble in Berkeley to spend one year in a small town in Louisiana that was suffering from polluted waterways due to several chemical plants in the area. Her aim was to distill the worldview of Tea Party supporters, the same people who

also form the core of Trump voters. She wanted to know why residents would vote against regulations they would ultimately benefit from. By means of participant observation, interviews and focus groups she uncovered their perspectives. According to Hochschild, these people from low income groups had the feeling that they were waiting patiently in line for their chance to achieve the American Dream, yet perceive that America has changed to a country where women, immigrants, and racial minorities have been “cutting the line”. The government, represented for them by president Obama, waved these groups to the front of the line through affirmative action programs. As a result of these perceptions, these people increasingly felt like strangers in their own land. In an interview Hochschild said that her sojourn in Bayou country had profoundly affected her. It took difficult conversations with people whose lives were totally different from her own, but whom she had come to appreciate and even became friends for life with (Visscher, 2016).

I had my own little Hochschild moment when I entered a virtual breakout room in an international seminar last year. The person with whom I spent two uncomfortable minutes before the other delegates arrived was an American academic. I often talk to American colleagues and I had never encountered anything but anti Trump sentiment. And so I tried to break the ice by congratulating him that Trump had been ousted. To my embarrassment, he answered that he was a Trump supporter. By the time I had processed this, other delegates arrived and so I regretfully missed my opportunity to enter the ‘zone of productive disequilibrium’ (Livermore, n.d.), of having a difficult conversation to understand another perspective. It also taught me a valuable lesson: never **take** perspective, but **seek** it.

Metaphorically , Hochschild climbed an **empathy wall** to gain a better view of the daily reality of her fellow citizens. Because we are increasingly locked in our own stratified bubbles, reinforced by our media use, it takes courage and effort to do that.

“Cosmopolitanism is a great ideal, but we could start with an invitation to cross the ring road. Every community depends on empathy.” (Paul Scheffer, 2021)

In education, we have golden opportunities to encourage students to climb that ‘Great Empathy Wall’ or cross that ring road. For instance at the Hotel Management School Maastricht, students work in the hotel industry, side by side with waiters, dishwashers and room attendants who often have a totally different cultural and socio-economical perspective. I am always impressed how they return with stories about single mothers in the US balancing three jobs in order to be able to send their child to college. Or stories about their Indian and Pakistani roommates in Abu Dhabi, who they caught fishing their used toothbrush

from the trash can because they needed every penny they earned to send home. I will also never forget the story of the student who was invited to the funeral of her Thai friend's mother. The respect with which she talked about this ritual, made a deep impression on me as a teacher. She was curious about the religious significance, but also surprised by the mundane and pragmatic approach of the long ritual. People were smoking, eating and scrolling on their phone. As a result of her reflecting on her own culture's mourning ritual, and fully immersing herself in the experience, she ended up with more respect for religious diversity. These students are examples of individuals who have sought and found different perspectives through deep and meaningful interactions with people whom they would have never met if they had not been able to gain job experience abroad.

Understanding is the first step, appreciation is the second. Appreciation does not mean that one accepts a viewpoint or belief, but that one acknowledges and respects it while maintaining their own identity. I prefer to use the term 'respect' in stead of 'tolerance'. Tolerating other people's viewpoints can imply disinterest, or even moral superiority. Respecting them means that one is open and interested and willing to see the world through their 'cultural filter'.

I strongly believe that we as educators should give our students the climbing gear to climb those empathy walls. They will find the walls themselves, around every corner in their school and on the work floor.

3: Engage across cultures



*Is it not a pleasure to meet
with friends from afar?*

Confucius

Marcel's hospital is located in a multicultural neighbourhood in Rotterdam. He interacts daily with patients who have a different background than himself and who may have a different attitude towards prevention, health, illness, medication, cure and even death. For example, they blend traditional and scientific medical practices, or have strong religious convictions that affect their attitude to recovery. For Marcel, engaging with diverse others is a daily reality, for which the medical curriculum does not really prepare a young doctor.



Globally competent individuals are willing and able to interact with people who are different from themselves. They are able to find common ground, and they adapt their behaviour when this is necessary. Three conditions for successful (cross cultural) engagement with diversity are that the participants are open towards others, respect each other's cultural norms, and are able to make themselves understood, which requires patience or a common language (OECD, p.10). (Intercultural) interaction requires practice and opportunities for contact. An engagement playground if you like, rather than 'bowling alone' (Putman,1995).

