



2020年度
国際キャリア教育プログラム

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 筑波センター
協 賛：(一財)栃木県青年会館 (公財)あしぎん国際交流財団
特別協力：宇都宮市創造都市研究センター

Table of Contents

(敬称略)

AIM & Rules	1
Introduction	2
Information	4
Schedule	5
倫理綱領・個別ガイドライン・問題事例	
Code of Ethics for International Career Education Program/Specific Guidelines/ Guidelines/Problematic Cases	6
Opening Lecture (Barbara Morrison, Ph.D)	
Critical Thinking and Reasons for Being : Finding Meaningful Work in A Global Age	8
Work Group Session A (Amin Ghadimi)	
Why do we work?	10
Work Group Session B (Akiko Iizuka)	
Risk Communication and International Cooperation	12
Work Group Session C (Kazuhiro Yoshida)	
Let's be multilingual!	14
Work Group Session D (Andrew Reimann)	
Making Meaningful Connections	16
Work Group Session E (Bernadett Kiss)	
Dreams, Skills and Jobs	18
Work Group Session F (Jack Kwok)	
Discovering Opportunity	20

● 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, School 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, Ashigin International Foundation, and Research Center for Creative City Utsunomiya.

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 2020
- 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 : 2020年9月26日(土)～28日(月)
全体会事前指導 : 7月28日(火) 18:00-19:00
分科会事前指導 : 7月30日(水) 18:00-19:30
- 4) 実施形態 : Zoomによるオンライン授業
- 5) プログラム : 2頁を参照
- 6) 参加定員 : 50名
- 7) 参加費 : 無料 ※ネットワーク通信料等は自己負担となります
- 8) 問 合 せ : 宇都宮大学峰キャンパス事務室 (5号館C棟1階)
担当 : 佐藤
<所在地> 〒321-8505 宇都宮市峰町 350
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E-mail: kokuca@miya.jm.utsunomiya-u.ac.jp

● Schedule

DAY 1 - Saturday, September 26th

Time	Activity
09:00～09:30	Registration
09:30～10:40	Opening Ceremony and Orientation
10:50～12:00	Opening Lecture Critical Thinking and Reasons for Being : Finding Meaningful Work in A Global Age
12:00～12:50	Lunch
13:00～15:00	Panel Discussion by Lecturers
15:10～15:30	Introduction to Methods
15:50～17:50	Work Group Session
	“Multicultural Societies and Japan A”: Amin Ghadimi, Ph.D.
	“International Development B”: Akiko Iizuka, Ph.D.
	“Cross-Cultural Communication C”: Kazuhiko Yoshida, Ph.D.
	“Cross-Cultural Communication D”: Andrew Reimann, Ph.D.
	“International Cooperation and Environmental Governance E”: Bernadett Kiss, Ph.D.
	“International Business F”: Jack Kwok

DAY 2 - Sunday, September 27th

Time	Activity
08:30～12:00	Work Group Session
12:00～12:50	Lunch
13:00～15:30	Work Group Session
15:30～16:30	Wrap-up Session and Presentation Preparation
16:30～17:30	Presentation Rehearsal
17:30～18:30	Presentation Preparation

DAY 3 - Monday, September 28th

Time	Activity
09:00～10:00	Presentation Preparation
10:00～12:20	Final Presentation
12:20～13:10	Lunch
13:30～14:30	Reflection and Closing Ceremony

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 “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,
School 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 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 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 for 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 because 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.

Why do we work?

Presenter



Amin Ghadimi, Ph.D.

Assistant Professor,

School of International Studies,

Utsunomiya University

Profile

Amin Ghadimi teaches cultural and social theory at Utsunomiya University and studies the global intellectual history of modern Japan. His most recent research project examines perceptions of Ottoman despotism during the Japanese civil war of 1877. Born and raised in Kobe, Ghadimi completed his professional training as an historian in the United States. He has lived in various places across the Asia-Pacific region, including China and the South Pacific country of Vanuatu.

