



2019年度  
国際キャリア教育プログラム  
「合宿セミナー」

International Career  
Seminar  
Professional Profiles & Materials

主 催：大学コンソーシアムとちぎ 宇都宮大学  
後 援：(公社) 栃木県経済同友会 (公財) 栃木県国際交流協会、  
NPO 法人宇都宮市国際交流協会 いっくら国際文化交流会 JICA 筑波  
協 賛：(一財) 栃木県青年会館 (公財) あしぎん国際交流財団

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## ● Aim & Rules

Each participant in International Education Seminar should abide the following rules in order to achieve the aim.

### AIM

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

### RULES

- Speak out! Share your opinions freely.
- Make sure that we all participants.
- Have your own ideas as well as respecting different ideas of others.
- Express your own opinion.
- Try to make a congenial atmosphere to encourage interest and creativity.
- Always be punctual.
- Pay attention to safety and to your health.

## ● Introduction

To Everyone who will participate “International Career Education Program”

Yasuhiro Shigeta

Director, International Career Education Program

Professor, Faculty of International Studies, Utsunomiya University



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

The objective of our International Career Education Program is the education of a global perspective for people who wish to pursue international careers. For a number of years, “Globalization” and “Glocalization” have become two key concepts in education, and that reflects the increasing importance 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. More than about 1700 participants (from Utsunomiya University and other universities) have completed this program 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 Education” (conducted in Japanese) and “The International Career Seminar,” (conducted in English) are three-day-lodging seminars that include guest lecturers with 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 companies with front line experience on the international stage as lecturers for each seminar.

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

We hope everyone can participate and discover an “International Career” together and find

their own “Career Path” for the benefit of both international and regional societies.

Through support from Tochigi Prefecture, we organized this seminar as a joint program between the Consortium of Universities in Tochigi and Utsunomiya University and under the auspices of Tochigi Association of Corporate Executives, Tochigi International Association, Nonprofit Organization Utsunomiya City International Association, Inter-Cultural Community Life Association and JICA Tsukuba International Center. Also, we receive sponsorship from Tochigi-ken Seinen Kaikan Foundation and Ashigin International Foundation.

We would like to express our deepest gratitude to all of those organizations and companies for their kind cooperation and generous support.

## ● Information

- 1) 科目名: International Career Seminar 2019
- 2) テーマ: グローバル時代のキャリア形成を考える
- 3) 日程: 2019年10月12日(土)～14日(月) <2泊3日>
- 4) 会場・宿泊: コンセーレ(栃木県青年会館)  
<所在地> 〒320-0066 宇都宮市駒生1丁目1番6号  
<問合先> TEL: 028-624-1417  
<URL> <http://www.concere.jp/>  
<地図>



- 5) プログラム: 2頁を参照
- 6) 参加定員: 60名
- 7) 参加費: 13,000円(食費・宿泊費を含む)
- 8) 問合せ: 宇都宮大学国際学部 事務室(5号館A棟1階)  
担当: 大串  
<所在地> 〒321-8505 宇都宮市峰町350  
<問合先> TEL: 028-649-5172 FAX: 028-649-5171  
E-mail: [kokuca@miya.jm.utsunomiya-u.ac.jp](mailto:kokuca@miya.jm.utsunomiya-u.ac.jp)

## ● Schedule

### DAY 1 - Saturday, October 12<sup>th</sup>

Time	Activity
09:00~09:30	Registration
09:30~09:45	Opening Ceremony and Orientation
09:50~12:00	Opening Lecture Critical Thinking and Reasons for Being : Finding Meaningful Work in A Global Age
12:00~12:50	Lunch
13:00~13:20	Introduction to Methods
13:20~15:20	Panel Discussion by Lecturers
15:50~17:50	Work Group Session
	“International Development A”: Naomi Fukuda
	“International Development B”: Tatsuhiro Ohkubo
	“Japan as a Multicultural Society C”: Kazuhiro Yoshida
	“International Business D”: Madeleine Sakashita
	“International Business E”: Jack Kwok
17:50~18:30	Check-in
18:30~20:00	Reception

### DAY 2 - Sunday, October 13<sup>th</sup>

Time	Activity
07:30~08:20	Breakfast
08:30~12:00	Work Group Session
12:00~12:50	Lunch
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, October 14<sup>th</sup>

Time	Activity
07:30~08:20	Breakfast
09:00~10:00	Presentation Preparation
10:00~12:20	Final Presentation
12:20~13:10	Lunch
13:20~15:00	Reflection
15:00~15:15	Closing Ceremony
15:30~	Departure

