

The Global Leaders Experience



University
of Exeter

Career
Zone

Global Leaders
Experience

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What is the Global Leaders Experience?



The Global Leaders Experience, running since 2016, is an intensive experiential and place-based learning programme intricately designed to allow students to develop unique and essential skills. The programme is typically a week in duration, delivered as a part of an 'outbound mobility' (located outside of the UK). It combines an educational, cultural and 'real world' learning experience aligned to the development of interdisciplinary knowledge and acquisition of high-level skills required for professional career paths. The skills taught in this programme are unique in falling into 'soft skills' which are essential in the current labour market. Previously students have travelled to Tunisia, Geneva, the Netherlands and Petrus. All while learning integral skills!



The programme usually has a 9-5 structure, however this does not mean students cannot go and explore the city. After the schedule for the day has finished, many students go visit tourist attractions, go explore, shopping etc. So, as well as taking part in a programme that will benefit them, they also get to relax at the end of the day and do whatever they please!

Who is able to attend?

The programme is designed for those who fall under the Widening Participation Criteria. To fit the criteria you must:

1. Be a home fee paying undergraduate student
 2. Plus at least one of the following apply to you:
- Access to Exeter Bursary recipient*
 - Mature student (21 or over on point of entry to university)
 - Disabled student
 - Care Leaver or care experienced*
 - Carer
 - Participated in a Fair Access programme before coming to university e.g. Exeter Scholars, Realising Opportunities, Pathways to Law
 - Estranged student* • Refugee or asylum seeker
 - Home in a 'Low Participation Neighbourhood' (POLAR Q1&2) and from a State School*
 - Home in a 'Low Participation Neighbourhood' (TUNDRA MSOA Q1&2) and from a State School*
 - Home in an area of deprivation (IMD Q1&2) and from a State School*
 - Black, Asian and Minority Ethnic student and Home in a 'Low Participation Neighbourhood' (POLAR Q1&2) and from a State School*
 - Black, Asian and Minority Ethnic student and Home in a 'Low Participation Neighbourhood' (TUNDRA MSOA Q1&2) and from a State School*
 - Black, Asian and Minority Ethnic student and 'Access to Exeter' bursary recipient
 - Black, Asian and Minority Ethnic student and Mature
 - Black, Asian and Minority Ethnic student and Disabled

FYI- During some of our programmes, we may have spaces available for International students to attend. It is important to check the details of the programme to guarantee whether it has allocated spaces for International students or whether it is strictly widening Participation students.

FYI- If a student believes their circumstances have changed and now fall under the Widening Participation criteria, they must update their documents upon applying so these details are in our record.

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What activities do students engage in?

A cohort of Exeter students travel to an overseas city or destination, recognised and chosen for the socio-economic challenges that its population face. Upon arrival, students are welcomed and given an introduction to the historical, political and economic background of the location and country by a local dignitary and expert.

Several established organisations (NGO, charities and social enterprises) then present to all of the students, explaining the challenge that they seek to address and explain the nature of the work that their organisation engages in.



In small groups and working with students who are native to the host country, Exeter students undertake 'immersion visits' to their assigned organisation where they meet members of staff and hear about the impact and challenges of their day-to-day operation.

Initially guided by the host organisations, students generate ideas, solutions and business proposals designed to either enhance the work of the host organisation or create an entirely independent solution.



Students then work through their ideas alone as a group before clarifying and checking facts and the viability of their ideas with their assigned organisation.



Global Leaders Experience

At the end of the week, the groups pitch their ideas and projects to a panel of senior representatives of the stakeholder organisations (CEOs and founders) and student peers. Groups are then questioned by the panel and their peers, with the panel feeding back opinions on the viability of proposals and how they might be enhanced.



Finally, there is a celebratory event where the students, both Exeter and local students, are presented with their certificates!

Personal and Professional Development

In addition to the knowledge acquired in engaging with the local environment and challenges, the week is interspersed with interactive micro-teaching sessions, designed to support the students in navigating the tasks, reflecting on the benefits and impact of individual experiences and getting the most from the programme.

These sessions include:

- ☐ Understanding the importance of intercultural awareness and networking
- ☐ Understanding yourself, working with others and conflict resolution
- ☐ Leadership styles and leading without authority
- ☐ Creative problem solving, design thinking and 'business canvass' modelling
- ☐ Making effective presentations and pitching ideas and proposals
- ☐ Reflecting on skills acquired, gap analysis and career development action planning

Students also acquire commercial awareness, an appreciation of the kind of skills required by employers and a greater understanding of how their 'challenge' is positioned within the wider socio-economic context of the city, through visiting employers. One big one not worth forgetting is the growth of confidence in students!

