

2017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
協 力：白鷲大学
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(株)栃木支社

● Introduction

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 1460 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, 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 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 2017
- 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: 2017年10月7日(土)～9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: 12,000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
<問合先> TEL: 028-649-5172 FAX: 028-649-5171
E-mail: kokuca@miya.jm.utsunomiya-u.ac.jp

● Schedule

DAY 1 - Saturday, October 7th

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”: Kazunari Fukumura ----- “International Development B”: Sae Osawa ----- “Cross-Cultural Communication C”: Kazuhiko Yoshida ----- “International Business D”: Amy Long ----- “International Development E”: Takeshi Komino ----- “Japan as a Multicultural Society F”: Linda Ohama
17:50～18:30	Check-in
18:30～20:00	Reception

DAY 2 - Sunday, October 8th

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 9th

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 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.

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 group session we will be talking and thinking about *生きがい* 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 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.

Agriculture/Rural Development
Cooperation and Communication Skill

Presenter



Kazunari Fukumura, Ph.D.

Associate Professor, Faculty of Agriculture
Department of Environmental Engineering
Utsunomiya University

Profile

Fukumura Kazunari earned his Master's degree (1988) from Tokyo A&T University and a PhD(1996) in Irrigation Engineering from University of Arizona after 2 years JOCV term in Ethiopia. His professional career in the international development field includes; Irrigation and Water Management training coordinator at JICA's training center(4 years) and soil and water conservation advisor in Paraguay under JICA short - term scheme. He has been an advisor and project evaluation committee member for ERECON(a Tokyo based NPO) project in Cambodia and Thailand since 2013.

Current Work and Research Topics

Currently, low-cost irrigation, water saving technologies and its extension as well as how the irrigation systems contribute to sustainable development are the primary focus of my research. As one of the major achievements by Japanese development cooperation in Africa, the NEICA (New Rice for Africa) rice varieties have been accepted and are spreading to feed rapidly increasing population in the region. Though the paddy NERICA may have higher yield potential than the upland variety, local small holders have scarcely any experience with paddy cropping but have rich experience in conventional upland cropping. On the other hand, the upland NERICA yields per acre are higher than traditional staple food crops such as maize or millet. Targeting upland NERICA introduction with affordable drip irrigation systems, which may save water and labor required for irrigation to the small holders of conventional farming is the current topic for my focus.

In the course of introducing a new cropping system, NERICA and drip irrigation, I re-recognized a thorough understanding of conventional farming practice is indispensable to find better clues in new agriculture practice for the area.

Career Path

As last year's presenter for this session, Dr. Kurihara explained his career as "...my career seems like such a long and winding, up-and-down or even upside down...", my career also

looks skewed and twisted before I came to Utsunomiya. I started my career in an engineering consulting firm as a survey engineer after my college graduation. This firm offers both domestic and international consulting and is a primary contractor of ODA and other overseas projects. Despite years of continuous application for overseas projects, I was relegated to domestic fields and offices. After careful consideration (lol) and valuable advice from my colleagues, I joined JOCV and dispatched for Ethiopia for two years as an irrigation engineer. This experience was influential on my later career and led me back to a graduate degree program in soil physics after JOCV. After my MS, I worked for JICA Tsukuba as an irrigation training course instructor. Then I decided to continue a postgraduate degree in Arizona after my assignment to Oman cancelled due to warfare in Iraq. After my degree to be honest, I struggled to find a job partially because of my interest in a research career and in an international cooperation career. I did many types of part time jobs such as a research assistant in Tsukuba, JICA coordinator and short-term Expert in Paraguay, as a subcontractor for a consulting firm, and as a night-shift storekeeper at convenience store. After all, I got a position in Utsunomiya and am speaking about my career path right in front of you. Where there's a will, there's a way. Keep trying and you'll find a way!

Main Topics for the Opening Lecture and Workshop

This group session focuses on “international cooperation”, and it seems like a challenge for us that participants here with such highly diverse backgrounds work together to achieve our goal in two days. As mentioned in the career path above, my primary research interests are related to soil, water and engineering in agriculture while most participants are from non-agriculture majors. One thing we have in common is our strong interest in international cooperation. In this session I would like to take advantage of our group diversity so that you can experience the multidisciplinary and diverse working environment that is quite common in international cooperation practices. In particular, I'll start with presenting the world food and agriculture status as an introduction, followed by providing some information on a rural village in a developing country for later group work. Judging from my experience in Africa or Asia, provision of solely technological measures can't be a sustainable solution to the problems there. Instead a potentially better solution may be derived from a thorough understanding of entangled causal relationships behind the problem. One such a tool that provides a clue for the solution is called participatory rural appraisal. Assuming this group were to go to such a village where we do not understand the language but need to do the appraisal for better solution, this simulated rural appraisal will highlight the importance and richness of “non-verbal” information as language is useful but not always the best tool to collect data.