### 1. 国際キャリア開発プログラム倫理綱領

本プログラムの関係者は、以下の原則に従って行動します。

- ① その活動において、常に基本的人権と個人の尊厳を尊重します。
- ② 国際学部並びに本プログラムの教育目標の実現に資する教育を行うために、改善と向上に努め、学生の自発的な学習を支援します。
- ③ 学修目標を明確に示し、学生への対応や成績評価などの学生指導全般において、公正を確保します。
- ④ 個人情報保護の保護に最大限の注意を払います。

### 2. 倫理綱領に基づく個別ガイドライン

以上の倫理綱領に基づき、特に以下の点について配慮をお願いいたします。

- ① 人種やジェンダー、言語、宗教、国籍、社会的背景、年齢等が異なる多様な参加者で構成されているプログラムであることに留意しつつ行動します。
- ② 食事や信仰生活を含む生活様式を尊重し、可能な限り対応します。
- ③ ハラスメントに該当する行為は決して行いません。
- ④ ハラスメントに関する情報を得たり相談を受けた場合には、放置せずに対応します。
- ⑤ 参加者による主体的な学びを尊重し、その提案や意見を積極的に取り入れます。

### 3. 具体的な過去の問題事例

(事例にある「参加者」とは、講師、スタッフ、学生等の参加者全員を意味します。)

#### 事例 1) 国籍による差別発言

ある参加者から「A 国人は物を盗む」といった国籍による差別的な発言があり、その国籍を有する他の参加者の尊厳が傷つけられる事態が発生した。

#### 事例 2) ジェンダーや多様性への配慮を欠いた発言

ある参加者が、男性的な服装をしている女性の参加者に対して、「いい歳なのだから、もう少し女性らしくしないと」とジェンダーに関する配慮に欠ける発言があった。その結果、トランスジェンダー<sup>1</sup>であるその女性参加者の尊厳が傷つけられる事態が発生した。

#### 事例 3) ハラスメントに該当する行為や発言

ある男性参加者が懇親会で他の参加者に酒を飲むようにしつこく勧め、男女問わず「付き合っている人はいるのか」等と質問をして無理に答えを聞こうとしたり、女性の参加者に対して酔っ払いながら「肩をもんでくれ」と頼んだりした。

#### 事例 4) 主体性や協働を認めない教育

分科会において講師が一方的に講義を続けたり、一部の参加者のみが発言を独占する事態が発生した。その結果、学生たちが主体的に協力しながら行う議論や全体発表準備のための作業時間を、十分確保することができなかった。

#### 事例 5) 許可を得ないで行う個人情報や写真の使用

ある参加者が、他の参加者の連絡先などの個人情報や撮影した写真を、相手の許可なく SNS などを使って公開し、別の目的で利用した。

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<sup>1</sup> トランスジェンダーとは、出生時に決定された性別に性的違和（性同一性障害）があり、性別を変えて生活していたり、性別を変えたいと思っている人（性と人権ネットワーク作成パネル、2014年より）。



## 1. Code of Ethics for International Career Education Program

Members of this program shall follow the following principles.

- A) We will always respect the basic rights and dignity of others.
- B) We will keep striving for excellence in our work in order to achieve the educational objectives of the Faculty of International Studies and of this program, and will support students' active learning.
- C) We will clearly show the learning objectives and will act fairly in all educational activities including student support and evaluation.
- D) We will make our utmost efforts to protect personal information.

## 2. Specific Guidelines based on the Code of Ethics

We will be always aware of the following guidelines based on the Code of Ethics.

- A) We will act with the awareness of diversity of the participants in this program in terms of race, gender, language, religion, nationality, social background or age.
- B) We will respect the lifestyles of the participants including food and religious life, and will address related issues as much as possible.
- C) We will not engage in any acts of harassment.
- D) When we receive any report or request of consultation in relation to the harassment, we will not ignore these reports but will respond.
- E) We will respect the active learning of the participants and will actively realize their ideas and opinions.

## 3. Problematic Cases in Past Programs

("Participants" in the cases below include lecturers, staffs and the students.)

Case 1)Discriminatory remarks against a certain nationality

One of the participants made discriminatory remarks such as "people from country A are burglars." Consequently, the dignity of another participant from country A was compromised.

Case 2)Remarks showing a lack of consideration for gender and diversity

One of the participants said to another female participant who always wore masculine clothing, "Now that you are old enough you should appear more feminine." Because of this remark lacking consideration for gender and diversity, the dignity of the transgender participant was severely compromised.

