



2023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
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● Aim & Rules

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

AIM

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

RULES

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

● Introduction

To Everyone who will participate in “International Career Education Program”

Kazuhiko Yoshida, Ph.D.

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 School of International Studies at Utsunomiya University and other universities in Tochigi. 2058 participants (1279 from Utsunomiya University and 779 from other institutions) 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 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 the programs which are held during spring and summer breaks.

We suggest that you take all the programs but selective participation is always welcomed. Every year, we have some senior high school students, 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 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 2023
- 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: 2023年9月23日(土), 30日(土), 10月1日(日)
事前指導: 2023年7月26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: 5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 国際学部係 (5号館C棟1階)
担当: 佐藤
<所在地> 〒321-8505 宇都宮市峰町 350
<問合せ先> TEL: 028-649-5172 FAX: 028-649-5171
E-mail: kokuca@miya.jm.utsunomiya-u.ac.jp

● Schedule

INTRODUCTORY SESSION-Wednesday, July 26th

Time(JST)	Activity
18:00～18:45	Registration, Large group Session
18:45～19:30	Work Group Session

SEMINAR DAY 1 - Saturday, September 23rd

Time(JST)	Activity
09:00～09:30	Registration
09:30～09:50	Opening Ceremony and Orientation
09:50～12:00	Opening Lecture Time for us to Move on!?- Hints to Take International Action: Kazuhiro Yoshida, Ph.D.
12:00～13:00	Lunch
13:00～15:00	Panel Discussion by Lecturers
15:10～15:30	Introduction to Methods
15:50～17:50	Work Group Session A “International Business”: Ritter Diaz B “International Cooperation / Contribution”: Takeshi Komino C “International Cooperation / Contribution”: Sugit Arjon, Ph.D. D “Gender and Multicultural Societies”: Ilju Kim, Ph.D. E “Environmental Governance”: Bernadett Kiss, Ph.D. F “Cross-cultural Understanding/Communication”: Takayuki Kimura, Ph.D.

SEMINAR DAY 2 - Saturday, September 30th

Time(JST)	Activity
08:30～12:00	Work Group Session
12:00～13:00	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

SEMINAR DAY 3 - Sunday, October 1st

Time(JST)	Activity
08:30～10:00	Presentation Preparation
10:00～12:20	Final Presentation
12:20～13:30	Lunch
13:30～14:30	Reflection
14:30～15:00	Closing Ceremony

1. 国際キャリア教育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.

Time for us to Move On!?

- Hints to Take International Action

The opening lecture allows all the participants to take their time to get their mind ready to start communication in English, selected as the common language in their entire community. It also provides an opportunity to rehearse in their mind building relationship with the work group lecturer and group mates, working collaboratively for the common objective and motivates them to take their international action.

Presenter



Kazuhiko YOSHIDA, Ph.D.

Director, International Career Education Program
Professor, School of International Studies,
Utsunomiya University

Profile

Kazuhiko YOSHIDA, descendant of Emishi and Yamato from Northern Honshu, Japan, is the chairperson of the International Career Education Committee and a professor teaching general linguistics and multilingual communication at School of International Studies, Utsunomiya University. He is also a non-professional bass player. Music and dance (just like languages) always bring him joy and interesting communication issues to consider. In the mid-80s of the last century he was just a 25-year-old hopeless mediocre Japanese monolingual punk. Having hit rock bottom with communication problems in everyday life he felt isolated from everyone else in the world. Inspired by an 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 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. He has been working for Utsunomiya University since 2003 after receiving a Ph.D. in linguistics, and supporting JICA volunteer teachers overseas since 2014. He has been learning and using a dozen languages which are indispensable for communication with people around him.

Current Work and Research Topics

At the university, he gives lectures and seminars in general linguistics, multilingual communication, Japanese as a foreign language and foreign language education in which students from different countries 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 conducts contrastive research between different languages on

information structure both in sentences and in discourse. In educational studies, he is carrying out surveys of successful foreign language learners and roles of language instructors. Also, he is working hard on philosophy or methodological issues of language science.

Main Activities for the Opening Lecture

The lecture discusses cases of multilingual communication and multicultural collaborative activities in international communities, based on the lecturer's own experience. Through the discussions, students will notice tips by themselves to apply for their trials and efforts in the work group session and in their real life. Also, the lecture gives an instruction on how to start to use the Workbook and explains key concepts in the book.

