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International
Career
Seminar

Utsunomiya University, Faculty of International Studies



Edited by

Andrew Reimann and Nanako Shimizu

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ICS

International Career Seminar

Purpose and Goals

1. Engage those who wish to work on the world stage.
2. Grasp the image of “working in society with motivation.”
3. Provide opportunities to think about your roles in local and global societies.
4. Find motivation to actively pursue your career.

Introduction

For students and working people who have ever considered an international career.

During their college years, many young people hold a deep interest in participating in international career programs, working in international internships abroad, for global companies in Japan, or partaking in programs aiming to nurture human resources capable of contributing to the international community via governments, corporations and universities.

The objective of our International Career Development Program is the development of a global perspective for people who wish to pursue international careers. From this year, “Globalization” and “Glocalization” have become the two key concepts, which reflect the increase of global issues in local societies.

Our program has been held every year since 2004 with participants mainly from the Faculty of International Studies of Utsunomiya University and other universities in Tochigi. About 1077 participants (436 people from Utsunomiya University and 641 people from other universities) have completed programs since it was founded.

There are three subjects in this program that provide opportunities for participants to think about their roles in local and global societies.

“International Career Development” in Japanese and “The International Career Seminar,” in English are three-day-lodging seminars that include guest lecturers with various global career paths. The working group sessions during these seminars consist of four themes: “International Business”, “International Cooperation/Contribution”, “Multi-cultural Society and Japan”, and “Cross-cultural Understanding/Communication”. We invite scholars from noted universities and business leaders from major Japanese companies as lecturers with front line experience on the international stage for each seminar.

“International Career Internship” involves onsite training at domestic or overseas companies, as well as in government, or NGO/NPO. We provide opportunities to join unique and attractive companies both domestic and abroad for internships.

These programs will be held during spring and summer breaks. We suggest that you take all the programs but selective participation is always welcomed. Every year, we have a large number of participants from various universities both inside and outside Tochigi Prefecture as well as working people from a range of business fields.

In closing, we hope everyone can participate and discover an “International Career” together and also find their own “Career Path” for the benefit of both international and regional society.



Yasuhiro Shigeta
Director, International Career Development Program
Professor, Faculty of International Studies, Utsunomiya University

Schedule

Day 1 Saturday, September 21st

Time		Activity
9:00	9:30	Registration
9:30	9:45	Opening Ceremony and Orientation
9:50	12:00	Opening Lecture and Workshop
12:00	13:00	Lunch
13:00	13:20	Introduction to the Methods
13:20	14:30	Presentations by Lecturers
15:00	16:30	Panel Discussion by the Lecturers
16:50	17:50	Work Group Session
18:00	18:20	Check-in
18:30	20:00	Reception

Day 2 Sunday, September 22nd

Time		Activity
8:30	12:00	Work Group Session
12:00	13:00	Lunch and Group Photo
13:00	15:30	Work Group Session
15:30	17:30	Wrap-up Session and Presentation Preparation
17:30	18:30	Presentation Rehearsal
18:30	19:30	Dinner
19:30	21:30	Presentation Preparation

Day 3 Monday, September 23rd

Time		Activity
9:00	10:00	Presentation Preparation
10:00	12:20	Final Presentation
12:20	13:20	Lunch
13:20	14:50	Reflection
15:00	15:15	Closing Ceremony
15:30		Departure

Guidelines

Expectations

- Have a strong will to learn something new rather than mastering specialized knowledge.
- Keep close ties with each other and have a spirit of mutual understanding and respect.
- Speak out! Share your opinions freely!
- Make sure that we are all participants!
- Have your own ideas as well as respecting different ideas of others!
- Try to make a congenial atmosphere to encourage interest and creativity!

Goals

- Members will give a mid-term presentation (does not need to be a complete/final presentation). The working groups will comment on each other's presentation. Members' comments and feedback should be used to improve each group's presentation. Participants and lecturers will give feedback and provide questions.
- Each working group will present what they learned on the last day. The assignment details for the presentation are on the next page.
- Your presentation should be easy to understand for the entire audience. This means that you should explain any new terminology that you use. Your presentation should attract interest from those who know nothing about your topic.
- In addition to your group's action plan/policy implementation, you may also talk about the topics and conversations that occurred during your group discussions.
- Think about your presentation's outline and flow from the point of view of the audience.
- Make an effort to create materials and use presentation methods which are clear and easy to understand.
- Each participant must submit this text as well as a 1-page (A4) summary of their presentation to the office after the camp. Please choose one member to summarize and e-mail your group's summary to the staff.

Presentation:

- Time: 20 minutes (10 minutes for presentation, 5 minutes for Q and A, 5 minutes for comments).
- Form: Using PowerPoint slides creatively to communicate your message and main idea.

- Contents: “What you learned (approx. 3 keywords)”, “Why you think that it’s important (approx. 3 reasons)”, “Action Plans and/or Policy Implementation for the future (approx.3 recommendations).”
- If your group is unable to find an answer to the problem(s) that came up in your working group, it is ok to present that. In this case you may present what sort of discussions/disagreements occurred.
- What actions each member will take following this camp. You may also present a combined group Action Plan.

Policy Implementation

- What is the Policy Implementation? Policy Implementation for society as a whole (e.g. policy Implementation for a particular group or community).
- Action Plan: Refers to the practical application of the knowledge and information you have learned at the career seminar towards actively achieving your career goals.
- What are your group and your personal action plans for applying what you have learned to achieving your career goals?

What you learned
(Keywords)

Why you think that it’s important
(Reasons)

How you will use it
Policy Implementation/Action Plans

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Facilitators

- Your group may decide to have a facilitator to encourage discussions among members and help to summarize members' ideas and opinions.
- A facilitator is someone who brings out the ability of members and assists the group in achieving a consensus without taking a particular position to promote a meeting or a project.
- A facilitator is different from a chairperson and a leader in that he/she doesn't have decisive power.
- A facilitator provides communication to draw on knowledge and motivation of group members, and manages the process by remaining neutral.
- A facilitator draws on opinions, knowledge and experience of members for their successful group presentation. A facilitator continues toward the goal of the group while obtaining members' approval.
- A facilitator extracts comprehensive opinions of members, writes them on the whiteboard, and assists the group in achieving a consensus.
- A facilitator listens to members' opinions actively, not passively. And a facilitator invites members to speak with a few remarks that encourage them to give their opinions.
- A facilitator is a neutral party who by not taking sides or expressing or advocating a point of view during the discussion helps create an atmosphere where members speak their opinions without fear or hesitation.
- A facilitator summarizes all opinions, manages group members' diverse views and personalities and leads the members to consensus and approval.
- A facilitator organizes important points of consensus and approval, and then chooses the essential factors to reach the goal. This process results in a final consensus through participants' discussion.

