



2026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 JICA 筑波センター  
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特別協力：宇都宮市創造都市研究センター

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## ● Aim & Rules

Each participant in International Education Seminar should abide by the following rules 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 are 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. 2451 participants (1585 from Utsunomiya University and 866 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, 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 2026
- 2) テーマ: Globalization and Glocalization
- 3) 日程: 事前指導: 2026年7月23日(木) 18:00-19:30  
セミナー: 2026年9月26日(土), 10月3日(土)-4日(日)
- 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: 国際キャリア教育プログラム事務局  
宇都宮大学峰キャンパス事務部国際学部係 (5号館C棟1階) 内  
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@a.utsunomiya-u.ac.jp](mailto:kokuca@a.utsunomiya-u.ac.jp)

## ● Schedule

### INTRODUCTORY SESSION-Thursday, July 23<sup>rd</sup>

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

### SEMINAR DAY 1 - Saturday, September 26<sup>th</sup>

Time (JST)	Activity
09:00~09:30	Registration
09:30~10:00	Opening Ceremony and Orientation
10:00~10:30	Ice Breaker: Sugit ARJON, Ph.D.
10:30~12:00	Opening Lecture” International Careers Re-visited and Re-examined for Generation Z”: Shunsuke KURIHARA, Ph.D.
12:00~13:00	Lunch
13:00~14:40	Panel Discussion by Lecturers
14:40~15:00	Introduction to Methods
15:00~17:30	Work Group Session
	A “International Business”: John CAIRNS
	B “International Cooperation / Contribution”: Takeshi KOMINO
	C “Multicultural-societies and Japan”: Yajiao LI, Ph.D.
	D “Cross-cultural Understanding/Communication”: Chie SUGINO

### SEMINAR DAY 2 - Saturday, October 3<sup>rd</sup>

Time (JST)	Activity
09:00~09:15	Zoom Check-in and Morning Session
09:15~12:00	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 4<sup>th</sup>

Time (JST)	Activity
09:00~10:30	Presentation Preparation
10:30~12:40	Final Presentation
12:40~13:30	Lunch
13:30~14:30	Reflection
14:30~14:50	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 個人情報保護の保護に最大限の注意を払います。

### 2. 倫理綱領に基づく個別ガイドライン

以上の倫理綱領に基づき、特に以下の点について配慮をお願いいたします。

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

### 3. 具体的な過去の問題事例

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

#### 事例 1) 国籍による差別発言

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

#### 事例 2) ジェンダーや多様性への配慮を欠いた発言

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

#### 事例 3) ハラスメントに該当する行為や発言

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

#### 事例 4) 主体性や協働を認めない教育

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

#### 事例 5) 許可を得ないで行う個人情報や写真の使用

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

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

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

Members of this program shall follow the following principles.

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

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

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

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

## 3. Problematic Cases in Past Programs

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

Case 1) Discriminatory remarks against a certain nationality

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

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

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

Case 3) Acts and Remarks of Harassment

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

Case 4) Education not welcoming the active and cooperative learning

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

Case 5) Use of personal information and photographs without permission

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

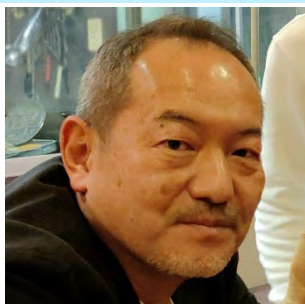
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<sup>1</sup> Transgender is the state of one's gender identity or gender expression not matching one's assigned sex. Some transgender individuals are living or wishing to live with his/her transformed sex identity.

## International Careers Re-visited and Re-examined for Generation Z

What is an international career for you? This three-day seminar is for all of us to learn from the Generation Z, our students! and try to find the common arena for all of us to work together in the international field. In this session, the students will be engaged and committed to show and expand their eager-to-learn attitude, while the lecturers will support the process with their expertise. Prior to the workgroup sessions, the students will be able to obtain and practice the practical ways of communication and learning style in a multi-cultural environment.