Keywords:

Imagination

Living a multilingual life

Living in a community

List of topics:

- What is information gap?
- Playing games in social contexts
- Adding another means of communication than the mother tongue
- Finding your role and playing it
- Changing perspectives
- Getting back to basics
- Etc.

Refernece

Nothing will be specially required, so long as you are able and ready to talk about everyday topics coherently with people who happen to be next to you in the morning session on the day 1. If you are not really self-confident, the following books (or other books of similar topics) will be helpful.

中井俊樹 (編集)(2009)『大学生のための教室英語表現 300』アルク

塚本亮(2021)『ネイティブなら 12 歳までに覚える 80 パターンで英語が止まらない!』高橋書店

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

Advising Foreign Exporters about the Japanese Market

Presenter



Ritter DIAZ

Representative Director of the Japan Association for Promotion of Latin America and the Caribbean (JAPOLAC)/
Former Ambassador of Panama to Japan

Profile

Dr. Ritter Diaz served for almost 20 years at the Embassy of Panama in Japan as a Commercial Counsellor (1999-2014) and Ambassador (2014-2019). After exiting the diplomatic service in 2019, he became an international consultant between Japan and Latin America. He has also worked for the largest bank of Panama, Banco General as well as Panasonic Latin America. He received a BA in Political Science from the University of Wisconsin-Eau Claire, a Master Degree in International Political Economy from Tsukuba University and an Honorary Doctorate from Chiba University. The complete profile can be viewed at my blog <http://sunao.co/resume/>

Current work and research topics

As an International Business Consultant, my primary focus is on fostering business relations between Japan and Latin America and the Caribbean (LAC). I provide guidance to companies regarding the business protocols of Japan and the countries within the LAC region, covering areas such as export/import, real estate, and financial services, tourism, among others.

In my role as the Representative Director of the Japan Association for Promotion of Latin America and the Caribbean, I am actively involved in promoting academic exchanges between Japanese universities and those in LAC. I strive to encourage Japanese students to explore and gain a deeper understanding of the LAC region, so that they are ready to travel and enrich their international experiences.

Additionally, I advise universities on establishing cooperative models that bridge academia and business, ensuring students are endowed with the right skills to enter and perform well in the job market upon completing their studies.

Another aspect of my work involves facilitating business relationships between small and medium-sized enterprises from Japan and LAC countries. Collaborating with bilingual business professionals from both regions, we endeavor to offer guidance to Japanese and LAC businessmen on effectively operating within each other's markets.

I regularly write informative articles on various issues ranging from COVID-19 to US elections to the geopolitics of semiconductors. These articles can be accessed at: <https://sunao.co>

Career Path

My career began with a role as delivery boy distributing paper for printing companies in

Panama City. Although seemingly simple, this job played a crucial role in honing my communication skills and connecting with individuals from diverse backgrounds. Simultaneously, I pursued my studies in law and political science at the University of Panama, attending classes in the evenings while working during the day.

During my university journey, I was honored with a Fulbright scholarship that granted me the opportunity to complete my degree in Political Science at the University of Wisconsin-Eau Claire in the United States. Following graduation, I embarked on a career as a legal assistant for Panama's largest private bank. Subsequently, I assumed the position of Head of Credit and Collection at Panasonic Latin America, where I gained invaluable experience in contract drafting and review. This tenure at Panasonic also provided me with essential operational and managerial skills, equipping me for the realm of international business.

Driven by my aspirations, I made the decision to resign from Panasonic and pursue a master's degree in international political economy at the University of Tsukuba in Japan. Before completing my master's program, I was appointed as a Commercial Attaché at the Embassy of Panama in Japan, marking the beginning of my diplomatic service that spanned nearly two decades. Through hard work and determination, I climbed the ranks within the Embassy, eventually assuming the position of Ambassador of Panama to Japan, an appointment I received from the President of Panama.

After a fruitful diplomatic career, I entered a new chapter of my life as an International Business Consultant, facilitating connections between Japan and countries of Latin America and the Caribbean.

Main topics for group work session

This workgroup session aims to provide essential information on assisting foreign exporters in introducing their products to Japan. It is specifically tailored for individuals interested in pursuing careers within the international division of a trading company.