In our 'Lonely Century' (Hertz, 2020), finding the gate to the playground is increasingly difficult. Funding for public meeting spaces such as libraries and community centers has been cut, urban neighbourhoods are income stratified and even urban architecture aims at reducing contact to avoid people from loitering or sleeping rough². Wealthy people pay a fortune to separate themselves from the masses by paying premiums for priority treatment. Global Nomads reconvene in upscale accommodations like Soho House where they are among likeminded people and do not risk spending their leisure time in awkward conversations with the less socially privileged. Technology doesn't help either. In the U.S., Amazon plans on opening thousands of Amazon Go convenience stores. These are entirely contactless. You can enter the store, take what you need and this is registered by a thousand tiny cameras. Your shopping is automatically

2 In the public park in the Maastricht Ceramique area, single person benches have been placed.

withdrawn from your card. More and more, hotels are introducing service robots to replace their human servers. Robots are always in a good mood, and as an add on, the guest does not have to waste time on small talk. Having a nice chat with your Uber driver is equally challenging. Uber actively discourages their drivers to talk about politics, religion or sports in case it offends the passenger. And even if the driver would chat, the passenger might be glued to their mobile device anyway, aptly called the sixth finger in China. Several studies have shown that the mere presence of a mobile phone reduces mutual empathy (a.o. Misra, 2014). In the U.S. several scientists have expressed concern about children who continue their commanding of virtual assistant Alexa to real life encounters with waiters and teachers. Or alternatively, who think their name is Alexa because their mother is always calling that name. I have not mentioned the word 'pandemic' so far, but it takes little imagination to see that Covid-19 has dramatically reduced our opportunities to encounter others, let alone different others. I am really concerned that young people will lose their aptitude to engage in face-to-face social interactions with strangers and will have plenty of opportunities to avoid them.

Research has proven that fear and hatred are more likely to develop when people do not know each other. Yet the opposite is true as well. Allport's contact theory (1954) posits that face-to-face interactions with people who are different from us makes it easier to see what we have in common. Initially, Allport found that contact between two groups promotes tolerance and acceptance only under conditions of equal status, common goals and psychological safety. Research by Pettigrew and Tropp (2006) shows that all that's needed for greater understanding between groups is contact, in all but the most hostile and threatening conditions. Their meta analysis of more than 500 studies generated another unexpected finding. The reason contact works, is not even mostly cognitive, but affective. Stereotypes about the other group don't necessarily change, but people grow to like each other anyway when they meet.

Fortunately, schools have the golden ticket to providing this safe learning space where young people can interact and find common ground regardless of ethnicity, religion, socio-economic background or political persuasions. For instance, Hotel Management School Maastricht has an international classroom, but it has also adopted the policy that all students go abroad at least one term for an operational internship, ensuring that they are immersed in a different country and corporate culture, and interact intensively with people from different socio-economic backgrounds. By means of intentional pedagogical interventions, like intensive coaching and guided reflection, this experience can be capitalised upon. Obviously, the teacher's role is crucial in the process of coaching students' development.

Therefore, our research center strongly believes in the importance of investigating both the effectiveness of pedagogical interventions and the role of the teacher in providing guidance and feedback.

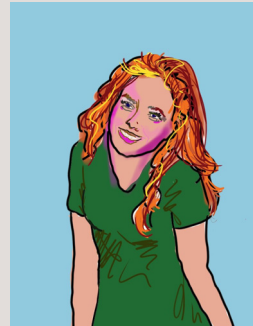
4: Take action for a sustainable world and wellbeing for all



*There are no passengers on spaceship earth.
We are all crew.*

Marshall McLuhan

Simone is a fourth year student of hospitality management. During her hotel internship she became aware of the urgency of sustainable hospitality. Labour conditions, food and energy waste are just some of the issues that require action. And this has transformed Simone's ideas about working in the hospitality industry. Her generation Z is generally much more vocal about and engaged with sustainability. How can schools answer to their call? And how can future employers remain attractive for a new generation of professionals who call for a more inclusive workforce and a more sustainable world?