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Employability Benefits

Case studies

As competition in the current labour market heightens, graduates are required to articulate call upon a wide range of professional skills and attributes during the recruitment process. Having an 'International Experience' to call upon and being able to articulate skills and knowledge acquired helps to set students apart from other candidates.

1- Joe Burroughs

History Graduate, 2018.

Global Leaders Experience- Chicago

"About six months after our Global Leader Experience in Chicago, I interviewed for a summer internship at Accenture and they were really interested in my GL experience. Particularly, the project management and high pressure teamwork elements, which obviously transpose pretty well into the corporate world. I talked a lot about how we were given a brief and had to come up with a pitch in a short amount of time, engaging with a variety of stakeholders, both participating and managing in a team as we went.



Also, they were particularly interested in the development/self-reflection encouraged. Being able to talk about how I changed my leadership and teamwork styles over the course of the week, as I learnt and developed, was received very well. I had very little other relevant work experience, and spent a good chunk of my HR interview talking about my Global Leader Experience, so it's without doubt in my mind that the Chicago programme was pretty essential to my success. My interviewer was Accenture's lead for recruitment in the UK and Ireland, so I think there is a distinct appetite in the recruiting structures of firms such as Accenture for experiences such the GLE programme that significantly distinguish applicants in these really competitive environments. If you treat the Global Leader Experience like a week working in one of these firms, then there is almost no experience-based interview question you couldn't use the programme for."

2- Lily O'Neill

Politics and International Relations.

Global Leaders Experience Mitrovica, Kosovo.



"I can safely say I have never experienced anything like it and can't wait to get back out there! What an amazing group of people to meet and I really cannot imagine a better way to finish my time at Exeter, so my sincere thanks in making it happen!"

3- Emily Farquharson

BA Environmental Humanities

Global Leaders Experience- Geneva

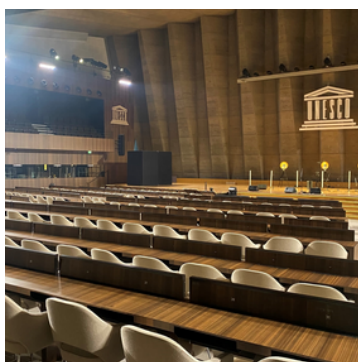
"I had an incredible time during my Global Leaders Experience. Before going, I felt I was not completely aware of what the United Nations does, and although it had strong connections to my professional interests, I was only expecting to gain insight into what they do for the planet and society."



It didn't take long to become overwhelmed with inspiration, genuinely shifting my perspective on future career possibilities and my self-inflicted limitations towards potential career progression. I had never even considered that I could work internationally; I never realised the scale of change I would like to contribute to could be facilitated by working somewhere like the United Nations. This experience furthered my belief in how important cross-cultural communication is in making change and how influential to every discussion it can be.



It was amazing being able to work alongside peers from both the Penryn and Streatham campuses, all of us studying a range of subjects. This allowed for an interdisciplinary approach when working in our groups for simulation exercises. Although it was "only" a week-long, it felt like I had gained knowledge I would have otherwise not had access to or been able to get the same insight myself.



The career sessions were incredible, and although focused on careers within the United Nations, all speakers and staff were open to talking about job applications on a more general, international scale also, all being kind enough to answer any questions we had at that moment, whether pertaining to the United Nations or not.

I feel I left the trip with my eyes opened to the endless possibilities we have open to us, that there are places around the world that aim to make significant changes to human lives, and I think that was the motivation I needed to keep pushing towards my own goals. Having friends who have participated in other Global Leaders Experiences, I think I can speak for most when I say that between the connections made among peers, as well as the teams that host us and the speakers that attend, you will make connections, memories, and hear advice that will stick with you for life."

Account of a student's experience posted on LinkedIn.

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“Can't think of a better way to spend my summer break than discussing and developing action plans regarding some of the most pressing issues that affect some of the most marginalised in Romanian society. Many thanks to #PetrusCommunications & the #UniversityofExeter for the Global Leadership Scheme.”

Over the course of the week, we visited a number of NGOs, charities and companies in Bucharest helping us inform the formation of our action plans which we pitched to an expert panel at the end of the scheme.