Evaluation

- 40% participation and presentation 60% report and submission of text. Those who need credit from this seminar are asked to complete all the worksheets and submit the text to the report box of Nanako SHIMIZU (Faculty of International Studies, A-building, 1st floor) by 17:00, Tuesday, October 1st. It is also possible to fill in the downloaded file of the text from the ICS homepage and submit the printed version.

Presenter Profiles

Presenter Profile



Andrew Reimann

Faculty of International Studies, Utsunomiya University

Information

Andrew Reimann is from Vancouver, Canada and has a Ph.D. in Applied Linguistics from Macquarie University. He teaches classes on Comparative Culture Studies and Intercultural Communication. His research interests include raising cultural awareness and communication strategies. His recent publications include; *Context, Culture and Communication*, *Culture Studies Handbook* and *Raising Cultural Awareness as part of EFL Teaching in Japan*.

Career Path

Andrew first realized the importance of intercultural communication in kindergarten when he discovered that Canadian people spoke mostly English and not German. Growing up in a bilingual family as well as a bilingual and multicultural country, he discovered that communication was more about flexibility and negotiating meaning than grammar and pronunciation. By chance he was first given the opportunity to be a teacher in Mexico at the age of 19. This was a life changing experience, after which he went back to school to study Applied Linguistics. As a volunteer teacher for Canadian immigrants he learned about diversity and the realities of multiculturalism. Canada's modern policies of tolerance and acceptance were born of a dark history of discrimination, racism and exclusion. It is only through understanding and accepting this failure that learning is possible and progress can be made. Differences in this way change from barriers and obstacles to opportunities and resources. As a coordinator of a language school in Montreal he found that education is also business and a teacher is a sales person. Communication requires mutual respect identifying with your audience and appealing to their needs and interests in order to exchange ideas that will spread. All students are customers. During his career in Japan he has taught every level from „baby society“ and kindergarten to university and the senior community. His students have ranged in age from 6 months to 101 years old. This has taught him more than can be put into words. Raising cultural awareness has been a central theme in this journey and continues to be the focus of research and lectures, aimed towards creating a functioning global society with more inclusive perspectives and an integrative worldview.

Notes

Key Note Profile

Local Challenges for Global Success

What are the most important skills needed to be successful in today's world? Globalization offers opportunities for visionaries and those able to challenge new ideas. Success in this rapidly changing world requires being able to adapt, predict, improvise and pioneer new ideas while challenging old ones. At the core of this skill set is an awareness, understanding and acceptance that differences, risk or uncertainty are not obstacles but resources.

Outline

- Identity, purpose, initiative, and success
- Heroes, Role Models and Mentors
- Risk, Failure and Experience; How to challenge yourself.
- 3 stories of challenge and opportunity.
- Contrastive vs. Inclusive Perspectives

Key Words

Diversity	Creativity	Curiosity
Individuality	Empathy	Perspective
Inclusive/Contrastive	Initiative	Innovation

Key Questions

What is your 5 year plan?

What are the 3 most important things you have to do in the next 6 months?

What are 3 things you cannot leave home without? How do they enable/disable you?

What would you attempt to do if you knew you could not fail?

Who are your heroes/role models?

What is something new you could challenge to do for 30 days?

What is a foreigner? Why do we use this word and what do we mean?

References & Required Reading

Friedman, G. (2009). *The Next 100 Years*. A Forecast for the 21st Century.

Isaacson, W. (2011). *Steve Jobs*, A Biography.

Kashiwagi, A. and Carlyle, C. (2007) *Why Apple isn't Japanese*. Newsweek, December 10, 2007.

McNeil, D. and Matsumoto, C. (2009) *Students give job-hunting system a big F*. Japan Times, Friday, December 18th, 2009.

Keynote Worksheet

Presentation is a form of communication which requires feedback and participation in order to be successful. Listen carefully to the presenter. Take notes regarding important points and keywords. Make a list of comments you have as well as any questions. It is important for both the speaker and the audience to engage the subject through questions. Asking questions is also a sign of respect and appreciation.

Notes and Keywords

Comments

Questions

What are the 3 most important things you have to do in the next 6 months? *List them in order of priority.*

1)	2)	3)
----	----	----

What are 3 things you cannot leave home without? How do they enable/disable you?

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What is something you can do to experience risk?

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What is your 30 day challenge?

--

How confident are you that you can actually do it?

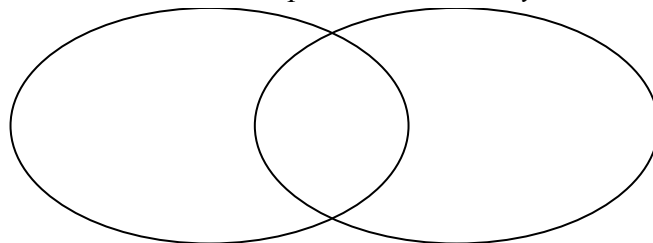
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<i>Explain:</i>				

Who are your heroes/role models?

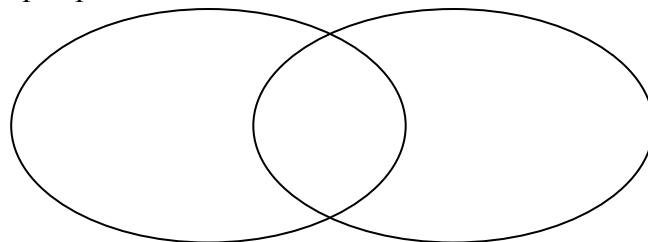
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What are their *qualities*? How can you *emulate* them?

What is your career perspective? *What skills are important? What do you have already? What do you need?*



What is your global and local perspective?



Presenter Profile



Bernard Timothy Appau

Asian Rural Institute

Information

Bernard Timothy Appau was born in Kumasi-Asante –Ghana in 1959. He studied at Ghana Baptist University and at a Theological Seminary for 3 years. In 2001, he studied at the Asian Rural Institute and Baptist Training Center for Sustainable Agriculture, Servant leadership and Tropical Agriculture in the Philippines. He has also spent 5 years working as a pastor and community leader during which time he had a chance to take a Time Management Technique Course. Following this he returned to the Asian Rural Institute for an Advance Study course as a Training Assistant. After this Advanced Study, he was asked to work as a Missionary in charge of Poultry Management. He also gives lectures on Poultry Management, Time Management, and Human Development in developing Countries and on food security.