From engaging with others, to taking action for all. This is not a small leap for mankind. Several of the 17 Sustainable Development goals, part of the Unesco Moving Forward 2030 agenda, refer to the social dimension of sustainability in terms of quality education (goal 4), gender equality (goal 5) and sustainable cities and communities (goal 11) (United Nations, n.d.). The fourth dimension focuses on the role of young professionals as active and engaged members of society, with a sense of responsibility towards our environmental commons. Globally competent professionals are motivated and qualified to improve their own communities, and to build a more equitable, inclusive and sustainable world. For instance, a hotel manager can do this by providing an inclusive working climate, improving the sustainability of the operations, and contributing to the local community. Additionally, a professional in international business can keep the local implications in mind when making a decision on a global level.

This dimension is obviously the most normative. Yet its urgency must be felt and fostered by the professionals and not be imposed. Therefore, one of the pathways of our research centre is called 'Global Minds on the Workfloor', where we investigate how globalisation and global competence are manifested in different sectors. The outcomes of this research will support the development of education that can prepare students for this globalised workforce.

Within Zuyd University of Applied Sciences, there are several excellent examples of learning that contribute to better living conditions and well-being in local communities and where students are standing at the wheel. An example is the City Deal Project, chaired by Zuyd professor Nurhan Abujidi (Research Center Smart Urban Redesign). In this project, students are involved in developing creative solutions for social challenges in cities in order to improve the vitality of local neighbourhoods. Hotel Management School Maastricht elective course 'Horizons in Hospitality' participates in this project and it provides students with a rich and transformative learning experience. One of the students formulates this as follows:

"From the City Deal project I learned how important it is to look beyond the traditional boundaries of commercial hospitality and to meet people who I would otherwise never have met. If you want people to live together, you have to make sure that there is a possibility to meet each other."

Another example that deserves to be maintained in spite of pandemics is Zuyd's Young Professionals Overseas project. It is open to all Zuyd students and can be done as an internship an elective or internship. This is an example of service learning. The service learning approach means that students participate in organised activities that are based on what has been learned in the classroom (Celio et al., 2011). Afterwards, learners reflect critically on their service experience, not only to deepen their understanding of the course content, but to enhance their understanding of what it takes to enhance wellbeing in a community. Service learning projects create a hybrid space in which the gap between academic content and real-world problems is bridged. Through service learning, students not only 'serve to learn', but 'learn to serve' (Celio et al., 2017). As such, it can be a transformative learning experience in which leaving one's comfort zone contributes to seeing 'the other' in a new way and to being able to interact in different cultural contexts within national borders. Zuyd's Young Professionals Overseas go abroad to contribute to community building, guided by intensive pre departure training and post experience reflection. The students are placed in interdisciplinary teams. For instance, teacher students collaborate with nursing and hospitality management students. In this way, they develop concern for people in other parts of the world and moral responsibility to try to improve others' conditions regardless of cultural distance and differences. On top of that, they learn to work in multidisciplinary teams and gain respect for other professions.

If students take this learning to their professional career, I am convinced that they will see their connection to the world community and feel a greater sense of responsibility for its members, which is, after all, the essence of global mindedness (Hansen, 2010).

As educators, I strongly feel we have a responsibility to help our young professionals to build a good future for themselves and for all of us on planet earth. But we do that not by imposing a moral agenda, but by giving them a reference framework and a strong voice in education. Now is the time to choose to be **good ancestors**, to develop a **legacy mindset** as the philosopher Roman Krznaric (2020) says.

An agenda-setting role for higher education

The examples given in the previous paragraphs show that education can play an important and even agenda-setting role in the fostering of young professionals' global competence. Therefore, before presenting our research agenda, I would like to take a moment to look at the preconditions for success in this endeavour. Students enter higher education as adolescents and leave as adults. The time they spend in higher education are part of the impressionable years in which values and dispositions are still in flux. Schools can be considered as 'mediating institutions' or 'mini-polities' (Flanagan, 2013) where young people can be given a safe space to practice and experiment with civic engagement and learn the importance of community. Retrospective studies with adults have shown that engagement in extracurricular and community-based organizations and activities predicts civic engagement in adulthood (Gallay et al., 2021).

In order to become that agenda-setting, mediating learning space, three conditions are essential. First of all, global competence should not be a separate subject, but should be integrated in the formal, informal and hidden part of the curriculum (Leask, 2015). It should be tied in with contents such as law, human resources, marketing, finance and practical training to contribute to the professional expertise. Similarly, it should be intertwined with sustainable development. Quite often, global competence and sustainable development are seen as separate subjects, but as we have seen in dimension four of the OECD model, they are two sides of same coin.