Key Words

agriculture, PRA, causal relationship, non-verbal information

Required Reading Assignment

You can access to FAO documents “Conducting a PRA Training and Modifying PRA tools to Your Needs” at the following URL.

<http://www.fao.org/docrep/003/x5996e/x5996e00.htm#Contents>

Read through the following sections in the documents:

6.1 Brief Introduction to PRA, (up to subsection “Some Principles that are shared by PRA and RRA”.)

6.2 Modified PRA tools, subsection 6.2.1, 6.2.7 and 6.2.9)

By applying you and your family, answer the Key Questions listed in the subsection 6.2.1, 6.2.7 and 6.2.9. as a simulation. (Just skip the questions not applicable to your family.)

What Is An Important Issue Which You Care About? – Starting Point of Your Career in Globalization

Presenter



Sae Osawa

Education and Development Management

Consultant

Profile

Sae OSAWA has a 15-year-career in International Development as an Education Specialist. Having two master degrees in Educational Planning as well as Mediterranean Studies (mainly Middle Eastern Area Studies) from University of London, she has worked mainly in the Middle East with different UN organisations such as UNICEF, UNHCR UNESCO and UNRWA, NGOs and JICA.

Career Work

As an education and international development consultant, I currently work on two education projects: one in Lebanon and another in a few Asian countries. The project in Lebanon aims at improving school-based management capacity through the implementation of a School Improvement Plan by the School Management/Improvement Committee at the schools which accommodate Syrian refugee children. This is a pilot project with 5 government schools and it is planned to be expanded to cover 100 schools in a few years. Working together with the staff at the Ministry of Education, and with teachers, parents and children at schools is rewarding because we can see the issues that they face, and the progress of the project implementation with our own eyes. Education can open different windows not only for those who have enough opportunities but also for those who have not had chances previously. I would like to continue working in the field of education especially for the most marginalised children.

Career Path

When I was a university student, I became interested in the Arab-Israeli conflict. My academic interests and career path have evolved around it since then. In order to have a deeper understanding about the issues, I decided to study in London and specialised in Middle Eastern studies. While working in Japan for a few years after my first master's degree in London, I was always thinking about how I could contribute to peace in the Middle East and support Palestinian people. My first step was to work as a volunteer in a kindergarten within a Palestinian refugee camp in Jordan. Since then, I have worked in UNESCO, UNRWA,

UNHCR, UNICEF, NGOs and JICA, mainly in the field of Education and mostly in the Middle East (Jordan, Lebanon, Gaza, Sudan and Indonesia). In-between jobs, I also obtained another master's degree in Educational Planning in order to have technical knowledge in addition to knowledge about the region.

Main Topics for the Opening Lecture and Workshop

Do you want to work for UN agencies? Do you want to become an NGO staff member? You may already know what you want to become in the future. However, have you ever thought about what you want to contribute to? A starting point for planning your career is what you want to do. Building upon your research on your interests (see the required reading section), this workshop will help you identify what you may want to achieve in the future so that you can start planning your career!

Key Words

global and local issues, refugees, education, skills and competencies

Required Reading Assignment

Depending on the areas of your interest, you decide on a country and/or area(s) of global issues. Prior to the workshop, you are required to do some research about the country and the topic that you chose, and think about (1) why you are interested in the country and/or topic that you have chosen; (2) what you know about the country and/or issue; (3) what you want to do for the country and/or the issue; and (4) what you need to do to achieve what you want to do. You will share your ideas in the group sessions.

e.g. Country of my Interest: Syria, Topic of My Interest: Education (but the issues that involve Syria are more than just Education, for example, war, refugees, poverty, lack of hospitals, etc. (1) I got interested in Syria because the war has been going on for more than 6 years and the people have been fleeing the country and they do not have access to education. I want the Syrian children to learn so that they can rebuild the country in the future. (2) The religions in Syria are....The population in Syria.....The language.....etc. (3) I want to help Syrian children have access to education wherever they are. (4) I need to know the organisations which are working for Syrian refugees.

“Shy” So What? - Let’s Think About Why We Communicate

Presenter



Kazuhiko Yoshida, Ph.D.