The session will cover topics such as Japanese consumer behavior and import practices, drawing on real-life experiences and lectures delivered to chambers of commerce and business associations in the Latin America and Caribbean (LAC) region. Given the significance of practical skills in navigating the challenging labor landscape, the session emphasizes the importance of equipping students with real-life functional knowledge.

Additionally, an overview of the Japan Association for Promotion of Latin America and the Caribbean (JAPOLAC) will be provided, highlighting its role in fostering business exchanges between Japan and LAC countries across six key areas which are important for human development such as education, health, business facilitation, agriculture, environment and artificial intelligence.

By the end of the workshop, participants will be able to create a practical template that assists foreign exporters in effectively presenting their company and product information to potential business partners in Japan.

The session will be conducted in a lecture format, with an emphasis on fostering an interactive and open environment for meaningful discussions and exchanges of ideas.

Key words

FOCUS: Give full attention and total mental energy to any endeavor you do, avoiding distractions or unrelated elements.

DEPTH: Go deeper in your search, digging as much information as possible to make the right decision.

PERSEVERANCE: Don't give up despite the stormy weather and headwinds.

References

Talking Points: Topic: Advising on Exports to Japanese Market. This is a **mandatory reading** for the workshop as this document will help student to follow up my lecture during the workshop.

Reading

The following articles are complementary readings for students, providing valuable insights on various topics, based on my experience:

1. "Panama's development as an international center for trade and culture in Latin America and the Caribbean-Human resources are the key"- An interview with Ambassador Ritter Diaz of the Republic of Panama. Published in The Mariners' Digest, Vol. 41, April 2016. This article explores Panama's development as a prominent trade and cultural hub in the Latin American and Caribbean region.
2. "My Experience as a Cultural Translator Between Japan and Panama" - A speech delivered to the members of the Federation for Maritime Promotion at the Japan Shipowners' Association headquarters on January 29, 2020. The speech highlights personal experiences and insights into the importance of cultural norms in facilitating effective international communication. It can be accessed at: <https://sunao.co/category/intercultural-communication/>
3. "Line 3 of Metro: A Flagship Project for Panama and Japan". This article sheds light on the significance of Line 3 of the Panama Metro, which represents the largest transport infrastructure project in Latin America financed by the Japanese International Cooperation Agency (JICA). The project introduces Japanese monorail technology in the Latin American region for the first time. The article was posted on November 9, 2020 and posted at: <https://sunao.co/2020/11/line-3-of-metro-a-flagship-project-for-panama-and-japan-linea-3-del-metro-un-proyecto-emblematic-para-panama-y-japon/>

Innovation Management in Disaster Risk Reduction — Process and Skills Required for Future Leaders

Presenter



Takeshi KOMINO

General Secretary of CWS Japan
CWS Japan

Profile

After my career in working in Afghanistan, Pakistan, Myanmar, Thailand, I started to be involved in NGO activities in Japan from east Japan Earthquake and Tsunami in 2011. I currently serve as General Secretary of CWS Japan, and my responsibilities include: oversight and management of CWS Japan projects in Japan and liaison and oversight for Japan-funded projects elsewhere in Asia; leadership in fundraising and programming for emergency, disaster risk reduction, climate change adaptation programs in Asia; serve as resource person for CWS Global in disaster risk reduction as part of Technical Unit, and emergency response in the event of a major, sudden onset disasters; and representational role in key networks in Japan and in Asia region.

My current representational roles include:

- Deputy Chairperson, Executive Committee member, leader in innovation hub, Asian Disaster Reduction and Response Network (ADRRN): 2014-current.
- Chairperson, Japan Quality and Accountability Network (JQAN): 2015-current.
- Joint secretariat, Japan CSO Coalition for DRR (JCC-DRR): 2014-current.
- Co-founder and a member, NGO2030: 2017-current.
- Co-founder and a member, More Impact: 2016-current.