Secondly, learning should be student-driven. Pedagogies like High Impact Learning (HILL) (Dochy, 2018) where students are aware of the urgency and the relevance of what they learn for their immediate environment and future profession should be employed. Learning should be transformative, implying that students change their perceptions and shift their worldviews through critical reflection (Mezirow, 1997).

Thirdly, teachers should be empowered in the fostering of global competence. Teachers need to develop repertoires of (culturally) diverse examples, the skills and language to use them fluidly, and feel confident to do so. Teachers can be instrumental in projects and group discussions about sustainability, diversity and inclusion, and in coaching students to reflect on their international learning. Since teachers are role models of global competence for students, the staff should reflect on the diversity of the student population, but even more so on the society at large. After all: you cannot be, what you cannot see (Agirdag, 2020). But many teachers feel ill-prepared in dealing with cultural and linguistic diversity and find working with diverse populations challenging (Slot et al. 2017). Thus, they may avoid difficult conversations and instead focus on safer subjects such as cultural differences, customs, cuisine and celebrations. Moreover, lecturers have to balance on the fine line between coaching and advocating their own values and beliefs. This is absolutely challenging. If students have the feeling that they have to meet a certain ideal global mind persona, they will produce socially desirable answers, which may lead to split personalities: inside the classroom and outside in their social life. This raises the need to support teachers and to help improve their self-efficacy in the international classroom (Romijn et al. 2021). Therefore, continuous dialogue with and professional development of teaching staff is a must have ingredient on the menu of educating global minds and it is also part of our research agenda.

Now that I have hopefully shown you why we need to talk about global competence of young professionals, what it is and how education can help to foster it, I would like to turn to the implications for the research and education agenda of our research center Global Minds at Work.

How do we make it work?



the Global Minds @ Work Team. (Left to right) Isabelle Grosch, Tom Kuypers, Lyvie Schoenmakers, Marlene van Heel – Bradbury, Martine Prins, Ankie Hoefnagels, Joris Boonen, Hilde Hanegreefs

It is not without reason that our research center is called 'Global Minds at Work'. Not only do we focus on the expertise and environment of the professional, we are also beyond writing long policy texts and abstract conceptual studies. We would like to roll up our sleeves and put our shoulders to the wheel, as engineers of the spaceship called the international curriculum and involve the professional domain with providing us with input on the needs, trends and priorities to educate the astronauts of the future. How we can optimize our international curriculum? What works and what doesn't? How can we promote innovative pedagogies? How can we facilitate the continuous professional development of teachers to

guide the development of global competence? These are some of the broader questions that our research center wishes to address in the coming seven years. Global competence research is inherently multidisciplinary. It draws from a wide range of academic disciplines, such as applied linguistics, educational sciences, social sciences, anthropology, business economics and organisational studies. Likewise it operates from different research paradigms. This is reflected in our team, a group of people from different academic backgrounds, ranging from political studies, business economics to linguistics and comparative literature studies.

Our two main research lines are: Global Minds in Education, and Global Minds on the Workfloor.

In the Global Minds in Education line, we address how the international learning environment in higher education can be optimised. We investigate the success and failure factors of the international classroom, and test the effectiveness of global minds educational activities in order to make them evidence-based. Part of this research also addresses the critical role of the teacher in enhancing the students' global competence.

To summarise, the primary objectives for the research line Global Minds in Education are:

- a) developing and testing international learning tools and implementing them in the curricula of several Zuyd domains;
- b) gaining insight into which factors are blockers or enablers of global competence development in education and what mechanisms can be developed to overcome or optimise them;
- c) optimising staff professionalisation in global competences.

It would be too much to showcase all of our projects within this address, but please find a sample of our current work below.

