

2016年度
国際キャリア開発プログラム
「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
協力：白鷺大学
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
キリンビールマーケティング(株) 栃木支社

● Introduction

Yasuhiro Shigeta

Director, International Career Development 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 Development Program is the development of a global perspective for people who wish to pursue international careers. For a number of year, “Globalization” and “Glocalization” have become two key concepts, a development 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 1350 participants (from Utsunomiya University and 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 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.

Our International Career Program 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.

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, in collaboration with Hakuoh 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, Ashigin International Foundation and Kirin Beer Marketing Tochigi Branch.

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～2016年合宿セミナー～
- 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: 2016年10月8日(土)～10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: 70名
- 7) 参加費: 10,000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: 山口 陽子
<所在地> 〒321-8505 宇都宮市峰町350
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● Schedule

DAY 1 - Saturday, October 8th

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” and Workshop
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”: Kurihara Shunsuke
	“Japan as a Multicultural Society B”: Yurika Tsuda
	“Cross-Cultural Communication C”: Takashi Izuha
	“International Business D”: Amy Long
	“International Development E”: Takeshi Komino
17:50~18:30	Check-in
18:30~20:00	Reception

DAY 2 - Sunday, October 9th

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 10th

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¹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。

¹ 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 Development 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 the 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.

¹ 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 opening lecture we will use our critical thinking skills (A GUIDE) to begin to explore what it means to understand the ways in which our careers can bring a sense of purpose and presence into our lives. The key to being truly satisfied with our work is to do what we believe to be great work and the only way to do that is to love what we do. Uncovering our *生きがい* (ikigai: purpose in life: raison d'être) is a key component to finding the energy and drive that will enable us to establish and pursue satisfying careers in a global context.

Presenter



Barbara Morrison, Ph.D.

Associate Professor

Faculty of International Studies

Utsunomiya University

Profile

Very early in my career I understood that my best life lay in education and academia, but as I felt my family were unsupportive of that endeavor 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 a Master's Degree in Japanese Literature and a Doctorate in 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 and Workshop

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.

Becoming an International Cooperation Practitioner

Presenter



Kurihara Shunsuke, Ph.D.

Assistant Professor

Faculty of International Studies

Utsunomiya University

Profile

Kurihara Shunsuke earned a Master's degree in International and Intercultural Management from the School for International Training, USA, and a PhD in International Development from Yokohama National University. His professional career in the international development field includes; Regional Planning & Program Development Advisor (2012 - 2014) and Rehabilitation & Development Advisor (2009 - 2011) in Sri Lanka, under the JICA Expert Scheme, and Project Director (2003 - 2008), Program Officer (2001 - 2008) in Sri Lanka and Project Coordinator (2000 - 2001) in East Timor, CARE International.

Current Work and Research Topics

Currently, civil society and governance for the tea plantation community in Sri Lanka is my primary focus of study. Through tea leaves, we are connected with producers of tea in Sri Lanka, but we have no idea about who these workers are. Tea plantation workers were stateless until 1988. They are still struggling to gain access to basic social services, causing structural poverty among them. Can we do something for them? My assumption is YES. I am, however, on my own long journey to find out how we can connect with people of the tea plantation workers in the right way.

Career Path

Although it is a natural choice for me to be here in Utsunomiya, my career path seems like such a long, winding, up-and-down (or even upside down) road. I have been involved in the international cooperation field for the past ten years. I started my career in the field as a trainer in Cambodia for capacity development during the civil war in 1997. In 2000, I jumped into an opportunity for emergency relief work in East Timor (Timor Leste), where I slept in a tent under the stars for a few months. In Sri Lanka, I worked for international NGOs for people in the tea plantations, and worked as a JICA expert for people in conflict areas. These different areas in one country enlightened me on the potential of civil society, which is the thematic area for my current study. I was also a cross-cultural trainer in the US until 1997. This experience also gave me the strength to be an international cooperation practitioner working at an international NGO with staff from various countries where I was the only Japanese and with colleagues who were American, French, Australian, Bangladeshi, Belgian,

Malian, Sudanese, British and Filipino - all in Sri Lanka!