Current work and research topics

Our work involves emergency response for life-saving needs of disaster-hit areas both within and outside of Japan, and spreading the know-how on disaster risk reduction, which I believe it is relevant for everyone in this era. While disaster risks are rising rapidly due to climate change impact, the resources we have at hand is not growing as per the rising risk levels, and therefore, we need to produce more risk reduction impact with less resources. In order to do this, innovation lens is required. It involves working with many stakeholders, starting from communities across the Asian region, local and international NGOs, local and central governments, private companies, universities and researchers, as well as international organizations. It is sort of like, producer for resilience, and I take great pride in the impact of what we collectively achieve.

Career path

Please see below video for my career path:

<https://www.youtube.com/watch?v=kkc4HH7Y3Y0>

2020年10月2日開催 NGO 職員のキャリアぶっちゃけ対談 vol.1 小美野剛 (JPF 代表理事)、渡辺 早希 (WELgree リソース部門統括)

Main topics for the workshop

This course explores a process of innovation management in disaster risk reduction field, and see critical skills required in problem identification, search, and solution ideation. After conceptual lecture, the participants will engage in practical work. We will identify a problem that we think is not solved as of yet, then will analyze it further to find potential solution which will be presented by the students at the end of the program. The flow of the course will be as follows:

1. The course will provide an overview of innovation management in disaster risk reduction and why it is relevant in our society
2. We will identify and explore specific problems that still are not solved yet that leads to vulnerabilities to disasters
3. We will explore a solution to the identified problem

Key words

- Disaster risk reduction
- Humanitarian Innovation
- Resilience

References

- Humanitarian Innovation Guide
<https://higuide.elrha.org/>
- 30 Innovations in Disaster Risk Reduction
<https://reliefweb.int/report/world/30-innovations-disaster-risk-reduction>

Required reading and assignment

1. Please review below videos on innovation management:
 - a. What is Social Innovation and How Do You Actually Do It
https://www.youtube.com/watch?v=7G20_sPzR4g
 - b. Working Session: Scaling up, Scaling out, Scaling deep: Innovations in Disaster Risk Reduction
<https://www.youtube.com/watch?v=DFEXtwdVNmE>
 - c. Introduction to Innovation and Problem Canvas Training
<https://vimeo.com/668125314/5264deda0e?share=copy>
2. Please identify one recent disaster event that you know, and find out at least 3 reasons that led to significant disaster damage (e.g. you could explore issues such as why certain number of people lost their lives, why there was so much economic loss, why so many people were left behind, etc.)
3. We will ask each participant to do brief presentation at the beginning of the session – one way of getting to know each other!

The Art and Science of Diplomacy in International Cooperation

Presenter



Sugit ARJON, Ph.D.

Assistant Professor, School of International Studies,
Utsunomiya University
Former Visiting Researcher,
the Institute of International Relations, and Area
Studies (IIRAS), Ritsumeikan University

Profile

Sugit Arjon teaches theory of global governance and global civil society at Utsunomiya University. Sugit specializes in democratization, state violence, security, political dynasty, and civil-military relations in the Southeast Asia region and specifically in Indonesia. His doctoral research focuses on the political dynamics in the post-conflict territory. Before working in academia, he has professional experience in high-level policymaking with the Minister of Education and Culture of Indonesia and the Executive Office of the President of the Republic of Indonesia.

Current work and research topics

My class this semester introduces students to the structures, practices, norms and actors of global governance. The course examines the origins, development and challenges of global governance. Global governance is also a study filled with bilateral and multilateral agreements, apparent contradictions, unstable dynamics, and unresolved questions. Thus, the class also examines critical and specific problems such as the world's economic, political, cultural, and security dimensions.

Next semester, I will have another class which studies how social movements generate political change through several mediums, such as organization, communication and mobilization. The course focuses on an introduction to civil society, social activities and ideologies. This class focuses on why specific social movements emerged and how they impact security, national ideology, policies, culture, and identity.

My current research focuses on the political dynamics and sustainable development in post-conflict regions in Southeast Asia. My research focuses on two main sections; what are the political dynamics typically found in post-conflict areas, and how can sustainable development be achieved in those fragile areas? Many security scholars focusing on security studies tend to evaluate the impact of peace initiatives only by observing a few years after the conflict. Such a short-term perspective is not always helpful if we want to understand the deeper impact beyond superficial institutional changes. The majority of politics/security scholars observed the war in a region, but their attention shifted to other conflict areas when peace agreements were signed. Thus, on many occasions, post-conflict regions have not been

studied in-depth until today, and essential questions—such as why peace has been sustained there and what lessons can be learnt—are often largely neglected in the scholarship. To fill this academic gap, it would be essential for us to analyse the political development in post-conflict regions. My research focuses on post-conflict Southeast Asian regions such as Aceh, Indonesia, North Maluku, Indonesia, Southern Thailand, Mindanao, Philippines, and East Timor.