Career Path

Bernard Timothy Appau has had a diverse and exciting career which has spanned many countries and regions. His qualifications and experiences include:

Education

- Middle School Certificate (1977)
- Dip.in Theology – Ghana Baptist Theological Seminary (1992-1995)
- Cert. Tropical Agriculture studies -Philippines (2002)
- IELTS Course -British Council – Ghana (2004)
- Advance Course – Time Management Techniques (2006)
- Adv. Cert. Sustainable Agriculture, Asian Rural Institute-Japan (2007) (TA)
- Cert. Sustainable Agriculture and Poultry Management –

Employment

- Asian Rural Institute -Japan- (2001)
- Missionary-Chaplain-ARI (2008 – to present)
- Missionary In Charge - Poultry-ARI (2008- to present)
- Assisting, Community Life- Asian Rural Institute (2008-to present)

Notes

Workshop Profile

Community Development and Leadership

The character of a leader is very important for community development. A community leader should be someone who is humble, action oriented, a good mobilizer and someone whom his or her community understands and respects. This should be a person who has the spirit of a servant leader.

Outline

This workshop will investigate the following questions. What are some of the qualifications of a community leader? Who qualifies to become a community leader? What are the requirements of someone who is qualified to work in the field? What is required from a field worker? How can a community leader exhibit the spirit and practice of a servant leadership role in a community?

Key Words

rural community development	community organizing	grassroots development
planning servant leadership	community leader	alternative development
qualification requirements	leadership requirements	demand serving
humility or being humble	development	poverty

Key Questions

Who is a community Leader?

What are the qualities of a good leader?

What is required from a field worker?

References & Required Reading

Ajulu, Deborah. (2001). *Holism in Development- An African Perspective on Empowering Communities*.

Mikkelsen, Britha. (2005). *Methods for Development Work and Research, A New Guide for Practitioners*. Denmark.

Finsterbusch, Kurt, Ingersoll, Jasper and Llewelly, Lynn (1990). *Methods for social Analysis in Developing Countries*.

Orr, David W. (2002). *The Nature of Design-Ecology, Culture, and Human Intention*.

Presenter Profile



Barbara Morrison

Faculty of International Studies, Utsunomiya University

Information

In the International Studies Department at Utsunomiya University, I teach Cultural Studies – a relatively new field that was established in Scotland in the 1960’s and grew out of a Marxist perspective. Cultural Studies shows us how we can think through cultural differences in productive and meaningful ways. During this seminar we will be using the type of thinking characteristic of Cultural Studies so that we can skillfully manage the demands of a global society while, at the same time, pursuing our own individual interests.

Career Path

My career path has been varied to say the least. The one constant along my path has been my desire to do meaningful work while maintaining my independence of thought and sense of respect for both myself and my colleagues. Arriving in Japan to teach English was my first job out of college. That experience changed my life. When I returned to the States I worked in banking, real estate and then in personnel. My part-time jobs ranged from working for a newspaper to doing retail sales. Throughout all my incarnations I remained true to my vision – to work between and among cultures; in my case, America and Japan.

1980-1990

- Wesleyan University (B.A., Philosophy and International Relations) 1980
- Business English Center, Tokyo, Japan; English Teacher/Translator
- The Chiba Bank, New York City, N.Y. (Assistant to the Representative)
- Huberth & Peters Real Estate Company (Real Estate Salesperson)

1990 - 2000

- John Hilton Real Estate Company (Real Estate Salesperson)
- Systems Research and Consulting (SRC) (Personnel Placement/Head-hunter)
- Redgate, Inc. (Real Estate Broker)
- Columbia University (M.A. Japanese Studies)

2000- present

- Japan Research & Consulting (JRC)
- University of North Dakota (Ph.D. English Literature)
- Utsunomiya University, International Department

Workshop Profile

Thinking Through Walls

This work session will be an exercise in thinking through two major issues that affect both Japan and the world: that of whaling and the Senkaku Islands. As we work through one or both of these global conflicts we will be using the type of thinking characteristic of Cultural Studies in order to come up with solutions.

Outline

In this work group session I begin by giving a power point presentation in which I present two different signifying systems in order to show how different groups of people construct meaning in different ways. During this presentation students will begin to understand and appreciate how different groups of people (in this case Japan and America) create different, yet significant, values. Using the type of thinking characteristic of Cultural Studies, we will then examine closely the signification of these differences of thinking; in this case, differences that create barriers to mutual understanding. Once these differences of thinking have been established we will then think through these differences in order to articulate paths toward mutual understanding.

Key Words

[signification] signifier/signified	representation	power
significance	discourse formation	identity

Key Questions

What is the significance of whaling for Japan?

What is the significance of whaling for Greenpeace?

What is the significance of the Senkaku Islands for Japan?

What is the significance of the Senkaku Island for China?

References & Required Reading

Prepare yourselves for this work session by becoming literate about whaling culture and the history of the Senkaku Islands. Go on the web, read articles, Do your research!

Notes

Presenter Profile



Ana Sueyoshi

Faculty of International Studies, Utsunomiya University

Information

At the Faculty of International Studies of Utsunomiya University, Ana teaches Latin American related courses, which include Spanish language and Latin American Studies. The courses on Latin American studies are focused on the relationships with the world that have shaped Latin America's culture and development since the discovery of the American continent. Before joining Utsunomiya University, her research was particularly focused on Latin America's economic growth and public policy, and the role of the state in the market economy. Since 2006 she has been conducting research on *Nikkei* in Japan and particularly on *Nikkei* children and their education after returning to their parents' homeland. Considering that Japanese public schools cannot cope with *Nikkei* South American children's needs, an increasing number of migrant workers in Japan have decided to take their children back to their home countries in the hope of finding a proper education environment there. However, these returnee children, half of them born in Japan, face an adverse scenario basically due to their lack of mother tongue proficiency, cultural shock and family disruption. This in turn has an impact on their education, future careers and social mobility.

