Employer Perspectives on Value of International Education in Global Workforce

Martin Tillman & Simon Kho
July 21, 2014
University of Minnesota Career Integration Conference
New Level of Accountability for Graduate Employability

Re-aligning education abroad with career development goals

New stress on extrinsic value of international experience
How Universities Can Close Employability Gap

• International experience, by itself, adds little value to student employability

• Need to revamp focus and purpose of career service offices

• Need to cross-train EA & career staffs

• Need to pro-actively engage with employers

• Devise integrated three-stage advising process
Student must demonstrate:

**Cultural Competency**
- Key business culture
- Appreciating cultural diversity
- Effective listening
- Communication in diverse environments

**Global Competency**
- Language skills
- Critical thinking & problem solving
- Collaboration, adaptability & team skills
- Creativity, innovation & understanding real world limits

**Global Experience**
- Study Abroad
- Internship
- Volunteer work
- Travel
- Technical competency
- Other experience
“Some universities think it’s not their job to prepare students for work, it is the employer’s job. We totally disagree.”

Christian Schutz, Global Head of University Relations, Siemens AG, Germany
“College degree programs can no longer remain stagnant year after year or decade after decade. They should regularly be assessed and measured against the immediate needs of employers. College courses must evolve with the technological demands on the national labor force and changing needs of the U.S. economy…”

Dr. Bill Path, President
Oklahoma State University Institute of Technology
Employer Perspectives on the Value of International Education in the Global Workforce

Simon Kho
Vice President, Global Recruitment
July 21, 2014

Presented to
The University of Minnesota Career Integration Conference
Our Time Together

Agenda

• Introduction
• The Business Imperative of Globalization
• The Case for Advanced Skills
• Opportunities and Considerations
• Discussion

Introduction
Global Expansion: Proof of Concept

90% of the world’s fireworks originate in China.

1,055 new non-US locations in 2013.
KFC: #1 foreign brand in China, with 4600 locations in 900 Chinese cities.
Pizza Hut: #1 Western dining chain, with 6:1 lead over nearest competitor.

Founded in 1890 by Thomas Edison. In 2000, 41% of total revenue was non-U.S. By 2013, this grew to 53%.

90% of the world’s fireworks originate in China.
## 2003 Global Fortune 500

<table>
<thead>
<tr>
<th>Rank</th>
<th>Company</th>
<th>Country</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Citigroup</td>
<td>USA</td>
</tr>
<tr>
<td>2</td>
<td>General Electric</td>
<td>USA</td>
</tr>
<tr>
<td>3</td>
<td>American International Group</td>
<td>USA</td>
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<tr>
<td>4</td>
<td>Exxon Mobil</td>
<td>USA</td>
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<tr>
<td>5</td>
<td>Bank of America</td>
<td>USA</td>
</tr>
<tr>
<td>6</td>
<td>Royal Dutch Shell</td>
<td>NL</td>
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<tr>
<td>7</td>
<td>BP</td>
<td>UK</td>
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<tr>
<td>8</td>
<td>Fannie Mae</td>
<td>USA</td>
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<tr>
<td>9</td>
<td>HSBC</td>
<td>UK</td>
</tr>
<tr>
<td>10</td>
<td>Toyota Motor</td>
<td>Japan</td>
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</tbody>
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## 2013 Global Fortune 500

<table>
<thead>
<tr>
<th>Rank</th>
<th>Company</th>
<th>Country</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Royal Dutch Shell</td>
<td>NL</td>
</tr>
<tr>
<td>2</td>
<td>Wal-Mart Stores</td>
<td>USA</td>
</tr>
<tr>
<td>3</td>
<td>Exxon Mobil</td>
<td>USA</td>
</tr>
<tr>
<td>4</td>
<td>China Petrochemical</td>
<td>China</td>
</tr>
<tr>
<td>5</td>
<td>China National Petroleum</td>
<td>China</td>
</tr>
<tr>
<td>6</td>
<td>BP</td>
<td>UK</td>
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<tr>
<td>7</td>
<td>State Grid</td>
<td>China</td>
</tr>
<tr>
<td>8</td>
<td>Toyota Motor</td>
<td>Japan</td>
</tr>
<tr>
<td>9</td>
<td>Volkswagen</td>
<td>Germany</td>
</tr>
<tr>
<td>10</td>
<td>Total</td>
<td>France</td>
</tr>
</tbody>
</table>
The Case For Advanced Skills

- **Domain Knowledge:** Technical capabilities and skills
- **Communication Skills:** Multiple language skills, verbal and nonverbal abilities
- **Social Skills:** Self leadership, personal initiative, and teamwork skills
- **Cognitive Skills:** Efficient learning and problem solving abilities
- **Personality Traits:** Flexibility, patience, sensitivity, adaptability, attitude, and keen self awareness
- **A commitment to constantly upgrade personal skills**
Why Do We Need to Adapt?

Net annual change in working age population (15-64) from 1950-2010 and 2011-2050
How Are Companies Responding to Globalization?

KPMG's Global Programs

- Global Internships
- Global Trainings
- Global Rotations

Get your passport ready

From internships to trainings to rotational assignments, KPMG offers more global opportunities from the start of your career.

A Great Place to Build Your Career
KPMG: Global Office Visits (GOV)

In a single year….

- Fordham University: Milan, Italy
- Miami University: Seoul, Korea
- Miami University: Shanghai, China
- University of Delaware: Amstelveen, Netherlands
- University of Mississippi: London, United Kingdom
- University of Notre Dame: Hong Kong, SAR
- University of Texas: Paris, France
- University of Texas: Hong Kong, SAR
- Wake Forest University: Paris, France
A sample of participating countries

- Ireland
- South Africa
- United States
- England
- Norway
- France
- Italy
- Brazil
- Japan
- New Zealand
- Australia
- Latvia
- Germany
- Luxembourg
- Hungary
- Romania
- India
- Vietnam
- Singapore
- China
- Russia
KPMG’s International Case Competition (KICC)

Athens, Greece (2010), Istanbul Turkey (2011), Hong Kong, SAR (2012), Madrid, Spain (2013), São Paulo, Brazil (2014)
KPMG: Global Professional Development Programs

Past Global Training Programs

- Audit New Hire Training (Athens, Greece & Toronto, Canada)
  900 participants
- Tax Senior Associate Training (Budapest, Hungary)
  100 participants
- Advisory New Hire Training (London, UK)
  180 participants

Global Mobility Programs

- Tax Trek for Senior Associates (3-6 mo. international assignments)
  40 participants
- Global Rotations, all levels (24-36 month international assignments)
  at least 1500 professionals on assignment at any given time
## Linking Study Abroad to the Global Mobility Model

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Global Mobility</th>
<th>Study Abroad</th>
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<tbody>
<tr>
<td>Candidate readiness assessment</td>
<td>●</td>
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<tr>
<td>Language skill development</td>
<td>●</td>
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<tr>
<td>Cultural preparation, training, goal setting</td>
<td>●</td>
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<tr>
<td>Receiving manager of expatriate toolkit</td>
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<tr>
<td>Induction and integration program</td>
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<td>Spousal/family assimilation program</td>
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<td>On-assignment coaching</td>
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<tr>
<td>Repatriation planning</td>
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<tr>
<td>Receiving manager of repatriate toolkit</td>
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<tr>
<td>Debrief of experience and development</td>
<td>●</td>
<td></td>
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<tr>
<td>Adjustment process strategies</td>
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<tr>
<td>Leveraging the experience for the future</td>
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