Current work and research topics

Professors do two things, mainly: they teach and they study. Neither of those things is separable from the other. (Professors also do other things, like committee work and chasing down students who miss deadlines and butting heads with the university administration, but they'd prefer to pretend they don't have to do those things.) Anyway, my classes, as some of you might know, approach topics in cultural and social theory from a historical and global perspective. They seek to explore foundational questions in the humanities: What is an individual? What does it mean to be? What does it mean to know? How are knowing and being conditioned by historical and cultural factors? My research explores these same essential questions, but it contextualizes them in Japan's late nineteenth century. It asks, how did people try to develop a conceptual system of justice amid the rapid globalization of the early Meiji era? It looks at the strife, turmoil, and disorder that this haphazard search for justice wrought in the early Meiji era. I try to interpret specific historical events and developments within this framework. After just completing a project on revolution and civil war in the mid-1870s, I've now turned to the historical and intellectual origins of Japanese terrorism in the 1880s—a story that, it turns out, involves not just Utsunomiya but even our very own university.

Career Path

My career has never strayed far from academia, and in a sense, that's been a real privilege. Academia has deep problems, no doubt: it is often stuffy and arcane; it operates through an exclusionary power structure that benefits the privileged and perpetuates inequality; it can inculcate an off-putting, callous hubris in those it rewards. But at its core, there is something

thrilling, something essentially good, about the academic enterprise. To be a professor is to profess not just a field of study but a particular belief: that ideas matter; that what is valuable in life is not just what makes money but what gives us deeper meaning and purpose in life; that our entire lives must resolve around the pursuit of knowledge and truth in a collaborative endeavor; that our role not just in our careers but in our lives is to work with others to build capacity for learning and knowing and for acting on that knowledge. This is the path I have striven to walk in my career. I've meandered intellectually, stumbled along the way, and gotten lost, but nonetheless (or therefore?), now as a professor, I hope to walk together with others on this path, a path that accommodates every constructive field of endeavor and learning, one that recognizes that a "career" is not a particular field of knowledge but a dedication to learning in both theory and practice.

Main Topics for Group Work Session

Our purpose in this seminar is to develop a conceptual framework through which to understand and make sense of professional life. Everyone has to work to put food on the table, but surely there must be some more profound meaning to our careers than just that. Our seminar rejects the foundational assumption that the pursuit of a career is merely about self-fulfillment, "finding yourself" or achieving your dreams, or that is it just about the individual self. And it argues against a basic axiom of our modern economy: that aggressive competition based on maximizing profit fuels social prosperity. It proposes instead that our individual professional lives must contribute to and be embedded in a culture of mutual support and global cooperation, and it encourages participants to think about how they might pursue meaningful lives in which they elaborate this conceptual framework and deploy it in practical experience.

Key Words

- Justice
- Fairness
- Work
- Meaning
- Collaboration

References

Samuel Moyn, *Not Enough: Human Rights in an Unequal World* (Belknap Press, 2018)

Daniel Markovits, *The Meritocracy Trap: How America's Foundational Myth Feeds Inequality, Dismantles the Middle Class, and Devours the Elite* (Penguin Press, 2019)

Reading

Please read the op-ed titled "Covid-19 proves it" by Stephen Marche before joining the seminar. The reading might be difficult. Don't worry. We'll go over it together. Just try your best.

There are two other pdfs attached in case you'd like to read them beforehand. They are NOT required. You do NOT need to read them before attending the seminar.

Risk Communication and International Cooperation

Presenter



Akiko Iizuka, Ph.D.

Assistant Professor,
Center for International Exchange,
Utsunomiya University

Profile

I was born in Himeji City in Hyogo Prefecture. I recently returned from the United States after my six-month research study. I obtained a BA in Economics in the United States, an MA in Development Studies from the Institute of Social Studies in the Netherlands, and PhD in Global Environmental Studies from the Graduate School of Global Environmental Studies at Kyoto University in Japan. After taking an internship at a local NGO in India for three months, I was engaged in several disaster management projects overseas through my work with Japanese NGOs and Kyoto University. Before arriving at Utsunomiya University, I lived in Sri Lanka for five years and in Vietnam for four years. I have two sons and enjoys practicing yoga daily.