Case 3)Acts and Remarks of Harassment

One of the male participants repeatedly asked other participants to have drinks at the party and persistently questioned whether he/ she had a partner. After drinking liquor, he asked one of the female participants to massage his shoulders.

Case 4)Education not welcoming the active and cooperative learning

In one case, a lecturer only delivered his/her one-way lecture in all the Working Group Sessions. In another case, a few participants monopolized the discussion. As a result, the participants could not secure enough time for the discussion among themselves and for preparation of their final presentations in active and cooperative ways.

Case 5)Use of personal information and photographs without permission

One of the participants used personal information and photographs of other participants on SNS media for unrelated purposes and without permission.

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<sup>1</sup> Transgender is the state of one's gender identity or gender expression not matching one's assigned sex. Some transgender individuals are living or wishing to live with his/her transformed sex identity.

## Critical Thinking and Reasons for Being: Finding Meaningful Work in A Global Age

In this group session we will be talking and thinking about “*Ikigai*” and the ways in which we can begin to bring a sense of meaning (raison d'être: reason for being) into our work lives. Using critical thinking as a guide, we will work together to understand how to both discover and cultivate what is meaningful for each of us in order to pursue and to accomplish careers both domestic and abroad.

### Presenter



**Barbara Morrison, Ph.D.**

Associate Professor,  
Faculty of International Studies,  
Utsunomiya University

### Profile

My career path has been varied to say the least and not without defeats. Very early in my career I understood that my best life lay in education and academia, but as I felt my family was unsupportive of that endeavour I turned to business - taking positions in real estate and head-hunting after having explored careers in law, government, retail, journalism, non-profit and the arts - before eventually finishing degrees in both Japanese and English literature.

### Current Work and Research Topics

Currently, I work with my students to realize their own critical thinking skills while considering (in particular) issues that pertain to both gender and culture. As a professor in the International Department at Utsunomiya University I have found that students are increasingly eager to engage globally and are searching for tools to enable them to challenge out-moded patterns of thought in order to create positive change that will realize their own contributions to local and regional communities. Change begins with conversation. We cannot solve a problem unless we recognize that the problem exists in the first place. The path to this recognition is to begin a conversation. My current work and abiding interest is in beginning and engaging in conversations that seek to challenge, change and contribute productively to the worlds we inhabit.

### Main Topics for the Opening Lecture

The 21st century is an age of connectivity that calls for individuals such as ourselves to engage in the world around us through increasing levels of ease and proficiency. As the call to engage with each other via social and technological networks becomes ever stronger and more seductive, the need for thoughtful and considerate engagement becomes increasingly

imperative. Working with passion and drive is both a state of mind and a way of being that is based on the common assumption that by working to secure the future of others we will work toward securing the future for both ourselves and for future generations. In order for us to be able to work productively within global networks we must seek to understand what makes us feel passionate about our work as working effectively on a global stage requires motivation and purpose. Without energy and drive we will perform at our workplace perfunctorily at best.

In order to connect with the world around us we must first connect with ourselves: our likes, our dislikes, what we want to improve in ourselves and the talents that are instilled in each one of us. Once these talents and attributes are acknowledged: consciously and with acceptance, we will be in a position to begin a dialogue with ourselves – a dialogue that will most likely continue for the rest of our lives. There are many different approaches to finding a purpose in life. During this seminar we will be exploring the ways in which we can begin to understand the varied aspects of what might constitute our own purpose in life (ikigai). In order to do so we must become curious about a world we cannot immediately see, and begin to imagine a world that lies beyond our immediate surroundings. In addition, we must not only be able to imagine and engage in a world we cannot immediately see, but we must understand and discuss not only our own point of view but acknowledge and understand the points of view of others that may be very different from our own. In the process we must recognize and negotiate with the perspectives of others - whether we agree with those perspectives or not - for it is important to connect with others by understanding diverse perspectives and taking those perspectives into consideration. Finding our passion is not just a mode of thinking, but also entails a call to action. By confronting and overcoming our own shame, fears and hesitations we can reach out across borders that differentiate ourselves from others. By reaching out to others we will then be able to communicate our thinking and our ideas to diverse audiences so as to take action to improve the societies in which we find ourselves.