These four blueprints attempted to improve social inclusion by:

- ☐ *Combating literacy rates among young single mothers in Bucharest through the establishment of links with universities*
- ☐ *Tackling loneliness through the development of buddy schemes between the elderly and younger generations of Romania*
- ☐ *Collaborating with parents, local administrations and transport companies to increase school attendance, especially for kindergarten- aged children in urban and rural areas*
- ☐ *Improving infrastructure in Roma schools nationwide through the development and implementation of solar panel solutions”*

For each GLE programme, SEAS works with our in-country partners to generate a list of potential organisations that might be appropriate for GLE challenges. Between 4 and 5 organisations with contrasting aims are then approached to request their participation. Examples considered for the GLE Bucharest programmes are listed below under their thematic headings.

1. Skills availability to support economic growth

☐ Young Initiative

Description: Young Initiative is a nonprofit organization that provides children and young people with the educational tools needed to develop themselves personally and professionally to contribute effectively to building tomorrow's Romania.

☐ WorldSkills

Description: WorldSkills Romania promotes the benefits and the need to have competent craftspeople by organizing national and international job competitions through national and global experience exchanges and awareness campaigns on the importance of trades.

2. Education quality for all

☐ OvidiuRo

Description: OvidiuRo's mission: to make QUALITY early education available to every poor child so they have a chance to become active contributing members of Romanian society.

☐ Roma Education Fund Romania

Description: A non-governmental organization whose mission is to reduce the educational gaps between the Roma and non-Roma population and to act as a catalyst for ensuring equal access to quality education for all Roma children.

3. Fraud and Corruption

☐ CeRe

Description: CeRe's mission is to support non-governmental organizations and public institutions in enforcing principles and applying public participation methods.

☐ Funky Citizen

Global Leaders Experience Partners

Who are they? What are they about? Hear from our partners:



"The United Nations Institute for Training and Research (UNITAR) provides innovative learning solutions to individuals, organizations and institutions to enhance global decision-making and support country-level action for shaping a better future."



"The Taa Marbouta Language Centre is a resource for language learning and professional development. We believe that Tunisia provides great opportunities to students around the world. Our teachers are wonderful, the cost of living is relatively low, and students can take their first steps in the international arena with internships through. us."



The European Association for International Education, better known as the EAIE, is the European centre for expertise, networking and resources in the internationalisation of higher education. We are a non-profit, member-led organisation serving individuals actively involved in the internationalisation of their institutions."



"Immersive Trails is a purpose-driven company that seeks to make heritage and culture accessible to the public.. [It] started by leading walking tours that combined intensive, community-focused research and entertaining storytelling to create public outreach about heritage in Kolkata, India. During the 2020 Covid lockdowns, we pivoted to live online virtual experiences..."



The Hague

"The Hague has many faces: international city of peace and justice, Royal residence, European city and multicultural hub."

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Global Leaders Experience Partners

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What do the GLE's look like with our partners?



A 5-day immersive programme focused on key themes and locations within the United Nations' European Headquarters in Geneva. UNITAR host a range of activities such as: training workshops on public speaking, consensus building and UN career prospects.

Centred on the theme of migration, this programme provides a unique insight into social action and international relations, guided by those working in communities and authorities in Tunisia. Activities during the visit include meeting with organizations working on migration, activists and migrant representatives, local authorities, and working with academics and students in Tunisia.



Each year, the EAIE visits an exciting city in Europe and organises a large Annual Conference for 6000+ professionals interested in international higher education. To ensure this runs smoothly, during this GLE students will be working as conference assistants (performing important tasks like answering participant questions, assisting at registration pods, managing information desks, gathering data for future conference improvements).

A virtual programme 4 weeks in duration in which after the initial week of masterclasses, students get divided into teams where they research one theme (Colonialism, women, history). After the research time the programme will then conclude with presentations,



During the Hague GLE students spend 5 days in the city attending tours, visiting organisations and NGOs and taking part in micro-teaching sessions. Through activities during the week students develop soft skills (collaborative working, intercultural communication and problem solving.)

Statistics from Evaluation

An evaluation was conducted to assess the impact of the Global Leaders Experience scheme for participating students. The evaluation consisted of contribution analysis to demonstrate the effects such programme can have to higher-education students employability and employment outcomes.