Main Topics for the Opening Lecture and Workshop

Working in developing countries is not only the way that you can pursue your professional or personal interests in international cooperation. You may work closely with a local group of volunteers for this field here in Japan as well. There may be more varied options for your professional career than you think. Through this workshop, we will first identify the ways and forms of involvement in international cooperation, and participants will seek the key professional competencies and the critical skills for practitioners in international cooperation fields such as NGOs, UN, donor agencies and the private sector by learning about growing global interrelatedness between our community and the international community at large. We will also exercise gap-analysis to construct a path for participants to fill these gaps.

Key Words

Civil society, Cultural Sensitivity, Options, Global Issues, Competency

Required Reading Assignment

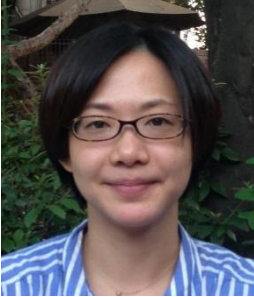
You can download from <http://www.kokusai.utsunomiya-u.ac.jp/career-program/activity/2016jizensiryoku.htm>.

<http://www.crisisgroup.org/~media/Files/CrisisWatch/2016/cw155.ashx>

1. Read through the document and find about three countries you have no idea about or have never even heard their names.
2. Select one country out of the three and get the detailed country info and their serious issues.
3. Think about what and how you can do about these issues.

Current Issues and Psychosocial Support for Multicultural Children and Family in Japan

Presenter



Yurika Tsuda

Clinical Psychologist

National Center for Global Health and Medicine/Yotsuya Yui Clinic

Profile

Clinical psychologist. Specialized in multicultural counseling. Born in Japan and lived as a child of a multicultural family. Spent childhood in USA and the Philippines. Studied for B.A. in international studies to learn about society and life of migrants in Japan. Started volunteer work in an international community for youth and family.

Career Path

B.A., major in International Studies and completed Asian Studies Program in International Christian University. Wrote a senior thesis about cultural identity of Filipino-Japanese youth. After a few years working in a Japanese recruitment company, I studied M.A. in Clinical Psychology in Meiji Gakuin University and wrote a master thesis about group dynamics through participating in a multicultural youth activity.

Currently working as a clinical psychologist in a pediatric department and in mental health hospitals. Also, continuing as a researcher concerning support and policy of International marriage families in Japan.

Main Topics for the Opening Lecture and Workshop

In our group work, let us learn and discuss about the current situation of foreign migrants in Japan and think about ways to support and intervene with migrants and their families. In order to understand migration issues, it is essential to observe and analyze various perspectives—policy, law, health care, social welfare, and education. I recommend that you to have an open-mind, and a positive attitude to different cultures and perspectives.

Key Words

Youth and Family, International Marriage, Migrants in Japan, Multicultural Counseling

Reference

1. Masaaki Satake, Kim Aekyoung, et.al. 2015. “Towards the Support of Cross-Cultural

Families in Japan: Profile and Research Results”. (「多文化家族への支援に向けて一概要と調査報告」), Nagoya Gakuin University, Vol.51, No. 4, pp. 49-84.

http://www2.ngu.ac.jp/uri/syakai/pdf/syakai_vol5104_03.pdf

2. Takayo Inoue, ed. 2013. “Self Advocacy of Cultural Minorities: in Community Group Activities for Filipino-Japanese Youth” in Advocacy by Clinical Psychologists/Counselors (「文化的マイノリティのセルフアドボカシー：フィリピン系日本人青年の地域グループ活動を例に」、『臨床心理士・カウンセラーによるアドボカシー』), Kazama Shobo, pp.195-210.
3. Video: Migrant Voices. Council in International Organization of Migrants, November 27, 2014 Geneva.
<https://www.youtube.com/watch?v=beYw3ENBiac>

Required Reading Assignment

Kindly read the news article and statistics about migrants in Japan:

1. Ministry of Education, Culture, Sports, Science and Technology Japan. April 24th, 2015. “A report on situation of accepting foreign student with a need of Japanese language lesson” (「日本語指導が必要な児童生徒の受入状況等に関する調査 (平成 26 年度)」)
http://www.mext.go.jp/b_menu/houdou/27/04/_icsFiles/afieldfile/2015/06/26/1357044_01_1.pdf
2. Japan Times. March 5th, 2016. “One in 29 babies in 2014 had at least one non-Japanese parent.”
<http://www.japantimes.co.jp/news/2016/03/05/national/one-29-babies-2014-least-one-foreign-parent/#.V0WMD1K2Wu4>
3. Japan Times. May 24, 2016. “Diet passes Japan’s first law to curb hate speech.”
<http://www.japantimes.co.jp/news/2016/05/24/national/social-issues/diet-passes-japans-first-law-curb-hate-speech/#.V0WbBVK2X-Y>

Art and Communication

Presenter



Takashi Izuha, Ph.D.