Career Path

In 1989, after I finished my undergraduate studies and obtained the degrees of Bachelor and Licentiate in Economics, I worked as junior and senior researcher at the Universidad del Pacifico Research Center. In 1992 I was asked to join a United Nations Development Program (UNDP) project aimed at supporting technically the macroeconomic stabilization and structural reform process. One year later, I became a member of the team of advisors of the Ministry of Economy and Finance. That was an extraordinary opportunity for applying in the real world what I was studying and researching since a theoretical point of view for four years. This experience was enriching since it allowed me to participate in the design and execution of the economic reforms implemented by the Fujimori administration. Besides, it was my ideal complement to the theoretical knowledge acquired in economics at my alma mater. Working in the public sector made me aware of the way in which political economic factors influence the final outcome of public policy decisions. However, it also made me realize the need for pursuing graduate studies in political economics. In March 1997 I received a scholarship from the Joint Japan/World Bank Graduate Scholarship Program (JJ/WBGSP) at the University of Tsukuba in order to study a Master course in the field of Policy Management in International Development. This Program helped me have a grasp of the channels through which fiscal issues affect economic growth, by attending a special mix of interdisciplinary courses. Also, it offered me a sound and new sense of development theory and international relations, which made possible a long-term vision of the rapidly changing world and deep knowledge of the world dynamics, in order to analyze my country's perspectives in a global context.

Workshop Profile Second Generation of South Americans in Japan: Building Professional Careers

In Japan the number of South American workers and their families has steadily increased since the late eighties. However, improvement of economic conditions in their homelands, the onset of the global financial crisis by the end of 2008 and the triple disaster of March 11th led to decrease the South American population in Japan. According to the Japanese Ministry of Justice, by the end of 2012 there were less than 200 thousand Brazilians and more than 50 thousand Peruvians living in Japan. These are the fourth and sixth largest foreign populations after Chinese, Koreans, Filipinos, and Vietnamese. The migration of Latin Americans to Japan was initially a household emergency strategy but has since changed to that of a permanent residence. One of the most significant difficulties facing these groups is the education of children. In spite of these difficulties, second generation South Americans are still building their professional careers in Japan.

Outline

In this working group, participants will consider the preliminary results of a survey of second generation South Americans in the Kanto area. The participants will have the opportunity to “listen” to their South American peers’ personal stories, which have played an important role in choosing their path after high school graduation, and working careers. The discussion will be focused on the determining factors for overcoming academic adversity, the role of bi-culture on their career paths, parental and institutional support, and the definition of career as an occupation and as a relationship with society. How can this group make full use of their competency and diversity to achieve personal development and contribute to society?

Key Words

South American Migration
Education

Kita Kanto
Academic Achievement

Second Generation

Key Questions

Why are there South American youngsters in Japan?

Why do South American students have the lowest high-school continuation rate among foreigners in Japan?

Does foreign students’ cultural diversity become a hindrance or an asset when they enter the labor force in Japan? Explain.

Does the Japanese education system convert students’ diversity into an asset to address the labor market demand? Explain.

References & Required Reading

- Tamaki, Matsuo and Fumiko Sakamoto (2012) “Situation of Foreign Students after Junior High School Graduation in Tochigi Prefecture,” *Journal of the Faculty of International Studies*, Utsunomiya University, Vol. 33, 63-72.
- Sueyoshi, Ana (2011) “Nikkei Peruvian Children between Peru and Japan: Developing a Dual Frame of Reference,” *The International Journal of Interdisciplinary Social Sciences*, Vol. 5, Number 12, 45-59.
- Sueyoshi, Ana (2008) “Changes in Immigration Pattern among South American Workers in Japan,” Matsuo Tamaki (ed.) in *Foreign Students’ Education in Tochigi Prefecture: Thinking about their Future*, Leading Research Project, Utsunomiya University, 152-163.

Presenter Profile



Linda Ohama

Director, Producer, Writer, Editor,

Narrator, Lecturer, Visual Artist

Information

Since the early 1970's, Linda has worked as an exhibiting visual artist, educator, and independent filmmaker. She was born and raised in Rainier, Alberta where her parents had a family potato farm. She is a third generation Canadian of Japanese ancestry (sansei) and has always been an active member of her cultural and arts communities, both locally and internationally.

Presently, she continues directing films, lecturing, and working to help build ties between Japan and Canada through special programs with young people, including building sister high school relationships and the '2009 Chibi Taiko Vancouver-Onomichi project'.

Linda graduated with degrees in arts (fine arts) and education and attended University of Calgary (Alberta), Banff School of Art, Bishop's University (Quebec), and University of British Columbia. After teaching art in both public and private schools in Quebec and Ontario for several years, she moved to the West Coast and turned her attention to her professional visual and film careers.

Since then, she has had numerous exhibitions in major galleries across Canada and has produced and directed eight independent award-winning films that have received international screenings, television broadcasts and several distinguished awards. Her community work has included sitting on various Board of Directors including the BC Arts Council (Victoria, B.C.), Moving Images Distribution (Vancouver), the Canadian Independent Film and Video Fund (Ottawa, Ontario), Uzume Taiko (Vancouver), National Nikkei Heritage Centre (Burnaby, B.C.) and Chibi Taiko (Vancouver). She has also served on assessment juries for the Canada Council, Canadian Independent Film and Video Fund, DOXA, BC Arts Council, and Heritage Canada. Linda continues to enjoy her family, write, paint, and produce films from Vancouver, British Columbia and Onomichi, Japan.

Career Path

Educated in political science, the arts, and education. Worked as a professional teacher in public and private school systems in Canada. While raising a young family, became actively involved in the cultural community and as a professional artist and guest educator. This eventually led to making a first award winning film, *The Last Harvest*. Since that first film, has been directing several films which have been presented internationally, including in Japan (filmography on website www.lindaohama.com) For the past 10 years, Linda has also been giving special lectures, seminars, and presentations at several universities in Japan.

Workshop Profile Global Responsibility and Building Bridges between Countries and Cultures

Global responsibility, networking, and practices. Building ties between countries. How to prepare to fill a role and make a difference on the international stage. What you can do to help make a more equal and caring, healthy and peaceful world to live in.

Outline

Linda has been actively volunteering for 20 months to help support the recovery of Tohoku beginning March, 2011. She organized several projects including an international benefit concert in Vancouver, Canada which raised over \$200,000 in donations: the young people's "Canada-Tohoku-Japan Cloth Letters Project" which is currently exhibiting in Canada and USA following 55 locations in Japan during 2011-13. At the same time, Linda was able to research the needs in small Tohoku fishing communities recovering from the disaster and match their needs with donations provided by fishing industry people of Alaska USA and Vancouver Canada. This project allowed over US\$300,000 to be directly donated to help Tohoku fishing communities and families.

After meeting so many victims in Miyagi, Iwate and Fukushima kens, Linda most recently began producing a feature length documentary to help the Tohoku people tell their own stories in "Tohoku no Shingetsu". This workshop will relate Linda's experiences to global participation and cross-cultural connections.