Needless to say, discovering a purpose in life is a project that deserves our unqualified attention. In order to focus our attention on productive engagement and access our passions it will be helpful to have a guide. Of course your workshops will provide you with a guide – a professional who is actually engaged in realizing global competency through their own passionate work. Nonetheless, this path toward your realization of self through world is a path of engagement that each of you must walk by yourselves. In order to support your individual efforts and to uncover your own sense of life purpose in a global context we will be working with a set of skills that comprise the art of critical thinking. In this keynote workshop you will begin to understand the ways in which critical thinking can provide a guide to find your purpose in life.

## Give A Man Fish or Teach Him Fishing?

~or there's no fish because the river is polluted?~

### Presenter



**Naomi Fukuda**

Save the Children Japan,  
International Program Department Officer

### Profile

Whether in humanitarian or development context, an event looks different – depending on from where we look at and how we analyze. In this session, we cultivate various views of international cooperation and discuss what we need to do for the future through simulation of context analysis and project planning.

### Career Path

What is international cooperation? - from Sarajevo to Jerusalem

My first encounter with international cooperation, although it did not lead to my career directly, was at a university lecture on “war and journalism”, which took me to the former Yugoslavia. What I brought back to Japan with me after a month’s stay in Sarajevo was the question of what I could do when facing children who survive genocide, why such a catastrophic conflict was caused and why no one was able or eager to stop it. In witnessing events such as the Iraq war and the Second Intifada when working in the media industry after graduation, I spent days wondering about where the center of injustice of the world is, and I headed to Palestine, which attracted me strongly.

The reality I witnessed there was: people deprived of their land illegally, hundreds-year-old olive trees burned and houses demolished by occupiers, an “apartheid wall” disabling the life of people, and the cruel fact that such violations against international law were neglected by international society. Surprisingly, Palestine was, however, a very fertile land where people keep “rooted” and cultivate their culture in performing normal life despite daily human rights abuses. They clearly and frequently state that what they expect from us – the international community – is not aid but bringing an end to occupation. It was eye-opening for me that they chose struggle and resistance rather than development that affirms occupation and that this comes from their dignity being refugees over 70 years. This made me think continuously about what development is, about what aid is, and about international cooperation until today.

Who are the players? – working with war-wounded Syrian refugees

After staying in Palestine for more than five years, I moved to Egypt in the turmoil of the

“Arab Spring”. While working for a UN agency, I was involved in preparation support for the World Social Forum and activities/campaigns with Syrian-Palestinian refugees in Egypt. Having moved to Jordan with the same UN agency, it was a very natural shift for me to move back to NGO work – again in the field of supporting refugees. In the experience of programs for promoting social inclusion with Syrian refugees who owe disabilities due to injuries in conflict, “Nothing about us without us” – which was a slogan for the movement for Convention of Rights of Persons with Disabilities – became another key word for me as a base for thinking about development. We may see persons with disabilities just as “people in need,” and unfortunately programs for persons with disabilities tend to take a charity approach, which often ignores the rights of people. However, it is persons with disabilities themselves who decide what society they want to live in and who makes it. The same goes when we talk about “development” in general. Then, what can we do for them? Is it they who need to be empowered? Or is it the society side that needs to change? This applies when we think of “assistance” to refugees too. Syrian-Palestinians whom I met in Egypt kept articulating their right and wish to return home. From the perspective of “refugees” and “disability”, I learned the importance of contemplating “who should change,” which underlies my career. Realizing myself that I know nothing about social challenges in Japan such as poverty, discrimination and disparity and related legal/social systems, upon return to Japan in 2017, I now pursue my study in the field of social work, while being involved in refugee issues through managing humanitarian programs from Tokyo.

### **Session**

What is your image of international cooperation? What challenges do you want to work for? There is conventional quotation when we talk about international cooperation: “Give a man fish and you feed him for a day. Teach a man to fish, and you feed him for a lifetime” . Looking at the various challenges both in a humanitarian and a development context today, we realize that we may have to consider the possibility of the river being polluted. This might be the reason that the disparity between rich and poor widens and the number of refugees increases despite the increase of international assistance.

In this session, we cultivate various views of international cooperation, discuss what we need to/can do for the future through simulations of context analysis, and think about what society each of us wants to create.

### **Key Words**

- Refugees
- Disabilities
- Empowerment
- Capability Approach
- Rights-based Approach

### **Required Reading Assignment**

Amartya Sen, Development as Freedom, 1999, Anchor books  
UNICEF “Human Rights-Based Approach to Programming”  
[https://www.unicef.org/policyanalysis/rights/index\\_62012.html](https://www.unicef.org/policyanalysis/rights/index_62012.html)

### **Preparation**

Choose a topic you are interested in (e.g. “refugees in Japan”, “child poverty”, “horn of Africa” etc.), conduct a little research on it, and give thought freely to: what is the situation – if possible, try a mapping on factors/actors involved; what is the ideal picture you imagine when the problem solved; in what way you would like to be involved. Please note that you do not have to think within the framework of international cooperation when you do this preparation.

