

INSTITUTIONAL ADVANCEMENT REPORT

TO: Dean of the Faculty
FROM: Head of Study Program / Learning & Development Mentor (Devis Wawan Saputra)
SUBJECT: Strategic Mentorship Outcomes: Global UGRAD Shortlisted Candidate Progress

1. Executive Summary & Context

Pursuant to the strategic mandate issued by the Dean's office to enhance international mobility and institutional prestige, our department actively mobilized students to compete for the prestigious Global Undergraduate Exchange Program (Global UGRAD), sponsored by the U.S. Department of State and administered locally by AMINEF. I am pleased to formally report that one of our exceptional undergraduates successfully cleared the highly rigorous primary shortlisting phases, positioning themselves at the upper echelon of the national applicant pool. This report details the structured intervention, competency coaching, and consecutive milestones achieved by the candidate during the subsequent high-stakes assessment stages.

2. Risk Assessment & Mentorship Strategy

Upon reaching the final shortlist, the candidate faced dual institutional hurdles required for final grant confirmation: the standardized English proficiency validation (TOEFL) and the definitive live panel interview in Jakarta. As Head of Program, I conducted an initial diagnostic assessment of these challenges to optimize resource allocation and intervention focus:

The Language Proficiency Hurdle (TOEFL): AMINEF mandates a minimum TOEFL ITP score of 500 or iBT of 61. Based on prior academic performance evaluations, I identified the student as a highly articulate, top-tier language performer. Given their advanced baseline competency, I categorized this hurdle as low-risk, predicting an exceptionally high score with standard independent preparation.

The Selection Interview Hurdle (Jakarta Panel): Conversely, the live panel interview represents a significant psychological and strategic barrier. To bridge the gap between technical intelligence and high-impact verbal delivery, I initiated a targeted behavioral coaching framework. Leveraging my personal professional milestones—specifically navigating competitive selection panels and securing formal international clearance for visa entry to Germany—I designed an intensive simulation curriculum.

The Core Mentorship Philosophy:

"True competitive leverage relies on uncovering and anchoring your internal, authentic distinctiveness. You must build a narrative around your specific 'specialness,' project it with total confidence, and deliberately guide the interviewers to a singular, critical conclusion: understanding the profound, tangible value you will return to your home community and institution upon your repatriation."

3. The Mentorship Intervention & Execution

The simulation phase consisted of rigorous mock interview structures where I assumed the role of the AMINEF selection board. The candidate was trained to pivot from generic responses toward structured, high-impact value statements. We systematically refined their delivery from basic academic competence to a clear

alignment with Global UGRAD’s core mission: fostering mutual understanding, community service, and long-term socio-economic return for Indonesia.

4. Candidate Reflection & Milestone Achievement

Following the conclusion of the coaching loops and the official panel interview in Jakarta, the student synthesized their experience, performance, and written outputs into the programmatic review below.

STUDENT PRESENTATION & PERFORMANCE LOG

"Entering the selection phase in Jakarta, the psychological pressure was substantial, but the core strategy anchored my performance. During the panel, I deliberately avoided standard template responses. Instead, I projected my specific academic focus and leadership portfolio as unique assets tailored to the exchange program's expectations."

"When the panel questioned my direct objectives in the United States, I successfully shifted the narrative to my return potential, exactly as trained. I communicated a concrete, structured plan detailing how the academic immersion, the mandatory 20 hours of local community service, and the U.S. Studies coursework would be directly integrated into local student-led initiatives upon my return. By establishing exactly what my value would be post-exchange, I changed the dynamic of the room. Following this strategy, I cleared the interview phase and completed the comprehensive written tasks with absolute confidence, validating the efficacy of our institutional prep work."

5. Institutional Recommendations

The breakthrough achieved by this candidate provides an empirical blueprint for future student development. To institutionalize this success, it is recommended that the Faculty:

1. Formally scale this high-impact, behavioral interview coaching model across all departments for international grants.
2. Incorporate targeted 'Return Value' narrative structures into the university’s standard scholarship preparation workshops.
3. Establish an elite student mobility cohort led by successful alumni to sustain peer-to-peer mentoring pipelines.

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