Key Words

Global responsibility	Leadership	Humanitarian
Empathy	Equality	Friendship
Taking action	Learning about yourself	Learning about others
Care	International	

Key Questions

What role can you play on the international stage?

What can you do to help make a more equal, caring, healthy and peaceful world?

References Required Reading

"Obaachan's Garden" 2001, 94 minutes, super 16 mm, color, National Film Board of Canada.

"WATARI DORI, A BIRD of PASSAGE" 1999, 30 minute, digital video. White Pine Pictures.

"Sakura sakura" 2008, 10 minutes, digital HDV, independent.

"Haru wa akebono: seeing spring through the akebono" 2009, 24 minutes, digital video, independent.

Notes

Presenter Profile



Yukiko Nakagawa

Wacom Co., Ltd. Global Human Resources Manager

Information

Career history: Mitsui Trust Bank, Nomura Securities International (NY), GE Japan, Wacom Co. Ltd.

Education: Keio University Faculty of Commerce (Business management) PhD course, PhD candidate.

Academic history: Research fellow at Keio University Economic Observatory.

Research fellow at Waseda University Transnational Research center.

Part-time teacher at Takushoku University, International Business, Communication Seminar.

Visiting foreign lecturer at Yon-sei University in Korea, Business School.

Career Path

After graduating from Osaka University of Foreign Studies, Yukiko joined Mitsui Trust Bank Co. Ltd; She then had two sons and moved to US Nomura Securities International for Human Resources. Following this she moved to GE (General Electric; US largest company) Capital Leasing as a Human Resources manager. Upon completing her MA, she applied to GE Toshiba Turbine Services Co. Ltd. She has been studying as a part time PhD student at Keio University Faculty of Commerce for Human Resources Management since 2007.

Working on writing her PhD thesis and working as a part-time University lecturer was a 4 day/week regular job, so exploring new job opportunities was difficult. A head hunter introduced her to her current employer, Wacom Co. Ltd. where she works as a Global Human Resources Manager. Wacom Co. Ltd. is listed on the Tokyo stock market as an electronics components manufacturing company. Fortunately, the Global CEO allowed her to work only 4 days a week, and keep one day as a research day. However her many projects keep her busy and she actually works 5 days a week. She has been continuously conducting research for 7 years and will finalize her doctoral dissertation in one more year.

Notes

Workshop Profile

Building Mutual-Trust in Global Business

- How does globalization impact Japanese companies?
- Human Resource Management.
- Need for talent management across regions.
- Need to develop global leadership regardless of nationality and gender.

Outline

Understanding and building mutual trust should be the most important focus in your mind.

1. Regardless of our goals as Japanese companies or foreign companies, companies have to survive within a borderless, global market. Young people will have more opportunities to lead projects globally. When the opportunity to participate or lead a project arises, what kind of awareness of problem solving or career view will you need?
2. Required skills for leading projects.
3. Conclusion, “building mutual trust” is the most important skill as a human being.

Key Words

Know globalization	Flexible working with foreigners	Lead projects across regions
Problem solving	Effective communication	Inclusive of differences
Build trust in cross-culture Environments	Discussion and debate	Efforts to convey what you are thinking and listen to others
Will to survive (生きる力)		

Key Questions

Why do we work with overseas employees? Could national borders disappear or melt?

In the emerging environment, why should we collaborate with overseas“ employees as one team?

To deal with another culture, what is the critical process we need to proceed with a project?

Why do we need to understand and build mutual trust?

References Required Reading

共著①『ステークホルダーの経営学』（中央経済社）、②『企業の不条理』（中央経済社）、③『経営哲学の授業』（PHP研究所).

Presenter Profile



Kaoru Nemoto

Independent Journalist

Information

Ms. Nemoto works as an independent journalist, integrating her professional experience in media and at UNHCR in the UN Refugee Agency. She writes/speaks on human rights and humanitarian issues including refugees through various media. She writes as a columnist on films at Eiji Press.

<http://eijipress.co.jp/kaorueiga/>

She also serves as a member of the board of directors of the Japan Association for UNHCR. Ms. Nemoto's work sheds light on refugees and minorities to give voice to the often neglected people by describing human stories and providing them with a human face. She tries to connect global agendas with local issues and local agendas with global debates using simple words. In writing on human rights and humanitarian issues, Ms. Nemoto attempts to offer familiar entry points such as cooking, fashion, music, and film.

Career Path

After graduating from the Faculty of Law at the University of Tokyo, Ms. Nemoto worked as an announcer and reporter at TV Asahi Corporation. She joined UNHCR after graduating from the School of International and Public Affairs, Columbia University, where she earned a master's degree as a Fulbright scholar. Currently Ms. Nemoto works as an independent journalist and serves as a member of the board of directors of the Japan Association for UNHCR. She has released three books on refugees and writes/speaks on human rights and humanitarian issues in various media. Ms. Nemoto was awarded the 2007 "Woman of the Year Award" by *Nikkei Woman* magazine and the "4th Career Fashion Award" by *Max Mara* and *Precious* magazine.

Notes

Workshop Profile

How to Change Japan into a Refugee-friendly Country

Japan is a signatory to the Refugee Convention and has supported the work of UNHCR or UN Refugee Agency as the second-largest donor country. However, so far Japan has failed to offer asylum to those who ask protection. The number of refugees recognized by the government of Japan remains extremely low, by far lower than other developed countries. The participants will examine the role of different actors and design a strategy for change.

Outline

After going through the global landscape on refugees, refugee protection in general and asylum system in Japan, participants will actively learn about the roles of different stakeholders, both public and private. Participants will draw a strategy to change Japan into a refugee-friendly society.

Key Words

Refugees	Japan Association for Refugees	refugee status recognition
asylum-seekers	Third Country Resettlement	Awareness Raising
UNHCR	1951 Refugee Convention	Japan Association for UNHCR
Advocacy	Refugee Higher Education Program	Immigration Detention Centers

Key Questions

Why doesn't Japan offer asylum for refugees?

How can Japan become a refugee-friendly society?

What are some difficulties involved in making Japan a refugee friendly country?

What are the benefits of Japan becoming a refugee friendly country?

References Required Reading

『日本と出会った難民たち』 根本かおる著 (英治出版、2013).

『ブータン — 「幸福な国」の不都合な真実』 根本かおる著 (河出書房新社、2012).

『ふるさとをさがして — 難民のきもち、寄り添うきもち』 根本かおる著 (学研教育出版、2012).