## Maximizing Individual Choice and Capabilities By Building Transnational Careers

### Presenter



**Tatsuhiro Ohkubo, Ph.D.**

Professor of School of Agriculture,  
Utsunomiya University

### Profile

Ohkubo, Tatsuhiro was born in Tokyo in 1959, and grew up in Tokyo, Nagoya, and Kanagawa. He experienced the fun of field-based activities through Boy Scouts during primary and junior high school. He was interested in mountaineering, astronomy and plant science in high school. He then chose forestry for undergraduate study at Utsunomiya University (UU), and then undertook further study on beech forest ecology at graduate school in Tokyo. After appointment to a research assistant job at UU, he started overseas field-based studies in Europe, USA, and SE Asia for the short- and long-term. Recently, he was involved in the UU English program at Universiti Malaysia Sarawak (UNIMAS) as an instructor.

### Career Work

Ohkubo is teaching the subjects of Forest Ecology, Silviculture, Forest environment (Forest soil), Forest Protection (Fire, Pest, Insect, Radioactive substance and others), and their field practicums in undergraduate and graduate programs in the Department of Forest Science, School of Agriculture, UU. He is a field-based forest ecologist. His current research interest is on "Effects of natural and anthropogenic disturbance on pattern and process of regeneration resilience in Tropical Forests of South East Asia (Sarawak/Malaysia, Northern Thailand, South China) and Temperate Deciduous Forests in East Asia (Japan, Korea)." He was a founder and former director of the Satoyama Science Center of the Faculty of Agriculture, UU. At the UN Convention of Biological Diversity COP10 in Nagoya in 2010, he worked as Kanto-Chubu cluster co-chair of Japan Satoyama-Satoumi Assessment (JSSA) and compiled a report, Kanto-Chubu cluster; The future of satoyama, satoumu and cities in Satoyama-Satoumi Ecosystems and Human Well-Being: Socio-Ecological Production Landscapes of Japan. After the nuclear power plant accidents in Fukushima in 2011, he started studies on radiocesium dynamics in forest ecosystems, especially focusing on resume of leaf litter origin compost production in deciduous broad leaved forests in Satoyama, Tochigi.

## Career Work

Ohkubo studied forestry as an undergraduate, then had further studies on forest ecology in a master's program at graduate school in Japan. After graduation he started professional research and teaching work in academia at UU. As for his international career, he started a short-term field-based research project in Korea, Europe, and USA concerning beech forest ecology. Then he was involved in a long-term residential-type field-based research project in Sarawak, Malaysia; Chiang Mai, Thailand and Guanxi, China about restoration and a resilience study on degraded forest areas. Through the project, he came to know about the importance of team building, project management, and implementation. During his sabbatical term in 2005 he had an opportunity to stay at a professional forestry school as a visiting faculty member in Connecticut, USA; together with local and foreign students from around the world, he experienced multidisciplinary approaches to solving complex issues on sustainable forest and natural resource management, and also the importance of strengthening professional communication skills for non-native speakers through active learning.

## Main Topics for Workshop

The aim of this session is to discuss demonstrating research project planning (questions, hypotheses and others), gaining necessary skills and their application for field based studies, especially in multidisciplinary approaches to solving complex issues on sustainable land use and natural resource management that are of common interest to participants with various backgrounds and disciplines. The instructor will be happy to converse with participants about mutual interests in field studies, especially in rural and mountain region in SE and E Asia.

## Key Words

- Field Science
- Multidisciplinary Study
- Natural Resources Management
- Rural Area Studies
- Environmental Conservation
- Agroforestry Systems

## References

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- 西村肇 (1995) 『サバイバル英語のすすめ』, ちくま新書, 筑摩書房
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- ウィリアム・A・ヴァンス (2011) 『日本人の知らないワンランク上のビジネス英語術、エール大学厳選 30 講』阪急コミュニケーションズ
- ウィリアム・A・ヴァンス (2017) 『答え方が人生を変える』CCC メディアハウス



## Required Reading Assignment

After checking key words and before attending the workshop, as for case studies, you should choose natural resource management issues and projects to solve those issues relating to local/global environmental conservation (Forestry, Agriculture, Fishery and others) in an area/a country in which you are interested, or in which you are already involved. And you should prepare answers to/ideas about the following questions.