Professor, Faculty of International Studies

Utsunomiya University

Technical Adviser, JICA

Profile

Kazuhiko YOSHIDA, descendant of Emishi-Japanese 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 language teacher. 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. Although he has visited over 30 countries and worked with people of a hundred of different nationalities, he is continuously amazed by the diversity of the world.

Current Work and Research Topics

I am a professional linguist specializing in studies of multilingual communication. At the Faculty, I give lectures and seminars in which students of diverse social, cultural and linguistic backgrounds work together. At JICA my duty is to select and send adequate and well-motivated Japanese language teachers who are to work as volunteers for developing countries and sometimes to visit their workplaces and support them and their colleagues and students. Also, I am much interested in relationships between language and human cognition and conduct contrastive research on time expressions, information structure etc. in different languages. I like working with people of different ages and cultures because that always gives me great opportunities to learn new things.

Career Path

In the mid-80s of the last century I was just a 25-year-old mediocre Japanese monolingual. Having hit rock bottom with communication problems in everyday life I felt isolated from everyone else. Inspired by an adventure novel saying “So, to devour landscapes, that’s the thing I should do now,” I decided to move to a place where nobody knew me. That was Montpellier, France in which people of 140 different nationalities used to live. Luckily I started to study languages and general linguistics in such an ideal multicultural and multilingual environment. After coming back in Japan, I studied for my degrees and at the same time I joined in the theoretical study and teaching practice programs by the Society for

Teaching Japanese as a Foreign Language. Then I was sent by the Japan Foundation as a visiting lecturer to the Consulate General of Japan, Karachi, Pakistan for 2 years and the Faculty of Arts, Chulalongkorn University, Thailand for 3 years. In 2002 I got a Ph.D. in linguistics from Tokyo University of Foreign Studies, and in the following year I started working at Utsunomiya University. I have been working for JICA since 2014. I have been learning and using a dozen languages which I find indispensable for communication with students, colleagues and friends. I am a non-professional bass player and music is also a means of communication.

Main topics for the group work session

This workshop consists of a variety of guided and motivated communication practices among the participants and with people from outside. The lecturer hopes that all the participants will find English communication useful and meaningful after the workshop activities.

List of keywords

Imagination, human diversity, communication skills, joy of communication

Reference

Nothing will be specially required, so long as you are able and ready to discuss topics coherently with people you meet for the first time on the first seminar day. If you are not really self-confident, the following books (or other books of similar topics) will be helpful.

- 阿部フオード恵子 (2001) 『教室ふれあい英語表現集』ピアソンエデュケーション
- 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
- 竹内理 (2007) 『「達人」の英語学習法』草思社

Required Reading Assignment

IMPORTANT NOTICE: The pre-tasks 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/2017workbook.html>

You Too Can Have 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 textbooks 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). In addition to teaching and managing, Dave and I are making textbooks, *My English Book and Me 1 - 7*, games and materials *Dave and Amy Games*. We use these in classrooms and sell them throughout Japan.

Dave and I are always thinking “What next?” After the games and textbooks are finished, “What do we want to do?”

- A. Open 2 more schools in the Saitama City Area
- B. Expand into the homestay market
- C. Open a cafe/bar with English speaking staff

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

Career Path

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, took care of homes and pets, sold my homemade cakes and painted houses. From 16, I also waitressed, was a camp counselor and worked at a country club. Until university, I did these jobs on the weekend or during 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 University.

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, 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 DJed monthly with Dave at various bars and parties 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 Tokyo Junshin Joshi Gakuin 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 residents could rent, so we started out renting rooms 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 every each 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: what 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 is usually the first step to making your own business. Think 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 experiences 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 (do this in Japan and provide English speaking babysitters who are 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

- Think critically. Ex. How would I make _____ better?
- Embrace difference.
- If you think you can, you can. If you think you can't = you've already been defeated.
- Whatever you do, do well.

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 points below before the seminar.

- Choose 1 or 2 experiences you have had. What happened overall? What did you learn? What bad happened? What good happened?
- 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?
- What are you good at?
- What songs (or words in songs) give you inspiration?

Innovation Leadership to Solve the Unsolved

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, to 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 in 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. Working on numerous emergency responses made me question why we need to face recurrent disasters every year, which led to my increased 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 the importance of innovation in the humanitarian and development field, and the ‘innovation characteristic’ one can pursue to be a catalyst in producing innovative solutions to solve the unsolved. The session will also focus on successful leadership characteristics that we observe in current leaders in the sector.