『母さん、ぼくは生きてます』 アリ・ジャン著 (マガジンハウス、2004).

『海を渡った故郷の味 Flavours Without Borders』 難民支援協会発行.

『人口激減 移民は日本に必要である』 毛受敏浩 (めんじゅ・としひろ) 著 (新潮新書、2011).

Presenters Introduction

Each presenter will describe their career path. Take notes and write down comment, keywords or questions.

Bernard Timothy Appau

Keywords			
Comments			

Barbara Morrison

Keywords			
Comments			

Ana Sueyoshi

Keywords			
Comments			

Linda Ohama

Keywords			
Comments			

Yukiko Nakagawa

Keywords			
Comments			

Kaoru Nemoto

Keywords			
Comments			

Panel Discussion Worksheet

Topics

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Main Ideas

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Keywords

Key Questions

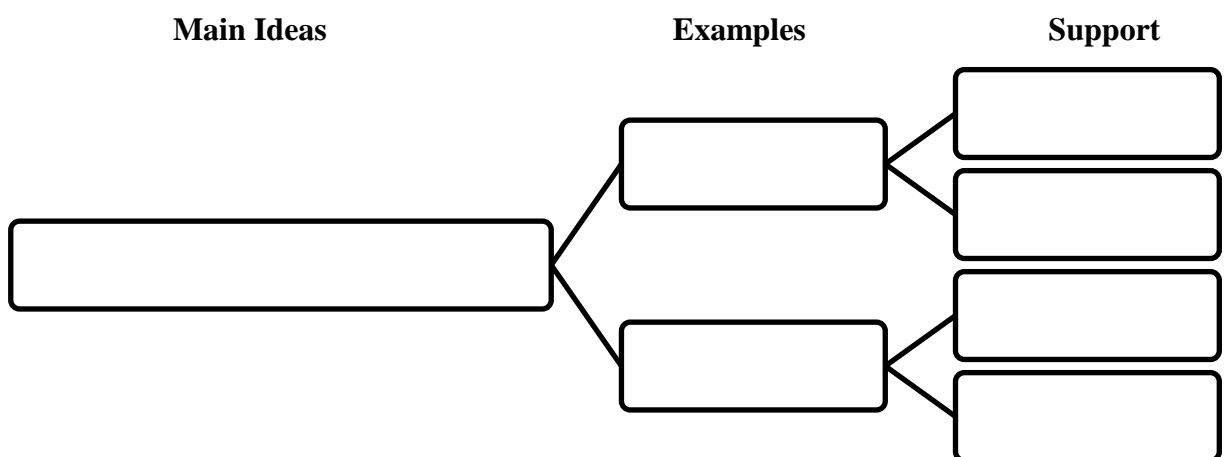
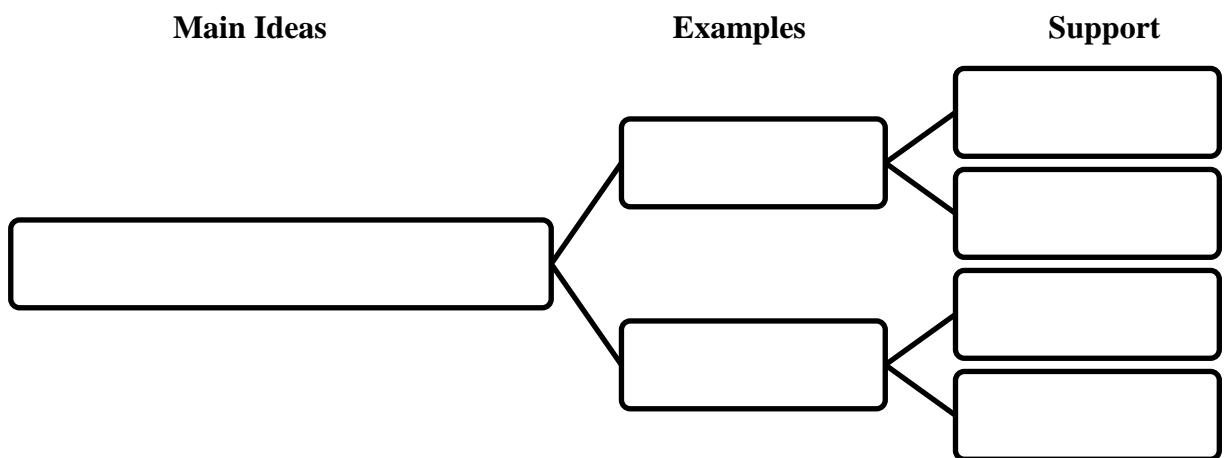
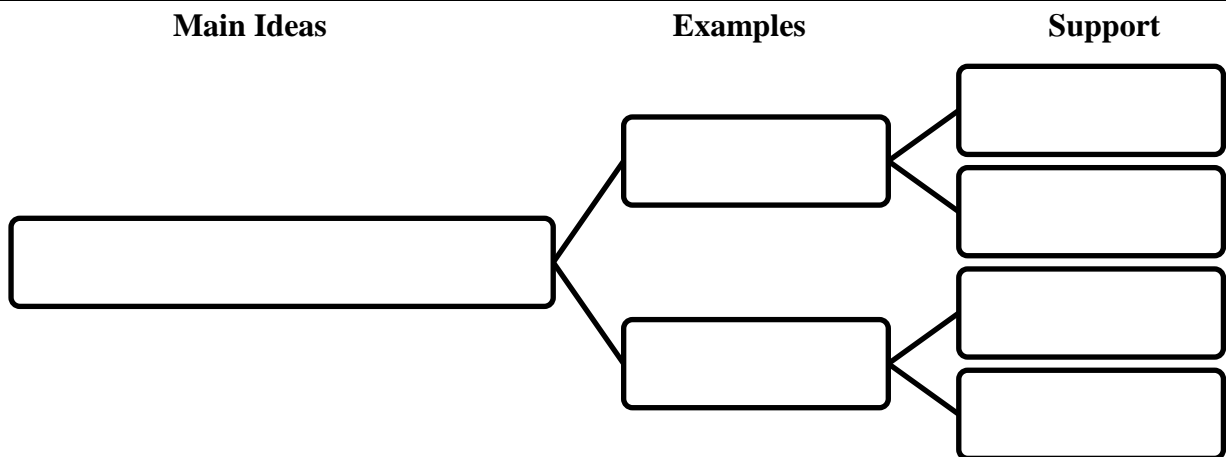
Comments

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Work Group Materials

Use the charts to organize your information into logical arguments and evidence to support a main idea.