Lecturer

Faculty of International Studies

Utsunomiya University

Profile

Takashi Izuha is an art historian mainly studying British landscape paintings from the 18th and 19th centuries. His interest also includes other art forms from different places and ages including sculpture, garden and an architecture. After graduating from Tokyo University of Foreign Studies, he received MA and PhD in art history respectively in Leeds and in Tokyo. He has visited many museums and galleries all over the world for his research including the British Museum and Tate in London.

Current Work and Research Topics

My main work is academic research in the discipline of humanities. My current subjects of research are British paintings in the 18th and 19th century.

The main activity for art historians is field work, so I have visited many places like museums, galleries, and libraries which own paintings of interest. I conduct research not only in common exhibition spaces but in closed facilities like storehouses of museums. A kind of treasure hunting!

Art historians, as professionals, should have the connoisseurship to tell the differences between various styles of painting. If we look at a certain painting, for example, we can tell how old it is and where it is from.

Career Path

After graduating from a university in Tokyo with a thesis on British art, I decided to keep studying art history. After finishing MA in Leeds and Ph.D. in Tokyo, I started to work for some universities as a lecturer before coming to Utsunomiya University in 2014.

This career path of mine to be a university lecturer sounds just ordinary without any troubles or straying. But I never thought 5 years ago that I would work in Utsunomiya. I never thought 10 years ago that I would work for a university. And I never thought 15 years ago that I would keep studying art history for more than decade.

I am always thinking of what I want to do and what I want to be. Career planning never ends. Career planning is not what you have to think about for only a few months when you hunt for your job. You have to keep thinking of your career as I do.

Main topics for the group work session

Participants will start this session by thinking of a question in order to draw an image of career planning related to art: What is a professional of art? You may find more job opportunities which are related to art than you thought.

You are interested in art at least in some degree as you chose this group. You may enjoy art personally, so participants will be thinking about several possibilities and ways that art benefits socially. One of the first steps to be an art expert is to keep thinking about the social meaning of art.

After discussing the relationship between art and society, participants will be seeking several ways of creating activities that use art as social communication and provide their own plans for art-related project.

List of keywords

Art (any kinds) and Society, Art and Economy, Art and Education

Required Reading Assignment

<http://www.artscouncil.org.uk/news/explore-news>

After printing out at least one article from the above website, students are required to read the article carefully and make a summary of it and they have to prepare for the instructions below.

- What kind of people in the article(s) work with art? In what situation, and how do they work? Could you think about another situation where they could work?
- Please explain the relationships between art and society you can read in the article.

Starting Your Own Business

Presenter



Amy Long

Teacher, Manager, Material Developer

Dave and Amy English School

Profile

Amy (from Texas in America) and husband Dave (from Liverpool, England) have been teaching English in Saitama, Japan since 1996. They opened Dave and Amy English School in Yono in 2004 with 20 students. Since then, they have opened 3 more schools in Saitama City and now have over 450 students and 6 teachers. They have written 6 text books to use in their classrooms and are in the process of writing 6 more. They have 2 children (Alfie and Leon) who they are raising bilingually: English at home, Japanese at the local school.

Current Work and Research Topics

My job has evolved from solely teaching to teaching and managing Dave and Amy English School. The school currently has 4 locations, 450 students and 6 teachers (including Dave and I). Teaching is challenging, but probably more difficult is training teachers. I can teach well - but I have to make sure our teachers teach well. With good teachers, all students at Dave and Amy English School can learn to read, write and speak English well.

In addition to teaching and managing, Dave and I are making textbooks to use in our classrooms and for other schools/teachers to use. We felt existing textbooks were inadequate and that by making our own texts, our students would learn better. We have completed My English Book and Me 1 - 4 (for kindergarten - elementary 2nd grade) and we are currently working on Books 5 - 7.

Dave and I are always thinking “What next?”. At the moment, making texts consumes our time, but in the future, we’d like to:

- a. Make games/flashcards that complement the books
- b. Open up 2 more schools in the Saitama City Area
- c. Expand into the homestay market...