Career path

Before working as an Assistant Professor in Global Governance at the School of International Studies, Utsunomiya University, I was a visiting researcher at the Institute of International Relations, and Area Studies (IIRAS) at Ritsumeikan University, working on Conflict and Peacebuilding in Southeast Asia. At the same time, I worked as a Tutor at the Faculty of Global Liberal Arts, at Ritsumeikan University. I was also a research assistant at the Asia-Japan Institute (AJI), which focuses on Human Security in Southeast Asia in the Era of the ASEAN Community.

Before fully committing to academia, I had a hands-on experience in public policy when I worked at the Minister of Education and Culture office and the Executive Office of the President of Indonesia.

My responsibilities in the Minister of Education and Culture office included but were not limited to monitoring the implementation of the 2013 national curriculum, organizing workshops and discussions to review the performance of the 2013 national curriculum, assisting in organizing national training for curriculum instructors, conducting desk research on educational policy comparison of other countries, and develop a road map for the implementation of curriculum diversification.

In the Executive Office of the President, I experienced a firsthand process of evidence-based and data-driven public policy is essential in a national scope. Although it often competes with politically driven decision-making. My office managed and was responsible for ensuring the implementation of strategic initiatives, both international and national, including priority activities which are of concern to the President. Some of the strategic initiatives that I worked on were the Post-2015 Development Agenda (Sustainable Development Goals / SDGs), Open Government Partnership (OGP) and Open Government Indonesia (OGI), and other multilateral negotiations related to progress in achieving national priority programs, and other strategic initiatives.

I was also a teacher for elementary school students in a remote area of Indonesia. I also did an internship at the Indonesian Embassy in Canberra under the Political Attaché's supervision.

Outline of work group session

This session aims to deepen students' understanding of effective diplomacy in international cooperation, including the importance, essential skills and strategies. Through case studies and other practical examples, students will discuss how these skills are crucial to their development. In the process, students will understand career opportunities in diplomacy career paths.

List of keywords

- Cooperation
- Diplomacy
- Leadership
- Communication
- Negotiation

A list of reference material

- Tsutomu, S., 2008, Japan's Creative Industries: Culture as a Source of Soft Power in the Industrial Sector. In: Yasushi Watanabe / David L. McConnell (eds.): Soft power superpowers: Cultural and national assets of Japan and the United States, New York, pp.128-153.
- Bjola, C., & Manor, I., 2022, The Rise of Hybrid Diplomacy: from Digital Adaptation to Digital Adoption, International Affairs, Vol. 98, No. 2, pp.471-491.
-

Reading assignment for the participants

- Please identify diplomacy practices in your life.
- What are the differences between diplomacy today and in the past? What are some examples of diplomacy from now and then?
- What kind of career do you think in the field of diplomacy?
- What type of skills are needed in the field of diplomacy?
- <https://foreignpolicy.com/2022/08/20/food-diplomacy-countries-identity-culture-marketing-gastrodiplomacy-gastronativism/>
- <https://www.lowyinstitute.org/the-interpreter/future-female-women-diplomacy-still-under-represented>

Gender and Multicultural Societies

Presenter



Ilju KIM, Ph.D.

Assistant Professor,
School of International Studies,
Utsunomiya University

Profile

Ilju Kim is assistant professor at the School of International Studies at Utsunomiya University. Her research interests include migration, citizenship, gender, and immigrant labor market participation. She has written journal articles and book chapters on marriage immigrants' civic engagement, citizenship practices, and labor market participation in South Korea. Her current project compares the citizenship acquisition of marriage migrants in Japan and South Korea.

Current work

I am currently working on two projects: First, I am conducting a comparative analysis of marriage migrants' citizenship practices in Japan and South Korea. Considering the highly gendered nature of both countries' contemporary "developmental mission" – addressing population decline – I am examining how reproductive exigencies shape the incorporation of marriage migrants in both countries. Second, I am investigating migratory trajectories and skill development of Korean IT professionals in Japan.