The session will also provide an overview of humanitarian status in the world now, and how we are in the ‘worst humanitarian crisis since the World War II’. This introduction session will also touch on various international mechanisms including Sustainable Development Goals (SDGs), Sendai Framework for Disaster Risk Reduction (SFDRR), and Agenda for Humanity. The background references (all videos!) will help the students to understand some of the key international frameworks and innovation practices in the sector.

The session will highlight various innovation initiatives in the humanitarian and development sector, and how different values in the society are mixed, in order to produce new innovative values. The group work will focus on what one can do now, in order to be an ‘innovation catalyst’ in the future.

Key Words

innovation, leadership, catalyst

Reference and Required Reading Assignment

- *Video: Transitioning of MDGs to the SDGs*
<http://www.jp.undp.org/content/tokyo/ja/home/sdg.html>
- *Video: We, the People, for the Global Crisis*
<https://www.youtube.com/watch?v=RpqVmvMCmp0>
- *Video: Sendai Framework for Disaster Risk Reduction*
<https://www.youtube.com/watch?v=izpDdnaSxN0>
- *Video: Humanitarian Innovation Fund*
<https://www.youtube.com/watch?v=eLNRP0or3HM>
- *Video: Development Innovation Ventures at USAID*
https://www.youtube.com/watch?v=P_M0qNK5eMM

‘What We See In Others Is A Reflection Of Ourselves’
- Knowing and Expression of Ourselves

Presenter



Linda Ohama

Educator

Independent Filmmaker

Profile

Linda Ohama has been working in film for 25 years. Her films have been screened internationally and received numerous awards. Her last film, “Tohoku no Shingetsu”, was filmed over 2.5 years in Iwate, Miyagi and Fukushima prefectures and has recently been screened in international film festivals including those in Rome, Vancouver, and Hawaii, receiving a nomination for Best International Documentary Award at the Rome Independent Film Festival.

As a third generation ‘sansei’ born in Canada, I have seen many facets of multiculturalism, both positive and negative. For example, Canadians of Japanese ancestry were not always treated as equal citizens in Canada because of discrimination. Over time this has changed. Today, Canada celebrates 150 years of confederation and is recognized as one of the most inclusive multicultural societies in the world.

The success of a vibrant multicultural society stems from recognizing, accepting, sharing and celebrating the similarities and differences between people and cultures. What makes us different? What makes us the same? These questions are often some of the underlining questions explored through my films, works and my teaching.

Current Work and Research Topics

Her professional work revolves around sharing ideas, history and current stories for better understanding ourselves, others and our role in the world as well as the art of thinking, caring, and taking action to create change and understanding that can reach beyond our personal and geographic borders.

Career Path

Initially studying political science and history at university and intending a career in law, Linda changed her course and followed her other passion, the arts. She graduated with

degrees in arts (fine arts) and education, and attended the University of Calgary (Alberta), Banff School of Fine Arts, Bishop's University (Quebec), Emily Carr College of Art, and University of British Columbia.

After teaching 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 visual art career, and subsequently her works in film, producing/directing several award-winning documentaries. Linda's films and paintings have been exhibited and shown across Canada, USA, Europe and Japan.

She sat as a board member with Chibi Taiko Society, Vancouver and the Canadian Independent Film and Video Fund in Ottawa, after sitting on the British Columbia Arts Council Board. She has also served as a jury member for the Canada Council for the Arts and the British Columbia Arts Council.

Her present project, "Tohoku no Shingetsu" began on March 12, 2011 in response to the earthquake, tsunami and nuclear accident in northeastern Japan.

Main Topics for the Group Work Session

In this seminar I hope to enrich understanding of yourself and others through a series of creative explorations using various forms of artistic expression and media. In Japan, strong individuality and independent thinking or expression is not highly encouraged or developed by society. Therefore, being different is not always an easy thing to be in the Japanese cultural framework and remains a challenge to successful multicultural living for everyone. This workshop will inspire curiosity, trust, honesty, openness, self-confidence and awareness. There is valuable truth in the saying, 'understanding others is really understanding oneself'.

Key Words

empathy, self confidence, trust, balance

Reference

- *View 'Obachan's Garden' online. (nfb.com)*
- *'Equinox Flower' (or 'Late Autumn') films by Yasujiro Ozu*

Required Reading Assignment

Please bring two examples of your favorite poetry, novel, music, photograph or film to our first class. Please reflect on the reasons the works have meaning for you (in written form).

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〒321-8505 宇都宮市峰町 350

TEL: 028(649)5172 FAX: 028(649)5171

E-mail: kokuca@miya.jm.utsunomiya-u.ac.jp

学部		学科	
学年		氏名	