This might not all happen, but it is important to not remain stagnant and to be thinking “What next?”.

Career Path

I think you can learn a lot at any job. Since I was 10, I have been working in one way or another. I babysat, cleaned houses, pet and house sat, sold my homemade cakes and painted houses. From 16, I also waitressed, was a camp counselor and worked at a country club. Up until university, I did these jobs on the weekend or summer vacation. When I went to University, I worked my way through, working 30 - 40 hours a week in the school kitchens or as a waitress in local restaurants. Looking back, I have no idea how I worked so much and still studied, but I did - because I had to study A LOT to get good grades at Brown.

Aged 22, I came straight to Japan after graduating from Brown University. I thought I would only be here one year. 20 years later, with a husband, 2 kids and 4 English Schools later, I have no intention of leaving.

I worked 1 year at NOVA. NOVA has a deservedly bad reputation, but it was great for a young teacher. I met so many fellow teachers and Japanese students that I am still friends with today. After NOVA, I worked at ECC for a short time and then taught at Tokyo Junshin Joshi Gakuin in Hachioji for 6 years. During this time, I organized and DJed monthly parties at various bars in the Saitama City area. At it's best 150 people came to drink, dance and socialize - some marriages have even come from Kung Fu Disco.

In 2004, I was pregnant with Alfie. Traveling to and from Hachioji from Urawa was too much (I struggled with morning sickness on the train), so I quit in March. Dave and I officially opened Dave and Amy English School in 2004 (unofficially we had been teaching groups of kids for a long time). At the time, we lived on the 22nd floor of a 35 story apartment building and they had rooms that the residents could rent. No-one ever used them. So we started out renting them twice a week for lessons.

We began small. But through word of mouth and hard work, we grew. When one location became 'full' (130 students), we would open another school. Each location begins with 20 - 30 students, but after 2 years, will have 130 students. We hope to keep expanding as the newest school (now Minami Urawa - opened in April 2014) becomes full.

Main Topics for the Group Work Session

The group work session will be interactive. I will share my experience: the pitfalls, the highs, the turning points. It hasn't always been smooth sailing, but I think each and every experience (even/especially the bad ones) has taught me something. There have also been eureka moments when I realized (usually after reading an article or book) that we need to be doing something differently.

I want the students in turn to share their experiences. And to think about: Wat experiences they have had. What have they learned from these experiences? What advice have they found particularly useful and why?

Also, critically thinking about what they like/don't like about the places they like to go to - this usually the first step to making your own business; thinking about how you would make

it better if you did it yourself.

And finally coming up with a business plan. What business would they open and why? How will they do it? As shown by my experience, any of my previous work experience could have panned out into a full - fledged career. Baking cakes in high school could have led to a bakery. Babysitting could (actually I think Dave and I will do this) lead to opening a babysitting service and to do this in Japan and provide English Speaking babysitters - well trained, professional and good with kids. Organizing/DJing parties could lead to opening a bar/ restaurant where we could have complete control.

You don't have to think of something on a grand scale. Start small. But make yourself better and different than the competition. Everyone is good at something. Find what you are good at and capitalize on it.

Key Words

Start small. Be good at what you do. Be different. Focus on what you are good at. Give yourself time to do what you want/need to do (delegate). Something good can/often comes from something bad. Take risks.

Reference

- Tim Ferris's Blog and The 4 Hour Work Week
- Daniel Coyle's The Talent Code
- Randy Pausch's The Last Lecture
- Robert T. Kiyosaki's Rich Dad Poor Dad

Required Reading and Writing Assignment

Reading - any of the above books

Writing: (these can be notes/not full sentences - I just want the students thinking about these things before the seminar)

- A) Choose 1 or 2 experiences you have had. What happened overall? What did you learn? What bad happened? What good happened?
- B) Think about a place you like to go. Why do you like it? What don't you like about it? How would you make it better?
- C) What are you good at?

Key Skills Required in Humanitarian Sector – for Future Leaders

Presenter



Takeshi Komino

General Secretary

CWS Japan

Profile

Takeshi has worked in the humanitarian sector for over 10 years with disaster management and advocacy leadership positions. He has led operations in Afghanistan, Pakistan, Myanmar, Thailand, and currently serves as General Secretary of CWS Japan in Tokyo. He represents various international networks and global initiatives, and has been behind the formation of some of the key civil society networks in Asia. He holds a Master's degree in international development from Brandeis University, MA, in USA.

