

Case Study

Can Global Mindset Really Be Designed?

“Every university wants global graduates. But can a Global Mindset actually be designed, or does it simply emerge through international experience?”

*This case helps students understand that **international travel is not the same as developing a Global Mindset**. At PBS, every student gains overseas experience in the third year through international study, an overseas internship, or a dual- or triple-degree pathway. The key issue is not whether students travel, but **how they learn from the experience**. Global Mindset develops when students engage with different cultures, challenge their assumptions, adapt to unfamiliar situations, collaborate across differences, and reflect on what they have learned. “Crossing national borders creates international exposure. Crossing intellectual, psychological, and cultural boundaries develops a Global Mindset”.*

Petra Business School has spent more than a decade transforming itself into one of Indonesia’s most internationally connected business schools. Rather than limiting education to classroom learning, the School has invested heavily in building international partnerships, overseas mobility programmes, multicultural collaborations, and globally recognised academic pathways. Today, students may study in Australia, New Zealand, the United Kingdom, France, China, Taiwan, or Singapore while pursuing international degrees, professional qualifications, internships, and collaborative learning experiences.

From the outside, the strategy appears highly successful. Every year, hundreds of students participate in international programmes. The number of partner universities continues to grow. Parents are attracted by the promise of overseas education, while prospective students often consider PBS because of its extensive international opportunities. Marketing materials proudly highlight global partnerships, international pathways, and graduate success stories. For many people, PBS has become synonymous with international education.

Yet beneath this success lies a question that few people have ever considered.

During the University’s annual Strategic Planning Retreat, the Director presented a simple graph showing the steady increase in student participation in international programmes. After congratulating everyone on this achievement, he paused, looked around the meeting room, and asked a question that immediately changed the atmosphere.

“Have we been developing Global Mindset... or have we simply been increasing international activities?”

The room fell silent.

No one questioned the quality of the programmes. No one doubted the reputation of the partner universities. However, the Director’s question challenged a much deeper assumption. Was international exposure itself sufficient to produce Global Actors, or was something more fundamental required?

To answer this question, the Academic Affairs Office presented findings from a graduate follow-up study conducted over the previous five years. At first, the results appeared encouraging. Many graduates who had participated in overseas programmes demonstrated greater confidence, stronger intercultural communication skills, and higher levels of career mobility. Several were employed by multinational companies, some pursued postgraduate education overseas, while others successfully established businesses serving international markets.

However, the next set of findings surprised everyone.

Not every student who studied overseas demonstrated meaningful personal transformation. Interviews revealed that some students spent most of their exchange programme socialising only with friends from Indonesia. Others rarely interacted with local communities outside the classroom. A number of students admitted that they viewed the programme primarily as an opportunity to travel rather than as an opportunity to challenge their own assumptions.

Academically they performed well, but many returned with perspectives that had changed very little.

One senior lecturer summarised the findings with a single sentence. “They changed countries, but I’m not convinced they changed the way they think.”

Before anyone could respond, another faculty member presented an entirely different set of evidence. Surprisingly, although every PBS student had completed an international experience during their third year—whether through overseas study, an international internship, or an international degree pathway—not all graduates demonstrated the same level of Global Mindset after graduation. Some graduates returned with remarkable personal transformation. Employers consistently described them as adaptable, culturally intelligent, confident, and effective at collaborating with international colleagues. They quickly adjusted to multicultural workplaces, communicated comfortably across cultural differences, and demonstrated strong curiosity when working with unfamiliar ideas and people.

However, other graduates showed far less development despite completing the same international journey. Several students treated their overseas experience primarily as an academic requirement rather than a learning opportunity. Some interacted mostly with fellow Indonesian students, limited their engagement with local communities, and rarely reflected on how their experiences challenged their assumptions. Although they completed the programme successfully, many returned with stronger résumés but not necessarily broader perspectives.

These findings created an important question for the committee. If every student participated in international learning, why did some develop into genuine Global Actors while others experienced only international exposure? What distinguished transformation from participation?