Career path

As a mass communication major, I began my career as a reporter at a daily newspaper company in South Korea. Working in this role required me to study and report on a wide range of social issues within short timeframes. However, I desired a deeper understanding of migration and its transformative impact on Korean society. This motivated me to pursue graduate studies, where I focused on the topic of migration and explored how migrants claim their membership in the host country. Embarking on my career as a researcher in Japan has expanded my perspectives and provided an opportunity to initiate a comparative research project on citizenship practices of marriage migrants.

Main topics for the group work session

In this session, we will explore Women, Gender, Sexuality Studies and its approach to understanding society from the standpoint of marginalized people's lived experiences. We will then explore the problems that participants aspire to solve and collectively decide on one or two specific problems to focus on. Using the analytical framework that we have learned – micro, meso, macro, and intersectionality – participants will analyze the problems and propose potential solutions. The group work will offer participants opportunities to examine their day-

to-day challenges from various perspectives and consider active engagement in problem-solving.

Key words

- The personal is political
- What is your problem?
- Micro, Meso, Macro
- Intersectionality

References

Kang, Miliann, Donovan Lessard, Laura Heston, and Sonny Nordmarken. 2017. *Introduction to Women, Gender, Sexuality Studies*. University of Massachusetts Amherst Libraries. <http://openbooks.library.umass.edu/introwgss/>

Preparation for the participants

Theorizing lived experiences:

<http://openbooks.library.umass.edu/introwgss/chapter/chapter-test-under-main-body/>

Critical introduction to the field:

<http://openbooks.library.umass.edu/introwgss/chapter/chapter-1/>

Dreams, Skills, Jobs & Well-being

Presenter



Bernadett Kiss, Ph.D.

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 plenty of life experience. In the past 20 years, I have worked in different multicultural environments with a variety of actors in the field of communication, human resources and environmental project management and research. Today I am mostly engaged in capacity building, and, who knows what tomorrow brings.

Finding your 'life call' is not always straightforward, you might require support along the way. In this session, we explore personal strengths, reflect on individual preferences, relate them to career dreams and see how these contribute to inner and outer well-being and sustainability.

Current work and research topics

I am a lecturer and researcher in environmental management and policy at the International Institute for Industrial Environmental Economics at Lund University (Sweden). 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. As a lecturer, I am devoted to exploring together with my students how we can engage in making our daily life more sustainable.

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 part of facilitating the accession process and 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, determination, persistence, 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 Master's degree, this time in environmental management and policy from Lund University (Sweden).

I am seemingly devoted to life-long learning. I believe that learning about the outer and inner environment are equally important. Identifying your preferences, knowing and using your skills, being attentive to your environment and open to opportunities are key qualities on this journey. In my professional life, I consciously created opportunities to study and work with my interest, i.e. processes of change. The strong will to deepen this interest brought me an interdisciplinary doctoral degree in environmental engineering and social sciences at the International Institute for Industrial Environmental Economics (Lund, Sweden) and plenty of international experience both in my professional and private life. As a project manager, by organizing different events and facilitating stakeholder dialogues, I work for a stronger collaboration and commitment towards sustainable urban and regional development. As a researcher, I analyze different aspects of sustainable urban development, including technology- and nature-based innovations, governance dynamics and learning processes. As a lecturer, besides sustainable cities, I have been engaged with students in developing their writing skills, research methodology and thesis works. As a facilitator, I am working together with professionals to develop transformational skills and opportunities to becoming change agents in their organizations. I am doing all these with a deep engagement in both the preset goals and the people involved.

Work group session

In this session, we will together explore our 'nature' through discussing our dreams, identifying skills we have, and we need to attain to get closer to our dreams 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 yourself will bring you closer to your 'true nature' and thus provide you with a better understanding of what you can offer to society, what society can offer to you and how it all relates to well-being and inner and outer sustainability.

Key words

What are the key ideals and **dreams** that guide your life?

What are you deeply **afraid** of?

What does **sustainability** mean to you?