Current work and research topics

- Utsunomiya University, Center for International Exchange: conducting researches related to disaster response, recovery, capacity building, social capital, civil society, public-private partnership in disaster risk reduction, etc. and delivering lectures of “Building resilient communities”, “Risk management”, “Disaster studies”, and “Disaster and international cooperation” as an assistant professor, 2017-now.

Career path

- Northeastern University: conducting a six-month research study on disasters and disaster management in the United States as a visiting researcher, 2019.
- Asia Pacific Alliance for Disaster Management: implementing two projects related to capacity development for disaster risk reduction and public and private partnership for disaster risk reduction as a representative of Sri Lanka office, 2014-2017.
- Kyoto University, Graduate School of Global Environmental Studies: implementing a project related to disaster management, environmental protection and improving livelihoods in Vietnam as a researcher and coordinator, 2006-2011.
- Citizens towards Overseas Disaster Emergency (CODE): implementing overseas’ disaster recovery projects in Sri Lanka, Iran, Afghanistan, etc. as a project coordinator, 2002-2006.
- United Nations Centre for Regional Development (UNCRD), Disaster Management

Planning Hyogo Office: holding symposiums on UN World Conference on Disaster Risk Reduction in Kobe, 2005.

Outline of work group session

This course introduces risk communication principles and actors in the field of international cooperation. Practical cases inside and outside Japan are studied through workshops and presentations. Finally, a scenario of evacuation under Covid-19 is exercised and students develop their risk communication plan with the facilitation of the instructor.

- Work group 1: introductory lectures on “risk”, “risk communication”, and “actors in international risk communication”
- Work group 2: case studies on risk communication and roll-playing workshop on foreigners and evacuation shelters
- Work group 3: workshop on managing evacuation shelters in your University
- Work group 4: preparation for rehearsal
- Preparation for final presentation

Key Words

- risk
- risk communication
- disaster
- actors
- international cooperation

Assignment for the participants

- Work group 1 (introduction): prepare a thing that is important to you in your life and show it through Zoom
- Work group 2: choose an actor (Government, NGO, UN, private sector, or any) in international cooperation which you are interested in. Prepare for a powerpoint slide to explain the actor, its role, and the activities in one minute.

Let's be multilingual!

Presenter



Kazuhiko Yoshida, Ph.D.

Professor,

School 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 among the group participants and with people from outside. Although the group activities are conducted entirely in English, we will use expressions from other languages such as Japanese as elements of communication games. Throughout the activities we will explore what makes us speak other languages than our native one. Based on those activities we will present our findings at the plenary session.

List of keywords

Multilingual communication

Consecutive bilinguals

Social Context

Required Reading Assignment

Please get informed about the facts regarding human language use from the following websites:

Francois Grosjean (2010/2020) *Bilingualism's Best Kept Secret. More than half of the world's population is bilingual.*

<https://www.psychologytoday.com/us/blog/life-bilingual/201011/bilingualisms-best-kept-secret>

Wikipedia (2020) *List of languages by total number of speakers.*

https://en.wikipedia.org/wiki/List_of_languages_by_total_number_of_speakers

If you have time to read a book to learn basic concepts in linguistics, this one is the most recommended:

西江雅之(2012) 『新「ことば」の課外授業』白水社

If you want to rehearse communication in English before the seminar, the following book (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

If you find it difficult to motivate yourself to communicate in English this rather small but inspiring book is highly recommended:

塩田勉(2001) 『おじさん、語学する』集英社新書

IMPORTANT NOTICE:

The preliminary communication practices 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/2020workbook.html>

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
- Change/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

Dreams, Skills and Jobs

Presenter



Bernadett Kiss, Ph.D.