The discussion quickly became divided.

The first group argued that PBS simply needed **more international exposure**. According to them, the problem was not the concept but the scale. Students should spend longer periods overseas, experience more countries, and participate in additional exchange programmes. Greater exposure, they believed, would naturally produce stronger Global Mindsets.

A second group disagreed completely. They argued that international travel was only one learning activity among many. What mattered most was meaningful interaction with people who held different assumptions, values, and ways of thinking. A student who spent six months overseas but interacted only with fellow Indonesians might develop less Global Mindset than another student who remained in Surabaya but collaborated every week with classmates from five different countries. For this group, **Global Communities**, rather than geographical mobility, represented the true catalyst for global learning.

A third group introduced another perspective. They believed PBS had designed excellent international programmes, but had overlooked one critical element: reflection. Students travelled, attended lectures, visited companies, and completed projects, yet very few were systematically encouraged to examine how those experiences changed their thinking. Without structured reflection, experiences often became memorable events rather than transformative learning. According to this group, exposure alone rarely produces wisdom. It is reflection that transforms experience into lasting personal growth.

Finally, a curriculum review committee evaluated the six International Pathways offered by Petra Business School. Their analysis suggested that each pathway developed students differently. Some pathways strongly strengthened **Intellectual Capital** through rigorous academic study. Others developed **Psychological Capital** by requiring students to adapt to unfamiliar environments. Several pathways created valuable **Social Capital** through multicultural collaboration and international networking. However, no pathway intentionally balanced all three forms of capital in the same way. The committee therefore questioned whether PBS had designed six excellent international programmes or six disconnected approaches to Global Mindset development.

The Director therefore ended the meeting with one final challenge. “Imagine Petra Business School were being established today. Forget what already exists. If your only objective were to intentionally develop Global Mindset, how would you design the entire student journey? What would you keep? What would you change? And what would you stop doing?”

Your consulting team has been appointed as the **International Curriculum Review Committee**. The Director expects your team not merely to evaluate existing programmes but to recommend a strategic model capable of producing genuine **Global Actors** rather than graduates who simply possess international experience.

Group Assignment

Team Size: 4 Students

Discussion Time: 25 Minutes

After reading the case, assume that your group has been appointed as the **International Curriculum Review Committee** of Petra Business School. Your task is to evaluate the current international learning ecosystem and recommend how PBS can intentionally develop **Global Mindset**, rather than merely provide international exposure.

Task 1 – Identify the Core Problem

Maximum 100 words

Identify **one** core problem faced by Petra Business School.

Do not describe symptoms. Explain the underlying issue that prevents international activities from consistently producing Global Actors.

Our team believes that the core problem is _____

Task 2 – Analyse the Current Model

Maximum 200 words

Evaluate whether the current PBS international learning ecosystem effectively develops:

- **Intellectual Capital**
- **Psychological Capital**
- **Social Capital**

Identify **one major strength** and **one major weakness** of the current model.

Strength:

Weakness:

Task 3 – Make One Strategic Recommendation

Maximum 200 words

PBS has resources to improve **only one** aspect of its international learning journey.

Recommend **one strategic priority** that should receive the highest investment.

Explain:

- Why this should become PBS's priority.
- How it strengthens Global Mindset.
- Why it is more important than other alternatives.

Our recommendation is _____

Task 4 – Develop the Educational Philosophy

Maximum 100 words

Complete the following statement and explain your answer.

Students become Global Actors not because they _____

but because they _____

Your statement should reflect the educational philosophy presented throughout this chapter.

Task 5 - Presentation

Prepare **ONE presentation slide only**. Your slide must contain:

1. **The Core Problem** (*maximum 20 words*)
2. **One Key Strength** (*maximum 20 words*)
3. **One Key Weakness** (*maximum 20 words*)
4. **One Strategic Recommendation** (*maximum 40 words*)
5. **Your Global Actor Philosophy** (*maximum 30 words*)

Presentation Time: 5 minutes per group