What was the background of the issues?

What was the project about?

Lesson learned from the project?

What were the strengths of the project?

What were the weakness of the project?

What were the things you would do differently?

What were the things you can do at home?

## Living With Others Or Living Alone?

### Presenter



**Kazuhiko Yoshida, Ph.D.**

Professor,

Faculty of International Studies,

Utsunomiya University

### Profile

Kazuhiko YOSHIDA, descendant of Emishi and Yamato from Rikuzen-Takata, is a foreign language learner/user and instructor/researcher of human languages. He lived in France as a student and in Pakistan and Thailand as a visiting lecturer of Japanese language. After receiving a Ph.D. in linguistics, he has been teaching linguistics and multilingual communication at Utsunomiya University since 2003 and supporting volunteers overseas since 2014. He has been learning and using a dozen languages which are indispensable for communication with people around him. He is also a non-professional bass player and music and dance (just like languages) always bring him joy and interesting communication issues to consider.

### Current Work and Research Topics

He is a professional linguist specializing in studies of multilingual communication. At the School of International Studies, he gives lectures and seminars in which students of diverse social, cultural and linguistic backgrounds meet, work together, change perspectives, teach and learn from each other and cultivate their communication skills. In linguistics, he is much interested in relationships between language and human cognition and conduct contrastive research on time expressions (tense and aspect, adverbials etc.) and information structure both in sentences and in discourse. In educational studies, he is carrying out surveys of successful foreign language learners and analyzing their learning methods. Also, he is working hard and enjoying hard on philosophy or methodological issues of language science.

### Career Path

In the mid-80s of the last century he was just a 25-year-old mediocre monolingual punk. Having hit rock bottom with communication problems in everyday life he felt isolated from everyone else in the world. Inspired by a French adventure novel saying “So, to devour landscapes, that’s the thing I should do now,” he decided to move to a place where nobody

knew him. That was Montpellier, France in which people of 140 different nationalities used to live. Luckily he started his social life and his study of languages and linguistics in such an ideal multicultural and multilingual environment. While being enrolled in the graduate school, he was sent as a visiting lecturer to Pakistan for 2 years then to Thailand for 3 years. After receiving a Ph.D. in linguistics from Tokyo University of Foreign Studies, he has been teaching linguistics and multilingual communication at Utsunomiya University since 2003 and supporting JICA volunteer teachers overseas since 2014.

### **Main topics for the group work session**

This workshop consists of guided and motivated communication practices and community simulations among the group participants and with people from outside. On day 1 (Oct. 12) and in the morning on day 2 we will learn mutually about common and different cultures and values from our own, then all together make imaginary but realistic communities. Then we simulate how our social life will work. In the afternoon on the day 2 we will start working with non-Japanese special guest participants who speak English. We the participants will receive them as newcomers to our community and simulate to solve problems of living together and live a happy and mutually inspiring social life in the community. Based on those experiences we will present our findings at the plenary session.

### **List of keywords**

- Multiculturalism
- Interculturalism
- Multilingualism
- Social Context

### **Required Reading Assignment**

If you are not really self-confident in discussing things coherently with people you will meet for the first time on the first seminar day, the following books (or other books of similar topics) will be helpful.

中井俊樹(編集) (2009) 『大学生のための教室英語表現 300』アルク

崎村耕二(2004) 『強くなる英語のディスカッション』日興企画

If you find it difficult to motivate yourself to communicate in English these rather small but inspiring books are highly recommended:

塩田勉 (2001) 『おじさん、語学する』集英社新書

### **Required Reading Assignment**

**IMPORTANT NOTICE:** The pre-reading materials and preliminary communication practices with friends in their mother tongues and in English are given for the participants to the work group session. Please download the instruction document from the following site, read that carefully and be adequately prepared:

<http://www.kokusai.utsunomiya-u.ac.jp/career-program/activity/2019workbook.html>

## Be Your Own Boss

### Presenter



**Madeleine Sakashita**

Lecturer,

Daito Bunka University, Hakuoh University

IELTS Examiner

### Profile

Starting my career in junior high schools, I have since worked in all levels of education from kindergarten through university in both public and private schools. For a number of years I was a translator at a small publishing company and I have continued to do free-lance work in that area. I opened and managed a conversation school for 12 years before starting my present position as a university part-time lecturer. When I am not teaching, I am involved working on any number of standardized tests and am also an IELTS examiner.