### Presenter



### **Shunsuke KURIHARA, Ph.D.**

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

### Profile

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

### Current Work and Research Topics

At the university, he gives lectures and seminars in International Cooperation, Overseas Fieldwork and Global Management with his various experiences in the field with the governmental and non-governmental organizations. His experience with International NGOs in Southeast and South Asia contributes to the students not only about the International Cooperation, but also the Intercultural Communication as to working at the multi-cultural workplace – colleagues from various countries working together towards the world's poverty.

His current research areas focus on the governance and development, poverty eradication and civil society strengthening. The central target people are the community members of the tea plantation estates in the upcountry Sri Lanka. He seeks the way of solving the issues faced by the tea plantation community such as limited access to higher education and choice of occupation as well as the poor living facilities. More than a half of tea consumed in Japan are from Sri Lanka. He looks into the best ways of connecting Japanese tea consumers and Sri Lankan tea producers for mutual understanding to solve the issues among the plantation community.

## **Main Activities for the Opening Lecture**

The Opening Lecture directs the students to the gateway to career development. However, this gateway takes each student in the different directions. It is up to the student's interest where they are taken through the gateway, and to the work group session. Is career development going only with the student's interest? There should also be competency development as well. The session focuses on competency and career development with group discussions. The student will be ready to learn at their workgroup session by the end of the Opening Lecture.

Key words:

Career Development

Competency

Intercultural Communication

## **Refernece**

No prerequisite reading for the Opening Lecture. However, if you are interested in the lecturer's field, international development, please refer to the following:

Edward T. Hall, "Beyond Culture" Anchor Reissue

Linda Polman, "The Crisis Caravan: What's Wrong with Humanitarian Aid?" Metropolitan Books

Mary B. Anderson, "Do No Harm: How Aid Can Support Peace - or War" Lynne Rienner

William Easterly, "The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good" Penguin Books

## Moving Targets: Indie vs. Commercial Filmmaking in a Fast-Changing World

### Presenter



### John CAIRNS

Representative Director,  
LANTIS KK

### Profile

#### John Cairns – International Creator & Cross-Cultural Storyteller

John Cairns is a Tokyo-based filmmaker, writer, and creative director with a passion for telling human-centered stories that cross borders—both culturally and creatively. With a career spanning independent cinema, global advertising, and cutting-edge interactive media, John brings a truly international perspective to storytelling in the digital age.

Born in the U.S., John studied writing and film at the University of Iowa and the Sorbonne, before earning his MFA in filmmaking from Syracuse University. His creative journey eventually led him to Japan, where he built a career at the intersection of East and West. He is the founder of Lantis KK, a boutique Tokyo-based creative studio that develops everything from cinematic narratives to branded content for global audiences.

John's independent films have screened at top genre festivals like Fantasia (Canada) and BIFAN (South Korea), gaining a following for their bold themes and experimental flair. Beyond filmmaking, he has collaborated with international teams on commercials, VR experiences, and music videos, always seeking to bridge artistic vision with cross-cultural understanding.

A passionate educator and mentor, John has taught film and creative media at institutions including Tokyo Film Center, Digital Hollywood, and led narrative editing workshops for YouTube's creator programs. He is especially committed to helping young creators navigate the challenges and opportunities of working across languages, cultures, and industries.

### Current work and creative focus

At our Tokyo-based creative studio, we develop a wide range of content, including films, games, VR experiences, and interactive media for both commercial clients and our own independent projects. The goal is to explore new forms of storytelling across different platforms while balancing creativity, purpose, and real-world application.

Smaller creative projects, especially those made outside of the big commercial systems, can often bring fresh ideas, new styles, and different cultural perspectives. These kinds of works might not have huge budgets, but they can still make a big impact and help shift how people think about stories and media. We believe that through international collaboration and open-minded teamwork, it's possible to create content that connects across borders and backgrounds.