Content
My Opinion
Developing Ideas



Work Group Materials

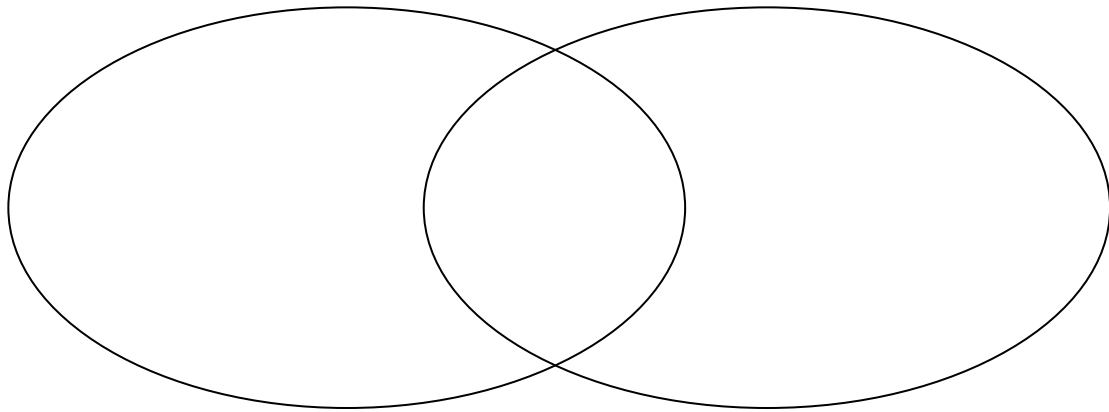
Main Idea

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Support

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Making Connections



Key Words

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Key Questions

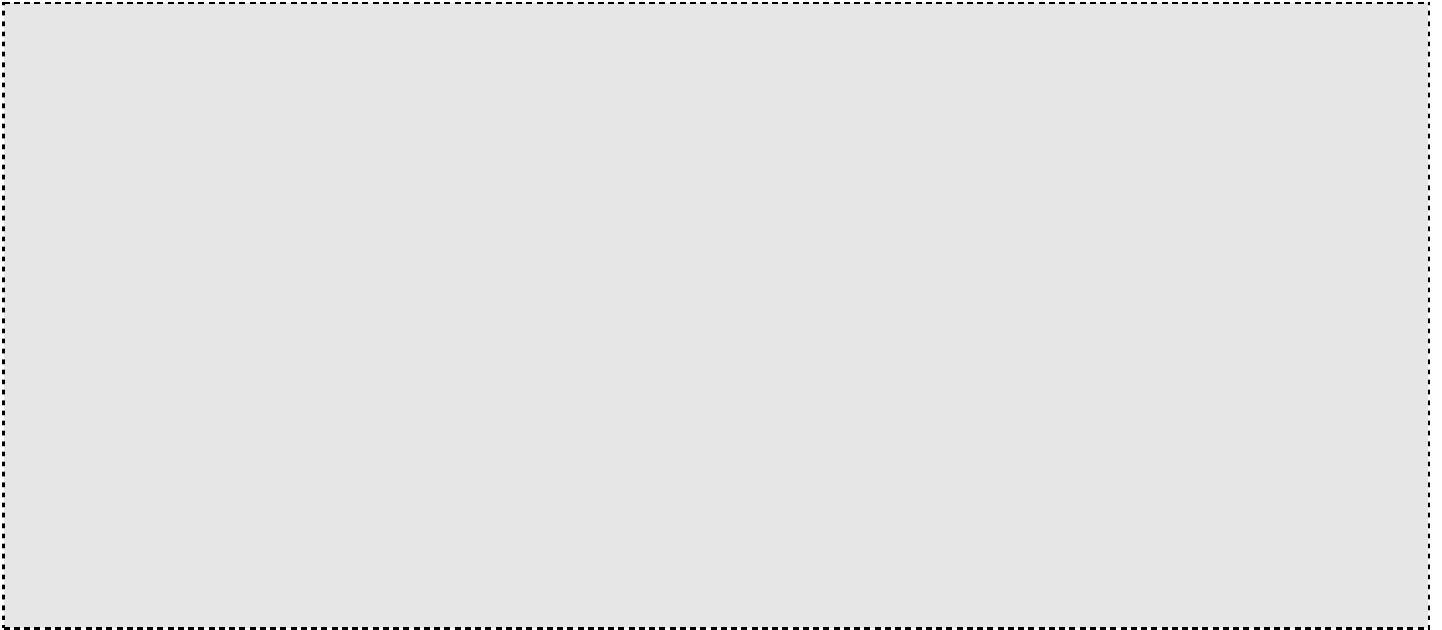
Presentation Planning Materials: Storyboard

Use the following pages to plan and design your presentation. The story board will help you connect your visual message with your content. Design your visual message while considering its purpose in supporting your presentation and how it relates to your verbal message. Consider the following questions:

- *What is the purpose of each image, chart or graph? What will you say about them?*
- *Do they contribute to or distract from your overall message.*

Introductory Slide

Visual Message



Verbal Message

Opening

Background

Hook

Connection

Main Idea

Purpose/Goal

Conclusion/Transition

Main Ideas and Supporting Slides (Example, Explanation, Description)

TRANSITION TO 1ST MAIN IDEA

Main Idea (Visual)

Main Idea (Verbal)

TRANSITION

Support (Verbal)

Support (Visual)

TRANSITION

Support (Verbal)

Support (Visual)

TRANSITION

Support (Verbal)

Support (Visual)

CONCLUDING TRANSITION

TRANSITION TO 2ND MAIN IDEA

Main Idea (Visual)

Main Idea (Verbal)

TRANSITION

Support (Verbal)

Support (Visual)

TRANSITION

Support (Verbal)

Support (Visual)

TRANSITION

Support (Verbal)

Support (Visual)

CONCLUDING TRANSITION

TRANSITION TO 3RD MAIN IDEA

Main Idea (Visual)

Main Idea (Verbal)

TRANSITION

Support (Verbal)

Support (Visual)

TRANSITION

Support (Verbal)

Support (Visual)

TRANSITION

Support (Verbal)

Support (Visual)