RESULTS:

in terms of Intercultural Experience and Opportunities Abroad:

- GLE was valued for its travel opportunities and exposure to different cultures.
- Enhanced cultural awareness and international perspectives were significant benefits, with experiences of social inequalities and ethnic tensions cited.
- Many participants sought further international experiences after GLE, overcoming previous barriers such as lack of awareness, COVID-19 restrictions, and confidence issues.

In terms of Career-Related Confidence:

- GLE increased participants' professional and personal confidence.
- Experiences at the UN and other international organizations inspired career aspirations and made international careers seem more achievable.
- Participants reported greater confidence in pursuing study abroad programs and selecting international-focused modules.

In terms of Skills Development:

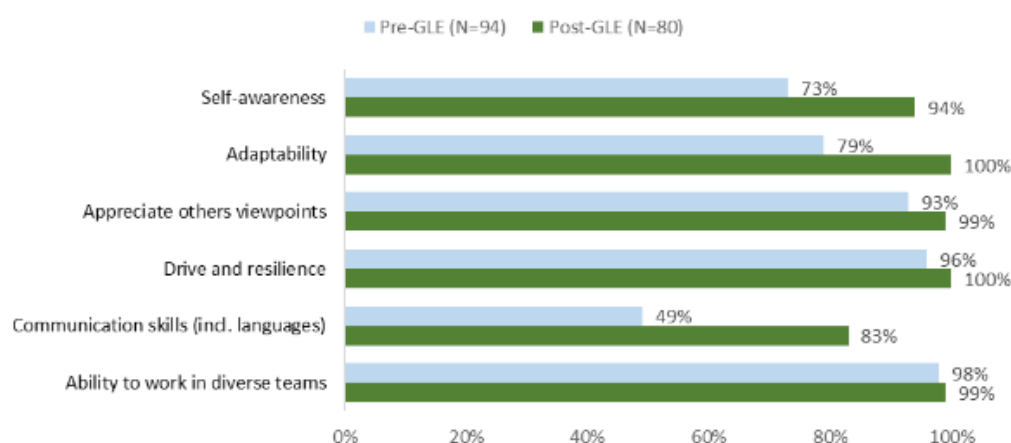


Figure 1: Skills rating from pre and post GLE questionnaire. In person responses only. Values relate to the percentage who rated themselves as strong or very strong on each of the following skills

Statistics from Evaluation

- Improvements in self-awareness, adaptability, and communication were commonly reported.
- GLE provided practical opportunities to apply skills like public speaking, organization, and leadership.
- While skill development was valued, the most profound impact was the knowledge and insights gained.

In terms of Further Engagement and Networks:

- Increased engagement with university career services and extracurricular activities.
- Lasting relationships and networks formed through GLE were primarily for friendship but also provided career insights.

In terms of job applications and recruitment support:

- GLE experiences were highly valued in job applications and interviews, often providing unique anecdotes and standing out to employers.
- The program helped participants stand out in early career stages by demonstrating drive and experience.

Statistics from Evaluation- Graduate Outcomes

- GLE participants had higher rates of good degree attainment (98% vs. 85% for the wider student population).

	GLE (N=287)		UoE (N=22,524)	
	N	%	N	%
WP	170	97%	9,878	82%
Not WP	112	99%	9,296	90%
Total	282	98%	19,174	85%

- More likely to be in employment or further study at 6 months post-graduation (92% vs. 89%).

	GLE (N=177)		UoE (N=10,330)	
	N	%	N	%
WP	101	91%	4915	89%
Not WP	61	92%	4325	89%
Total	162	92%	9240	89%

Statistics from Evaluation- Graduate Outcomes



- More likely to report graduate-level responsibilities at 6 months (74% vs. 65%).

	GLE (N=106)		UoE (N=5,157)	
	N	%	N	%
WP	49	78%	1767	64%
Not WP	29	67%	1592	67%
Total	78	74%	3359	65%

- Similar rates of employment or further study at 15 months (84% vs. 87%), but more likely to have positive graduate destinations (86% vs. 82%).

	GLE (N=174)		UoE (N=9,357)	
	N	%	N	%
WP	90	85%	3842	80%
Not WP	60	87%	3839	84%
Total	150	86%	7681	82%

Summary

The Global Leaders Experience programme significantly enhances cultural awareness, career confidence, and skills development, providing students with a competitive edge in job applications and fostering long-term career success. The program's accessibility and structured international experiences make it an effective stepping stone for students, especially those with WP criteria. Overall, GLE participants attain well in their degrees and benefit from early career boosts, indicating a positive impact of the program





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