### **Career path**

My creative path began in the United States, where I studied writing and film at the University of Iowa, followed by further studies in critical theory and cinema at the Paris Center for Critical Studies. After joining the JET Program as an ALT in Aomori, Japan, I continued my Japanese language studies at the University of Maryland. I later completed an MFA in Film Production at Syracuse University, building a strong foundation in visual storytelling and creative production.

Early in my career, I spent two years in Israel as a volunteer and occasionally worked on film and television sets, gaining hands-on experience and a deeper appreciation for the power of cross-cultural storytelling.

In Japan, I led Monolith Communications, an APAC-based company specializing in live online broadcast events and content production for corporate clients. After selling Monolith, I shifted focus toward more creative ventures and founded Lantis KK, a boutique Tokyo-based studio. At Lantis, we develop narrative content across film, advertising, games, and interactive media, combining artistic exploration with strategic communication

### **Outline of work group session**

This hands-on film workshop introduces participants to the exciting (and sometimes chaotic) world of filmmaking. Through real-world examples and creative group activities, we'll explore the key differences between independent and commercial films, two paths that require very different approaches, skill sets, and expectations for success. Understanding this distinction early is crucial, as the creative process, funding models, and routes to fulfillment for each are fundamentally different. Participants will choose to develop one idea for one type of film and plan how to bring them to life, from concept to audience. This session is practical, creative, and open to students of all backgrounds.

### **Key words**

- Logline
- Pitch Deck
- Target Audience
- Creative Control
- Distribution

### **A list of reference material**

<https://hopeforfilm.com/>

## Reading assignment for the participants

<https://www.storydoc.com/blog/how-to-make-a-film-pitch-deck>

As many of the participants have seen commercial films, I would like them to find and view an independent film of their choice. Here are some suggestions if they can find them but any independent film is okay.

Frozen River ([https://en.wikipedia.org/wiki/Frozen\\_River](https://en.wikipedia.org/wiki/Frozen_River))

One Cut of the Dead ([https://en.wikipedia.org/wiki/One\\_Cut\\_of\\_the\\_Dead](https://en.wikipedia.org/wiki/One_Cut_of_the_Dead))

Fish Tank ([https://en.wikipedia.org/wiki/Fish\\_Tank\\_\(film\)](https://en.wikipedia.org/wiki/Fish_Tank_(film)))

Tangerine ([https://en.wikipedia.org/wiki/Tangerine\\_\(film\)](https://en.wikipedia.org/wiki/Tangerine_(film)))

The Babadook ([https://en.wikipedia.org/wiki/The\\_Babadook](https://en.wikipedia.org/wiki/The_Babadook))

Plan 75 ([https://en.wikipedia.org/wiki/Plan\\_75](https://en.wikipedia.org/wiki/Plan_75))

Circle Line ([https://en.wikipedia.org/wiki/Circle\\_Line\\_\(film\)](https://en.wikipedia.org/wiki/Circle_Line_(film)))

The Medium ([https://en.wikipedia.org/wiki/The\\_Medium\\_\(2021\\_film\)](https://en.wikipedia.org/wiki/The_Medium_(2021_film)))

The Long Walk ([https://en.wikipedia.org/wiki/The\\_Long\\_Walk\\_\(2019\\_film\)](https://en.wikipedia.org/wiki/The_Long_Walk_(2019_film)))

## Handouts for Participants

- Film Pitch Development Checklist

[https://drive.google.com/file/d/1a-](https://drive.google.com/file/d/1a-k_1TaWvNz_1NoCmRmLMRgjbpcTeZGP/view?usp=sharing)

[k\\_1TaWvNz\\_1NoCmRmLMRgjbpcTeZGP/view?usp=sharing](https://drive.google.com/file/d/1a-k_1TaWvNz_1NoCmRmLMRgjbpcTeZGP/view?usp=sharing)