### Career Work and Path

My interest in teaching English began when I came to Japan as a university exchange student. Returning to America I taught migrant workers in the USA.. Throughout my working years here in Japan I have taught in numerous environments and to all ages from 2-80 year olds. In almost all cases the emphasis has been on speaking and communicating.

Seeing my own language skills improve outside the language classroom, I became fascinated with CLIL (Content and Language Integrated Learning) This is an umbrella term for learning other content subjects such as science or history through a foreign language such as English or learning a foreign language by studying a content based subject. Drawing on my own skill set, I first taught preschools through songs and games and later I began to teach American style cooking and baking in English to older students and people in my community. Some students came to learn English, and some to learn American cooking. It was a great experience/experiment that lasted about 12 years.

My next step forward was to search for a standard way of assessing speaking ability. I had my own school and needed to show progress to the students. I discovered CEFR, the Common European Framework, a now global standard scale used to assess not just ones speaking level, but also reading, writing and listening. I tried to incorporate some of the CEFR ideas when I collaborated on and published a conversation textbook. I also went back to school to attain a CELTA (Certificate of English Language Teaching to Adults) and became a test examiner for the International English Language Speaking Test (IELTS).

Presently I work examining and rating on at least five different standardized tests all of which relate their tests to the CEFR scale.

### **Main Topics for the Group Work Session**

Through out my life I have never been a full time worker for anyone employer rather, I have chosen to be self-employed, to work freelance, to on a contract basis, to earn royalties etc. There is great freedom of spirit in not working for any one person or company. How can you do the same?

While many students will likely become full time workers, I want this workshop to focus on how a student's hobbies, skills and interest can be nurtured and developed and eventually monetized. What could you do such as getting certifications and qualifications that can lead you in new directions? What present pursuits that you enjoy can you turn into a living wage?

Students will brainstorm ideas and develop an idea-bank of potential businesses based on their own passions and interests. They will then choose and develop an action plan for one or more of the ideas.

### **Key Words**

- Flexible
- Passionate
- Observant

### **Required Reading and Writing Assignment**

I would like participants to watch the TED TALKS listed below.

Go to [tedtalks.com](http://tedtalks.com) and watch as many of the following as you would like to get you in the mindset. Most of the talks are short, come with Japanese subtitles as well as transcripts in English and Japanese.

Nicaïla Matthews Okome: This is a Side Hustle Revolution

(This is one of a series on TED called The Way We Work. Any of these make for great viewing.)

Maya Penn: Meet a young entrepreneur, cartoonist, designer, activist...

Jia Jang: What I learned from 100 days of rejection

Matt Cutts: Try Something New for 30 Days.

## How to be a Destroyer

### Presenter



**Jack Kwok**

JAPAC Lead SasS

Cloud Solution Consultant

Google Japan

### Profile

Jack Kwok is a Googler working on helping enterprises to adopt new technologies and innovations to transform their traditional work style to “Work the way you live,” by creating a working environment for empowering employees to become more creative and collaborative in order to gain the full power of their potential. He believes that technologies and innovations are important elements to improve human life and provide opportunities for everyone to access and gain knowledge that was not easy to access in the past.

### Current Work and Research Topics

Providing consultation to Enterprise companies on adopting new technology and changing the way they handling business process and also empowering their workforces on allowing their employees to achieve high efficiency and balance of work life.

Technology and business are always my interests and center of my work, and understanding business processes and making them better are always interesting and give me satisfaction, as I believe technology can improve people’s life. How to apply technology is the key point to getting the most out of our creation. For the past 15 years, technology and innovation have been moving at an amazing speed, from World Wide Web to Smartphone, SNS and now AI. All those technologies are impacting every single one of us and the way we live, also how business operates around us.

I am lucky to have an opportunity to always work on the latest technologies to fulfill my passion. At Google, my job is to focus on helping enterprise business to use the latest technology to improve their business process and helping their employees to be more efficient and productive, and most importantly, changing the way people work by releasing them from the old IT burden.

But “Change” is always not an easy word for Enterprises, as “Change” often involved “Risk” and “Uncertainty”, but on the other hand, without “Change”, things will not move forward and evolve. As Darwin once said, “It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one most adaptable to change”. My job does give me

plenty of challenges, but those are the challenges worth taking, because I know, at last, people will benefit from good changes that come from new technologies, which result in a better life for everyone and a better world.