Current Work and Research Topics

Humanitarian/development work is all about solving problems. In order to do so, we need to identify the root cause of the issues, figure out what are necessary resources and steps to solve them, and to formulate necessary partnerships to enable such actions. One needs to be a 'producer' combining different values within the society for common and shared visions. At CWS Japan, we work on a range of issues including disaster risk reduction in the region, enhancing capacity of humanitarian actors, addressing water and nutrition issues in Myanmar, and addressing education needs among girls in Afghanistan. All of these, however, are based on our emphasis on producing optimal partnerships to solve the problems.

Career Path

Being in the US as a student during the 9.11 terror made me think about what's wrong with the current world. This increased my interests in international relations as well as international development fields which led to my pursuit of a MA degree on International Development. With CWS, I started my work in Afghanistan, then to Pakistan, Myanmar, and Thailand. Since 2009, I became Head of Emergencies for Asia/Pacific region, and from 2014, I became General Secretary for CWS Japan. Having worked on numerous emergency responses made me question why we need to face recurrent disasters every year, which led to increase in interest in the disaster risk reduction field.

Given the importance of both domestic and international partnership creation, currently I hold

several governance positions within various networks which include:

- Member of Executive Committee of Asian Disaster Reduction and Response Network (ADRRN) as Secretary General.
- Member and the co-chair of Advisory Group for Humanitarian Policy and Practice for ACT Alliance in which CWS is a member of.
- Member of Regional Steering Group for World Humanitarian Summit regional consultation for North and Southeast Asia.
- Secretariat for Japan CSO Coalition for DRR (JCC-DRR)
- Chair for Quality and Accountability Network in Japan called JQAN.
- Interim board member of Core Humanitarian Standard (CHS) as well as a chair for fundraising sub-committee within the board of CHS.
- Deputy Secretary of NGO Unit at Japan Platform.

Main Topics for the Group Work Session

The session will focus on “Key Skills Required in Humanitarian Sector – for Future Leaders”. The humanitarian sector is a diverse and dynamic area to work, but we see only a few Japanese individuals who really play leadership roles within the sector. From my experience and from looking at many successful and unsuccessful leaders in the sector, this session will highlight key skills required, and students will discuss/think how such skills can be developed. The skills would include:

- Focusing on root causes of issues
- Interest in problem solving and passion to lead the way
- Timely decision making
- Maximizing values through partnership
- Knowledge of specialists and the attitude of a generalist

The session will start providing background and the current state of humanitarian issues in the world today, and why humanitarian work is required. Then, several cases (both domestic and international) from actual projects will be shared. After these presentations, the session will focus on key skills required in the sector, which will link to group work.

Key Words

Leadership, Partnership, Root Causes (tip of iceberg theory)

Reference and Required Reading Assignment

- Agenda for Humanity
(<https://consultations2.worldhumanitariansummit.org/bitcache/5a7c81df22c7e91c35d456a1574aa6881bb044e4?vid=569102&disposition=inline&op=view>)
- Principles of Partnership
(<https://icvanetwork.org/system/files/versions/Principles%20of%20Partnership%20English.pdf>)
- 市民の為の仙台防災枠組
(http://jcc-drr.net/wpJD/wp-content/uploads/2016/03/SFDRR_2a.pdf)

A Career for Life

Presenter



Euan Craig

Potter

Member of the Japan Mingei Association

Profile

Born in Melbourne, Australia, Euan began pottery at age 14. He received a BA Ceramic Design in 1985 and operated a pottery in Australia for four years. In 1990 he moved to Mashiko, Japan, where he apprenticed to Tatsuzou Shimaoka, National Living Treasure. He established his own pottery in Mashiko in 1994. After the multiple disasters of 2011, he relocated to Minakami, Gunma. He has gained international recognition through his exhibitions, lectures, workshops, published articles and television and radio appearances.

Current Work and Research Topics

I am currently making wood fired functional pottery. Specifically my work is concerned with humanity's place in nature (not separate from it); the importance of ecologically responsible work practice and the role of tradition in modern society. My work process does not require the use of electricity or fossil fuels. I use low environmental impact traditional practices (ie; well water, natural light, kick wheel, wood fired kiln etc) and incorporate modern technology (ie; high efficiency and low emission kiln design etc) to create high fired, durable and functional pottery that will last for, potentially, centuries. By working in collaboration with natural processes the work embodies a universal beauty which can be understood by all humans. It is my hope that using these vessels will enrich peoples everyday lives, providing real natural beauty in an increasingly artificial society.