## Disaster Risk Reduction Movement in the Era of Climate Change

### 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 Program Development and Impact Hub/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:

- Chairperson, Executive Committee member, leader in innovation hub, Asian Disaster Reduction and Response Network (ADRRN): 2014-current.
- Advisory Group member, IRDR ICoE-Coherence (International Center of Excellence for Coherence among Disaster Risk Reduction, Climate Change Adaptation, and Sustainable Development)
- Steering Committee member, Japan Quality and Accountability Network (JQAN): 2015-current.
- Steering Committee member, NGO Unit at Japan Platform (JPF): 2016-current.
- Joint secretariat, Japan CSO Coalition for DRR (JCC-DRR): 2014-current.
- Co-founder and a member, NGO2030: 2017-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 and movement creation perspectives are 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> (Japanese only)

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 (元 WELgree リソース部門統括)

<https://www.youtube.com/watch?v=J8hFeefAFIw> (English only)

Virtual Walk Talk Listen with Takeshi Komino (episode 61)

### Main topics for the workshop

This course explores an importance of community-led disaster risk reduction in the era of climate change, and see critical skills required in understanding vulnerability and capacity to plan concrete measures for risk reduction, with specific project case studies. It will highlight why disaster resilience needs to become a ‘movement’ beyond any ‘projects’.

### Key words

- Disaster risk reduction
- Climate Change Adaptation
- Resilience

### References

- Fleeing Climate Change (DW documentary)  
[https://www.youtube.com/watch?v=c14Uv9\\_7KJE](https://www.youtube.com/watch?v=c14Uv9_7KJE)
- The Citizen’s Guide to the Sendai Framework for Disaster Risk Reduction  
[https://jcc-drr.net/wpJD/wp-content/uploads/2017/03/SFDRR\\_EN\\_1a.pdf](https://jcc-drr.net/wpJD/wp-content/uploads/2017/03/SFDRR_EN_1a.pdf)
- Sendai Framework for Disaster Risk Reduction  
<https://www.youtube.com/watch?v=izpDdnaSxN0>
- CLIP Innovations – Locally Led Solutions for Disaster Resilience and Climate Action  
<https://www.youtube.com/watch?v=IOfhwesJItg>

### Required reading and assignment

1. After reviewing resources above, please identify one recent climate-induced 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.)
2. We will ask each participant to do brief presentation at the beginning of the session – one way of getting to know each other!

## Understanding of the Labor Market from Gender Approach

### Presenter



### **LI Yajiao, Ph.D.**

Assistant Professor,  
School of International Studies,  
Utsunomiya University

### Profile

I am engaged in education and research at the Faculty of International Studies, the University of Utsunomiya. My research interests include gender and politics-economy, mainly in the Chinese context. I have been working on several projects examining women's economic rights in developing countries, including how China's capital accumulation cooperates with patriarchy in the land development and leads to economic disparity and gender gap, and how middle-class women are involved in debt among the financialization in China.

### Career path and current work

I began my studies in Japan in 2009. During my time as a student, I took advantage of school vacations to participate in internships. For example, a new media organization that amplifies the voices of Chinese women, and UNFPA Tokyo Office.

Before working as an Assistant Professor in gender and politics-economy at the Faculty of International Studies, the University of Utsunomiya, I was an International Fellow of JSPS at the Institute of Social Science, the University of Tokyo, working on the development of China's private financial institutions and women in debts. I was also a research fellow at University of Ochanomizu.

### Main topics for the group work session

This group will provide an accessible introduction to the long-standing issues of occupational segregation and gender wage gaps. Why do these disparities persist across different societies and economies? The course is designed to help students gain a basic understanding of the labor market by exploring gender inequality in the workplace through both mainstream and feminist economic perspectives, in a way that is easy to follow and open to those without a background in economics.

The course will also examine how both paid and unpaid work are vital to the functioning of the capitalist economy. Women's disproportionate responsibility for unpaid labor is a key factor in their social and economic subordination, including their status within paid employment.