The Global Mind Monitor

The Global Mind Monitor (GMM) was developed in co-creation with Etil Research Group. The GMM is a measurement and reflection tool that is specifically designed to measure and map the development of intercultural competencies among students in higher education. The GMM allows students to visualize their intercultural competencies in different stages of their curriculum, based on internationally validated quantitative scaling instruments (Multicultural Personality, Cultural Intelligence, Ethnocentrism and a broad set of individual background variables). Several higher education institutions in the Netherlands make

use of this tool that currently contains more than 12,000 individual measurements. Students take part in one, two or even more measurement rounds. There is an option for 360° feedback. The GMM maps the students' development regarding the five different dimensions of the Multi Cultural Personality scale (Van der Zee and Van Oudenhoven, 2000) and the four dimensions of Cultural Intelligence (Ang et al., 2007). It also includes an ethnocentrism scale and a measurement of foreign language skills. The questionnaire also asks students background questions about their participation in, and assessment of internationalisation activities at home and abroad. The questionnaire also contains demographic data on age, gender and country of origin. The GMM is a self-assessment instrument that is used to start a meaningful conversation about intercultural competence development between students and their coaches, at multiple occasions throughout their curriculum. Researchers at an educational institution using the GMM, can use the anonymized and aggregated data, for instance to map the effects of specific curriculum interventions (internationalization at home, a study abroad, an internship, etc.) on a cohort's development over time. Furthermore, a management dashboard is available to allow administrators insights on the outcomes of international learning at an aggregated level.

Several members of our research center are involved in research based on the GMM data, most notably projectleader Joris Boonen, Martine Prins and Isabelle Grosch. Recent projects with data from the GMM includes studies on the role of cultural distance during a stay abroad in the development of intercultural competences and a study on the moderating effect of participating in different internationalisation-at-home activities on the learning outcomes of a study abroad. Currently, GMM data are used in a case study of the International Business curriculum, in collaboration with the Sustainable International Business research center. Finally, studies on the relation between the international classroom and levels of ethnocentrism, the relation between the intercultural composition of international classrooms at Dutch universities and the development of cultural intelligence amongst individual students have been submitted for presentation at international conferences.

Global Mind Monitor for vocational education

A spin off of the GMM project is the development of a version that is suitable for students in intermediate vocational education (MBO). The development of global competence is equally important for these young professionals, many of whom further their studies in higher education. The deliverables of this project are a prototype and a training program for students and staff. The project was funded by the Province of Limburg in the context of strengthening the education chain in the EU-region. The projectleader of this project is Martine Prins.

Reflective writing on intercultural experiences

One of the ways in which students' global competence can be fostered is reflective writing. Reflective writing or blogging has the potential to boost immersive intercultural learning experiences such as an internship abroad, for multiple reasons: blogging is a time and place independent learning activity that deepens reflective thinking, cultural knowledge and self-knowledge, whilst at the same time it encourages peers to learn from each other (Hoefnagels & Schoenmakers, 2018). The data for our research are collected from the Simulise platform 'Curious People' that is used by Zuyd academies Hotel Management School and Oriental Languages and Communication. Students from both academies write about their internship experience, are given (peer) feedback. Their work is assessed on the basis of rubrics developed by our research center.

The current study conducted by Hilde Hanegreefs combines insights from psycholinguistics and text analysis to identify linguistic markers of intercultural competence (ICC) in student blogs about intercultural experiences. These markers of ICC may constitute concrete cues for teachers when assessing reflective writing assignments and allow them to pinpoint concrete areas for improvement in their feedback and interaction with students.

Perceptions of inclusion in the international classroom

In this project, student's perceptions of inclusion in the international classroom are investigated. The survey data are analysed by students from the Academy Oriental Languages and Communication in the context of a course on internal communication. The students use the outcomes to provide recommendations to improve international community building. The first two cases were the Faculty of Arts and Social Sciences (Maastricht University) and Hotel Management School Maastricht. In 2022, the Maastricht Institute of Arts (Music Academy) is the 'client'. Marlene Bradbury and Joris Boonen will present the results of this project, that combines research and education and includes the student voice, at the 2021 EAPRIL conference.

Global Minds on the Workfloor

In the Global Minds on the Workfloor line, we address the role and operationalisation of global competence in different professional domains. In order to optimise the education of global minds and their employability in a global playing field, it is important to investigate its manifestation in customer and work relations as well and even to see where and how it impacts the success of individuals and companies.

Objectives for the Global Minds on the Workfloor line are:

- gaining more insight in the knowledge domain of global competences in a professional context;
- developing and testing training tools for different professional domains;
- gaining more insight in the importance of – and the demand for – global competences in professional contexts such as hospitality & tourism, health-care and international business.