### **Career Path**

Starting as a business major student but being interested in technology allowed me to expand my career between those 2 highly related fields. Imagine, how you would create a program for solving a business problem without even understanding the business process. With my academic background, I was able to start as a business analyst, a database developer, and after that when the WWW started to bloom, I had the opportunity to get myself deep into internet technologies on both network and IT security. It was an exciting ride and a very special era of IT evolution. I was able to ride on the waves and gain a huge amount of knowledge that enhanced my career. Now, with mobile, SNS and Cloud technologies, I am just starting a new chapter on my resume.

### **Main Topics for the Group Work Session**

An interactive session that allowing students to express themselves and discover their strengths, also having other student to join the conversation to provide their own view for sharing their opinions.

### **Key Words**

Respectful

Thoughtful

Humble

### **Reference and Required Reading Assignment**

Rosling, Hans. Factfulness: Ten Reasons We're Wrong About the World - and Why Things Are Better. Flatiron Books: New York, 2018.

## Making Meaningful Connections

### Presenter



**Andrew Reimann, Ph.D.**

Associate Professor

College of Literature, Department of English

Aoyama Gakuin University

### Profile

Andrew Reimann (PhD, Applied Linguistics) teaches and researches intercultural communication, comparative culture studies and media literacy. He is from Vancouver, Canada and currently lives near Tokyo, Japan. Growing up in a bilingual family (English and German) and in a multicultural country (Canada), I was interested in how people could connect and communicate across differences. Intercultural communication uses language, observation and experimentation to unlock, explore and understand hidden differences for mutual benefit and exchange. I am looking forward to making new connections.

### Current Work and Research Topics

At present, I am Coordinator of the Integrated English (IE) Program in the English Department at Aoyama Gakuin University. The IE program focuses on developing higher level communication skills. My background and research interest is in social linguistics, with particular emphasis on intercultural communication. Although English is a universal language, in order to communicate effectively with people from diverse backgrounds, we need to understand their culture, values and perspectives. My classes work towards raising cultural awareness and global understanding by looking at examples in language, religion, history, culture media and current events. Recent projects and areas of interest include Media Literacy, cross-cultural humor and communication strategies.

### Career Path

Through my life, I have always enjoyed travelling, communicating and trying anything new. As a student, I started by majoring in Geology as it seemed to be an active field with much travel. Discovering that it was mostly laboratory based I quit university and decided to travel. By coincidence and without training or experience, I was offered a job teaching English in Mexico. I enjoyed this so much that I stayed for one year and returned to university. I focussed on Journalism as I thought this would be a good career for travel. With the dawn of the internet, journalism became a difficult field to enter so my teacher advised me to enter Linguistics and travel the world as an English teacher. This I did and upon graduation, I left for my first working holiday to Japan. I have been here ever since. In Japan I have taught at many



different types of institution and have had students ranging in age from 0 to 102 years old. I have tried to approach language learning and teaching from a pragmatic perspective and focus on understanding the purpose, appropriateness or intent of communication in order to determine meaning. Raising cultural awareness by rethinking stereotypes and becoming tolerant of differences is an essential part of this. By understanding someone's perspectives, we can form deeper connections and engage in meaningful communication. This endeavour remains my life's journey and the goal of both my studies and teaching. In my classes I try to incorporate our differences and experiences as resources for learning and discovery. Through discussion, projects, fieldwork and presentations we share ideas and collaborate to further our understanding and develop global perspectives for communication.

### **Main Topics for the Group Work Session**

Globalization, interconnectivity and access to information have created both challenges and opportunities. Success requires being able to adapt, predict, improvise and pioneer new ideas while challenging old ones. Connecting with others and creating ideas that spread is the heart of intercultural communication. How can we use our knowledge and experience to think outside the box and find success in meaningful and rewarding careers? In this session we will work towards realising participants career goals by answering the following questions.

How has your education prepared you for the future?

What is success? Who are the most successful people you know? How did they get there?

How will you find your career? What are your options? How can your teacher help?

How can thinking differently or thinking outside the box help prepare you for the future?

### **Key Words**

- Choose/Dream
- Challenge/be persistent, don't give up
- Challenge/be prepared to adapt or alter your plans, flexibility, opportunity

### **References**

"You can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future."

#### **Steve Jobs**

Isaacson, W. (2011). *Steve Jobs*. Simon & Schuster.

"In the future, how we educate our children may prove to be more important than how much we educate them."

"What every employer is looking for is not someone who can do the job, but someone who can reinvent the job."

#### **Thomas Friedman**

Friedman, T. (2005). *The World is Flat*. Farrar, Straus and Giroux.

### **Reading**

Seth Godin TED TALK

- This is broken
- How to get your ideas to spread

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