Reference material

- Myers-Briggs Type Indicator: <https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>
- Character strength survey: <https://www.viacharacter.org/>

Optional reading materials

- Csikszentmihalyi, M. (2002) Flow. The classic work on how to achieve happiness. London: Rider.
 - Chapter: Happiness revisited (pages 1-22) of Csikszentmihalyi (2002) <https://drive.google.com/file/d/10SakFRj5VPpxCVnHPy7RhvvwObqRZIFw/view?usp=sharing>
 - Chapter: Work as Flow (pages 143-163) of Csikszentmihalyi (2002) <https://drive.google.com/file/d/13GLQiI825KIIpMjb-10jbhKDmvcZX1t1/view?usp=sharing>

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 do a character strength test: <https://www.viacharacter.org/>
- to engage with the working material and assignments (13-page word document)
- to watch at least one of these films:
 - Nic Mark's talk on the happy planet index:
https://www.ted.com/talks/nic_marks_the_happy_planet_index#t-993961
 - Dan Gilbert's talk on happiness:
https://www.ted.com/talks/dan_gilbert_the_surprising_science_of_happiness
 - Carol Dweck's talk on the power of believing that you can improve:
https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve
 - a short explanation on flow:
<https://www.youtube.com/watch?v=8h6IMYRoCZw>

Don't be Afraid to Communicate in a Second Language!

Presenter



Takayuki KIMURA, Ph.D.

Assistant Professor,
School of International Studies, Utsunomiya
University

Profile

Takayuki Kimura is an Assistant Professor of Linguistics and Second Language Research at Utsunomiya University. He conducts research on the acquisition of second languages, with a particular focus on the grammatical properties that pose challenges to learners. He has presented his findings at more than twenty international conferences to date and is currently engaged in research collaborations with faculty members from universities in the United Kingdom, China, and the United States.

Career path and research topics

I currently teach introductory courses in linguistics, applied linguistics (such as first/second language acquisition), and academic English writing at Utsunomiya University. Before joining Utsunomiya University as an Assistant Professor, I served as a post-doctoral researcher at the University of Tokyo. Additionally, I have taught linguistics and English writing courses at Chuo University and Komazawa Women's University.

My research has primarily centered around two key questions: i) how do learners develop their grammatical knowledge in a second language? and ii) which properties pose challenges in second language acquisition? Through my investigations, I have uncovered that certain grammatical properties in a second language prove to be exceedingly difficult for even advanced learners to acquire. Additionally, I have made notable discoveries indicating that second language learners are capable of developing their grammatical knowledge in a second language, even in the absence of explicit instruction on the relevant properties.

In my recent projects, I have been primarily focusing on studying the sensitivity of Japanese, Chinese, and Thai learners of English to verbal inflection errors, such as the 3rd person singular "-s" and past tense "-ed" through reading-time experiments. Additionally, I am collaborating with a professor and graduate students from the University of Tokyo, analyzing production data obtained from a Japanese child who studied English in the United States under natural exposure conditions. Moreover, I have embarked on a collaborative project called "Semi-Artificial Language Acquisition" with professors from the University of Cambridge and Chuo University. Through these diverse projects, my aim is to gain insights into the nature of second language development and explore its limits.

Main topics for the group work session

The purpose of this session is to help you overcome psychological barriers to communicating in a second language. We will accomplish this through discussions on second language learning. It is important to recognize that many people around the world speak English as a second language, just like us. Consequently, they also face challenges in learning English. Throughout this session, students will explore both the positive and negative aspects of second language learning. By participating in discussions and activities, students will have the opportunity to reflect on the topic based on the lecture and their own experiences, engaging in English communication. Our aim is for participants to develop increased confidence and comfort in actively communicating in a second language by the end of this workshop.

Key words

- Second Language
- Communication
- Language Learning

References

若林茂則（編）. 2004. 『英語習得の常識・非常識』. 大修館書店.
Lightbown, P. & Spada, N. 2013. *How Languages are Learned*. Oxford University Press.

Reading assignment for the participants

- website
<https://www.sk.com.br/sk-krash-english.html>
- video
<https://www.youtube.com/watch?v=G2XBikHW954>
- articles (in Japanese)
https://atomi.repo.nii.ac.jp/?action=repository_action_common_download&item_id=3605&item_no=1&attribute_id=21&file_no=1
<https://opac.tenri-u.ac.jp/opac/repository/metadata/3799/GIK004102.pdf>

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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	