Two projects in this research line are highlighted below:

Hopeful Career State

In collaboration with Penn State University (USA) a cross –cultural study is conducted in the USA and Europe examining among others the effect of employees' cultural intelligence (van Dyne & Ang 2009) on their 'hopeful career state' and international mobility. Employees who are hopeful, optimistic, and resilient are more likely to "weather the storm" of dynamic circumstances than peers with lower hopefulness levels (Snyder et al., 1996). In this project, the research center will conduct the European part of the study, led by Tom Kuypers. The results of this project will not only help to gain insight in the extent to which cultural intelligence enhances people's attitude towards their careers, it will also allow valorising this in advice to different professional sectors, who are facing challenges of attracting and retaining qualified staff members.

Global Mind Scan for companies

Currently, we are developing a 2.0 version of the Global Mind Monitor in co-creation with Etil Research Group. Not only will it have different and up to date look and feel, it will allow the addition of different scales for tailor-made projects. And one of these is a Global Mind Scan for companies. There is already a version for professionals, but this new version allows more sophisticated and fine-grained measurements. An example is the raised interest in diversity and inclusion on the workforce. This very current and important topic calls for further exploration and measurement in different domains.

In spite of the limitations imposed by Covid-19 in our first year of existence, our team has managed to start up several research projects, contribute to the curricula of several academies and collaborate with different partners within and outside Zuyd. We would like to perpetuate this course of action.

Therefore, at the end of this address, I would like to present a sneak preview of a number of avenues for Global Minds @Work in the next seven years.

What is next?

In terms of research, we would like to set up a 'Global Minds Lab', in which the effectiveness of educational tools and activities in the field of global competence are tested in order to support educators to make research-informed decisions on curriculum development. We are also seeking funding, in collaboration with the research center Professional Communication in a Digitalising Society, to develop a virtual learning environment for international learning in which students can develop their linguistic and global competence. This international learning environment could be an alternative at home and could make internationalisation accessible for ALL students.

Of course, the professional domain is a very important stakeholder, to which we would like to add value. We will do this for instance by setting up students' projects that are relevant for the industry. In the workflow line, we would like to identify what characterises global competence in different domains. This will be done by means of qualitative research, but also by data mining techniques. Finally, since companies are interested in the bottom line of their investments in people, it would be interesting to investigate the impact of global competence on business outcomes. We are looking forward to collaborating with partners from the hospitality and tourism industry and other international business sectors.

Our host: Hotel Management School Maastricht

A final word on the host of our research center, the Hotel Management School Maastricht. The hospitality sector is international by nature, and offers an ideal experimentation space for global competence development. As said before, hospitality and global competence are natural allies. For in its essence, hospitality means treating people in the way they would like to be treated. At Hotel Management School Maastricht, global competence is integrated in the formal and informal part of the curriculum. The institute offers intensive language tuition, an international internship, and opportunities for international exchange or a service learning program abroad. Hotel Management School Maastricht also offers an international classroom. These students live together in a residence community during the first year of their study. This is a conscious pedagogical choice to enhance community building and learning to serve. Does this mean that all the buttons on the dashboard are tweaked in optimum position? Obviously, there are challenges and there is room for improvement. But most of all, Hotel Management School has all the conditions to develop into a safe experimentation space that prepares young hospitality professionals to become globally competent, responsible and engaged hospitality professionals.

It is the sincere wish of our research center to support staff to become good ancestors and students to gain an overview effect as hospitable astronauts and empathy wall climbers on planet earth. For indeed, in the words of Marshall McLuhan *"on spaceship earth, there are no passengers. We are all crew."*

Acknowledgments

I am proud and grateful that Zuyd University of Applied Sciences has granted me the opportunity to chair the research group Global Minds at Work, a theme that is so close to my heart and that never ceases to fascinate me. I was asked on which shoulders I would stand. The first thing that came to mind was that I am standing on the shoulders of thousands of students of Hotel Management School Maastricht. Over the past thirty years, their hospitable mindset and their personal reflections have inspired me and made me even more convinced of the importance of global competence. I have learned so much from these wonderful students and from resident hotel managers such as Tom Overmeer, Ed Pinczowski, and many other hotel managers that I have interviewed over the years. The hospitality sector is a multicultural eco-system where all possible global issues and intercultural interactions come together. It is simply a great domain to study global competence.