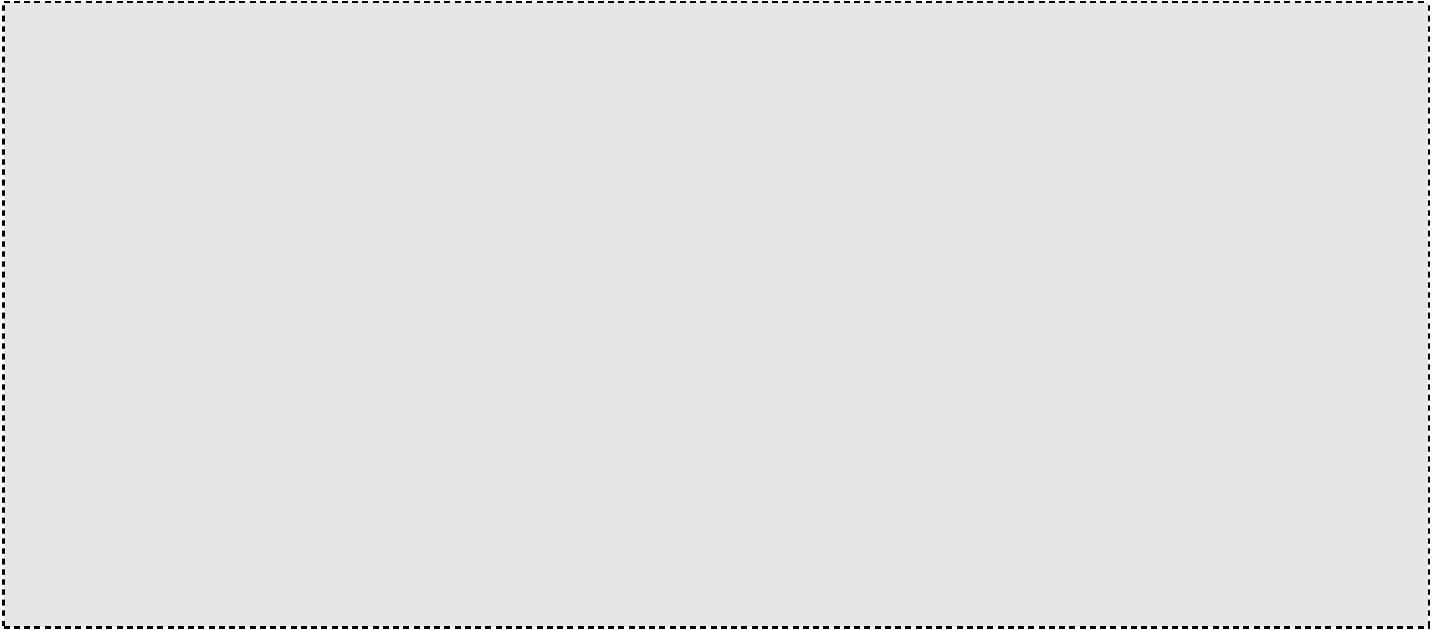
CONCLUDING TRANSITION

Concluding Slide

Go over and revise your storyboard. Make sure the slides flow logically and support your overall message visually and verbally. Can the audience easily follow or understand your support or examples? Consider the following questions:

- *Is each image absolutely necessary? Are they simple and easy to understand?*
- *Do they support my goal? Are they relevant to my verbal message?*
- *Is my conclusion clear, logical and memorable?*

Visual Message



Verbal Message

Opening Transition

Connection

Summary

Final Message

Conclusion

Presentation Language

Introductions

Thank you for coming today.	I am pleased to be here today...	Good morning/afternoon...
I am from...	I am a student of...	My name is...
This presentation will focus on...	I would like to present...	My research aims to...
First, I will...	Following this I will...	Finally/In conclusion...
Did you know that..?	On the way to school today I...	According to...

Transitions and Signposts

To start...	As an introduction...	Let's begin by...	First...Second... Third...
To provide background...	Before we continue...	Regarding the previous...	Following this I will...
Next (section.../slide)	One example of...	According to...	The data suggests...
Another example of...	This brings us to...	Now we can consider...	Let's move on to...
In conclusion...	Finally.../ Lastly...	To summarize...	To follow up...
To sum up...	Over 80% of...	A majority of...	It is important to...

Visuals

This next slide shows...	This is a picture of...	On the left/right...
As you can see from this graph...	If you notice...	In the middle/center...
The following table highlights...	Examples of... can be seen...	At the top/bottom...
Here you can see...	The chart clearly shows...	This diagram illustrates...

Support

Examples	For example...	In the case of...	If we consider...
Facts and statistics	In a recent article...	20% of all...	One third of all...
Quotes	According to...	...said that...	In his/her book...
Explanations	To clarify...	To better understand...	Another way to...

Conclusions

In short...	This presentation has...	To conclude...	Considering the evidence...
In summary...	The goal of today's presentation...	In conclusion...	It should be clear that...
To sum up...	The data, findings, research suggest...	Finally...	Overall...

Presentation Rehearsal: Comments and Feedback

Take notes and ask questions about each presentation. Give feedback and comments.

Presentation 1

Comments & Questions

Presentation Comments and Feedback

Content

Attitude

Visuals

Language

Connections

Presentation 2

Comments & Questions

My Presentation Comments and Feedback

Content

Attitude

Visuals

Language

Connections

Final Presentation Evaluation

Make comments and evaluate other group's presentations using the checklists below.

Group	()	()	()	()	()
Topic					
Content					
Attitude					
Visuals					
Language					
Connections					
Comments & Questions					

Seminar Summary

1) What did you learn during the Career Seminar?

2) What is your action plan to develop your career?

3) What are your comments or suggestions for the next seminar?

Self Evaluation

Reflection means looking back. Look back at the Career Seminar and think about your level of participation.

Use the scale below to reflect on your use of English.

1 = not at all (0%)	2 = a little (30%+)	3 = quite a bit (65%+)	4 = a lot (up to 100%)
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I spoke English as much as possible.

1	2	3	4
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Explain:

I tried to participate in presentations and lectures.

1	2	3	4
----------	----------	----------	----------

Explain:

I was able to make comments and ask questions.

1	2	3	4
----------	----------	----------	----------

Explain:

I used English during the workshops.

1	2	3	4
----------	----------	----------	----------

Explain:

I used English to talk to other members of the seminar.

1	2	3	4
----------	----------	----------	----------

Explain:

I was able to exchange ideas with others.

1	2	3	4
----------	----------	----------	----------

Explain:

I will be able to apply what I learned at the Career Seminar to my future.

1	2	3	4
----------	----------	----------	----------

Explain:

How useful was the international career seminar?

1	2	3	4
----------	----------	----------	----------

Explain:

Presentation Summary

The presentation summary is submitted by the group leader. Each group submits only one summary.

Notes