Career Path

I began pottery as a career path in 1978 at the age of fourteen. I chose pottery because it was a means of self development physically, emotionally, and intellectually, due to the fact that it incorporates aspects of science, art, philosophy and physical strength and dexterity. I began working part time in potteries from that time in order to learn professional skills, and continued to do so throughout my education. In 1985 I achieved a BA in Ceramic Design at the Bendigo CAE (now the Latrobe University). It was there that I first become interested in the mingei style. Upon graduating I established my own pottery studio in Australia, making functional pottery in the Leach/mingei style. In 1990 I came to Mashiko, Japan, to study pottery in the Hamada/mingei style, and in 1991 became apprenticed to Tatsuzo Shimaoka, National Living Treasure. After graduating from Shimaoka's I remained in Mashiko, and in

1994 I established my own studio there. My concern was to reinterpret the mingei style into a personal expression which would enrich peoples lives, be environmentally responsible, and would add to the foundation of tradition for the next generation.

Traditional wood kilns require 3 days to fire, consume at least 10 tons of red pine, and need 6 people. In 1995 I succeeded in developing a fast fire wood kiln which could achieve 1300C in fourteen hours, using only 400kg of recycled firewood and could be fired by 1 person. Since that time I have refined the design, publishing the plans in the "Ceramics Technical; International" journal. There have been, to the best of my knowledge, at least 12 of these kilns built around Japan, and others built in Australia, USA, UK and The Czech Republic. Other ecological techniques I have developed include "Igusa Hidasuki" decoration (1992) which uses recycled tatami mats, Raw Glazing (1995) which eliminates the need for an extra bisque firing, among others. After the Great East Japan Earthquake and the Fukushima Daiichi Nuclear Disaster I relocated my home and studio to Minakami, Gunma. The kiln has been redesigned and rebuilt to be resistant to earthquakes.

In order to improve the functionality and beauty of my work I have been collaborating with professional chefs since the mid 1990's, creating vessels designed to enhance their food. These collaborations have culminated in signature dinners in conjunction with exhibitions of new work, allowing the customer to "test drive" the vessels. Refining and improving both the making process and the product quality and design is an ongoing process.

Main Topics for the Group Work Session

Title; A Career for Life

You only have one life, it is important to make the most if it.

This work group is about lifestyle, craft, the traditional work ethic and finding a career which will fulfill you everyday for the rest of your life.

Humans are part of both international society and the global environment. A traditional work ethic combined with modern innovation can build careers which are personally fulfilling while still addressing social and environmental issues on a local and international scale.

Modern career choices seem to be made with primarily short term economic considerations, but often fail to address issues of human development, either as an individual or as a society. Industrial consumerism puts "Making a Living" ie, making money, more important than the long term environmental effects of the system or the health, physical or emotional conditions of the workers or the customers. A traditional work ethic, particularly in the crafts, focusses on self development and excellence, both in the work process and the finished product and builds self esteem which is not measurable in monetary terms. Products enrich society, often for generations.

In the work sessions I will discuss my career decisions and the process by which I came to those decisions, and participants will be asked to go through a similar process for themselves.

The sessions will be based on the following three questions;

Why do we work?

In order to develop careers in the age of globalization, we must first understand ourselves as part of the global community. Participants will be asked to define the reasons and objectives of "work".

What kind of life do you want to live?

Students will be asked to consider the proposition; " Live everyday as if it were your last, make plans as if you would live forever". Looking at their lifetime as a whole, they will be asked to make a blueprint of their ideal life.

How do you get there?

Using the answers from the first two questions, the participants will be asked to make a checklist of "conditions" that would define their ideal career.

Key Words

Wholesome
Holistic
Ephemeral
Longevity
Authentic

Required Reading Assignment

You can download from <http://www.kokusai.utsunomiya-u.ac.jp/career-program/activity/2016jizensiryou.htm>.

Essay published in the February 2015 issue of the Journal of Australian Ceramics.

2016 年度国際キャリア開発プログラム「合宿セミナー」
「International Career Seminar」事前学習資料集

発行日：2016 年 7 月 26 日

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