Visiting researcher, Utsunomiya University

Lecturer, Lund University, Sweden

Profile

My career has followed a winding trail across a variety of landscapes, countries, disciplines and professions. While the destination has not always been clear, certain interests and values have carved my path and given me degrees in multiple disciplines and experience in both the private and public sectors. In the past 20 years, I have worked with communication, human resources and environmental project management. Today I am an environmental researcher, and we will see about tomorrow. As you see, finding your ‘call’ in life does not have to be a straightforward journey and it often requires support along the way. In this session, you will explore your own skills and preferences and see what career perspectives these can offer in a globalized world.

Current work and research topics

Currently, I am on sabbatical from my position as a lecturer in environmental management and policy at the International Institute for Industrial Environmental Economics at Lund University (Sweden). I came to Japan to do full-time research on the theme of urban nature-based solutions at the School of International Studies at Utsunomiya University. As a researcher, I am interested in sustainable urban development, and more specifically how we can sustain a healthy and happy planet through having more and better-quality nature in cities. Green roofs, street trees, parks, rain gardens and city lagoons help to mitigate and adapt to climate change, enhance biodiversity and improve environmental quality, while contributing to our economic and social wellbeing. In the face of increasing environmental, economic and social pressures, cities in collaboration with a variety of urban actors, businesses, academia, NGOs and citizens are important players in transitioning toward urban sustainability.

Career path

I have a strong interest in environmental and social issues and the forces inducing different types of changes in these fields. What helped me to develop this interest has been my life experience – and my adaptive and reflective nature throughout. My teenage years’ curiosity yielded two very different degrees: Master of Arts in Scandinavian studies and Bachelor of Science in business management. My longing for independence in my early 20s introduced me to different jobs in the business sector. I have worked for both local and international private companies in Hungary, as an office-, communication- and human resource-manager. Later, as a human resource manager of

the European Parliament in Brussels (Belgium), I was facilitating the acclimatization of hundreds of new employees into the life of the European institutions. In my late 20s, I started to be interested in environmental issues, but I could not find a job without an environmental degree. Did I want to go back to school? Not really, but my growing environmental sensitivity and drive for a better world guided me back to a new field of studies and to a new country. By the age of 29, there I was, with another Masters degree, this time in environmental management and policy from Lund University (Sweden). Later, my deep interest in processes of change brought me an interdisciplinary doctoral degree and plenty of international experience both in my professional and private life. Who said that education is not important? It is important, but it is not everything. Identifying your preferences, knowing and using your skills, being attentive to your environment and open to opportunities are equally important.

Work group session

In this session, we will together explore your ‘future me’ by creating dream-job scenarios, identifying skills you have and you need to attain to get closer to your dream job(s) and investigating personal traits and preferences to see what career perspectives all these can offer. This workshop will be based on established career-coaching practices, including skill mapping, competence profile development and road planning. Participants will have the opportunity to get to know themselves better through these practices, which will be complemented with guided brainstorming, focused group discussions, individual presentations, and peer feedback sessions. “You will only get out what you put in” – my hope is that these hours spent working on your dream career will bring you closer to your ‘future me’ and thus provide you with a better understanding of what you can offer to society and what society can offer to you.

Key Words

What are the key ideals that guide your life?

What are you deeply afraid of?

What does your dream career look like?

Reference material

Myers-Briggs Type Indicator:

<https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>

Csikszentmihalyi, M. (2002) Flow. The classic work on how to achieve happiness. London: Rider.

Reading assignment

As a preparation for the session, I would like you

-to do a Myers-Briggs personality test: <https://www.16personalities.com/free-personality-test>

-to read Chapter: Happiness revisited (pages 1-22) of Csikszentmihalyi (2002)

-to read Chapter: Work as Flow (pages 143-163) of Csikszentmihalyi (2002)

-to watch a short explanation on flow: <https://www.youtube.com/watch?v=8h6IMYRoCZw>

-to engage with the working material and assignments that you will be provided on the orientation session.

Discovering Opportunity

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 Than You Think Flatiron Books: New York, 2018.

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