I would like to thank the Zuyd Board of Governors for providing this opportunity. In particular, I would like to thank Saskia Brand-Gruwel for her support and advice. With her vast expertise on the scholarship of teaching and learning she is an asset to our university. My warmest gratitude goes out to Ad Smits, Dean of Hotel Management School Maastricht, whose unwavering support, stamina and quiet belief in our research have made this research center a reality. Ad has managed to turn Hotel Management School Maastricht into an international institute with a mature research climate.

Mark Pluymaekers has made it possible for me to build on the foundations we had already laid. He is a great scholar and a person of great integrity. I really hope we will continue our collaboration at the interface of global competence and digital communication the coming years.

A heartfelt thank you goes out to my fellow GM@W team members, Joris Boonen, Isabelle Grosch, Hilde Hanegreefs, Marlene van Heel-Bradbury, Tom Kuypers and Martine Prins. Reaching ambitious goals depends on the quality of the team. Thank you for co-developing the research program and simply being so driven and enthusiastic and delivering such high quality work. It is a pleasure to work with you! We have laid a solid foundation for the next seven years.

The practical support of Lyvie Schoenmaeckers, Erik Heuts and Bert Starmans in the organisation of the research group is indispensable. This has made my start so much easier. A big thank you! In the preparation of the inauguration I got to collaborate with a few Zuyd colleagues who have been so supportive and who deliver such quality work. Lilian Pommé, Stan Heijnen, Gerty Louppen, Pieter Dekkers, your input is highly appreciated!

I have not been able to meet many lectoren the past year, except at mass online meetings. An exception are my fellow professors at the Hotel Management School, Danny Han and Martijn Zoet. It is so nice to have you both on board and to see the exciting research you are doing. It feels like I have gained two partners in crime! Luckily, I have also had inspirational conversations with and valuable advice from Nikos Kalogeras, Marcel van der Klink, Sabrina Keinemans and Ruth Benschop. I really hope we can continue these once we go back to the new normal.

A word of thanks too for a great number of colleagues at the Hotel Management School and the International Business and Communication (IBC) academies who have been Global Mind sparring partners over the years and who are doing such great work in shaping the global minds programme at our university. Not in the least Rita Kusters, Nathalie Crapanzano, André van Lieshout, Emily Teunissen, Yvonne Hiddema, Melody Mast, Hilde van Schaeren, Jeanine Gregersen-Hermans, Irmelin Hanssen and Xinxin Wang. Yvette Froeling, appointed as Dean of the International Business and Communication Academies in September 2021, in spite of Covid-19, we have managed to create a good rapport, based on a joint passion for global competence. I look forward to collaborating with you in the coming years and continue the strong connection between the Hotel Management School and the academies of International Business and Communication.

My gratitude goes out to the Global Mind Monitor network: our Etil partners, most notably Roger Schils, the sadly missed Ivo van Zandvoort, Marcel Wijngaard, Jeroen Meuwissen, Lia Potma and Ireen Hemels. And of course Anne Keizer, Nikki Webster, Robert Coelen (NHL Stenden), Anemoon Schepel (Hotel-school The Hague) en Janneke van Hoek (BUAS) and many others who helped in

the design of the Global Mind Monitor and other research projects. My gratitude also goes out to Bert van Hoof and Michael Tews from Penn State University for the great collaboration in research and education which we hope to continue the coming years.

Finally, thank you Tjeerd, Annabel and Wessel for being my source of inspiration and safe haven. Confucius said: "Is it not a pleasure to meet with friends from afar?" So true, but true happiness is any time spent with you.

Ik heb gezegd.

Iech höb gezag.

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Biography

Ankie Hoefnagels was born and raised in Heerlen, the Netherlands. She studied English and Literary Studies (Master of Arts, Utrecht University) and Management Studies (PhD, Nijmegen School of Management, Radboud University). In 2018, she became research director at Hotel Management School Maastricht, where she is



part of the management team. Since 2020, she is chair of the Research Center Global Minds at Work (Zuyd University of applied sciences). Her research within the center focuses on the development of the intercultural and global competence of young professionals. Her professional interest and expertise in global competence are inspired by the effects of globalization on hospitality and tourism service. She enjoys teaching in Bachelor and Master programs, and developing research and education projects with peers, and in co-creation with industry partners. Ankie is a member of Eurochrie and SIETAR Netherlands. She published, among others, a textbook on intercultural communication in the hotel and tourism industry, multiple book chapters and several co-authored papers, among which an award winning paper in the Journal of Service Management (500+ citations).



Video of the address

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