Through case studies and group discussions, students will reflect on what kinds of labor policies and institutional reforms might promote gender equality and come to understand the basic mechanisms and gendered structures underlying labor markets.

### Key words

- Gender equality
- Unpaid work
- Labor market structures

### References

- LSE event, “Inequality, matters: austerity policies, gender and race “, with Stephanie Seguino, Saphieh Ashtiany and Diane Negra, Chaired by Alan Manning (1hr 31 min.).  
<https://www.youtube.com/watch?v=pIXuPVbquvQ>
- The ILO’s Short video “What is keeping us from closing the gender gap?”(3 min.)  
<https://www.ilo.org/resource/what-keeping-us-closing-gender-gap>
- The Institute for New Economic Thinking’s interview with Stephanie Seguino, “Women Foot the Bill for Economic Growth, Parity Requires Social Investment” (7 min.)  
<https://www.ineteconomics.org/perspectives/videos/women-foot-the-bill-for-economic-growth-parity-requires-social-investment>

### Reading assignments for the participants

- Chapter 1 The Labor Lens, *Women and Work: Feminism, Labor, Social Reproduction*, Susan Ferguson, Pluto Press, 2020.  
<https://drive.google.com/file/d/1W41B0DhXf7Ywgu2cAe4FIM8TtyoY5mO3/view?usp=sharing>
- Chapter 7 Labour Market Inequalities, *Feminist Political Economy: A Global Perspective*, Sara Cantillon, Odile Mackett, Sara Stevano, Agenda Pub, 2023.  
<https://drive.google.com/file/d/1fZPEf30xnCpoyQLtCAs5zfDSwiBXd8c/view?usp=sharing>

## Intercultural Competence for Global Careers: What Does It Take to Work Globally and Glocally?

### Presenter



### **Chie SUGINO, Ph.D.**

Professor,  
Center for International Exchange,  
Utsunomiya University

### Profile

Chie Sugino is a Professor at Utsunomiya University, specializing in intercultural learning and the internationalization of higher education. Before entering academia, she spent nearly 20 years at the Ministry of Foreign Affairs of Japan, serving in Chicago, Bangladesh, Jordan, and Sudan. In these diverse settings, she engaged in Official Development Assistance (ODA), diplomatic negotiations, policy coordination, and cross-cultural collaboration. Drawing on both diplomatic and academic experience, her work explores the competencies needed to navigate multicultural environments and how such competencies can be fostered through international collaborative learning and cultural interaction on university campuses.

### Career path and research topics

I joined the Ministry of Foreign Affairs (MOFA) of Japan in 1997. Until then, I had no overseas experience and had originally planned to become an English teacher majoring in English linguistics. However, during my university years, I became interested in working abroad, which led me to pursue a career in diplomacy.

As part of my training at MOFA, I was given the opportunity to study abroad, and I attended graduate school at Brown University, where I majored in American Studies with the aim of specializing in U.S. politics. However, upon graduation, I was unexpectedly assigned to the Embassy of Japan in Bangladesh. This experience, which I will briefly share during the panel session, became a turning point in my career. What I experienced during my years in diplomacy is summarized in my profile above.

After nearly two decades in diplomacy, I left the Ministry to pursue a career in higher education. In this sense, my initial aspiration to become a teacher came full circle. While working at a university, I completed my doctoral thesis in 2025.

My current research has several pillars. One is intercultural collaborative learning, particularly how students develop intercultural competence through experiences in diverse and global learning environments. Another is the internationalization of post-1992 universities in the

United Kingdom, which was the focus of my doctoral research. I am also interested in English education for elementary school students in Middle Eastern countries. Although these topics may appear unrelated, they are all connected by a common interest in international education.

### Main topics for the group work session

This interactive session explores the skills, attitudes, and mindsets needed to work effectively across cultures. Drawing on real professional experiences and case studies, we will examine the concept of intercultural competence, and how it develops, and why it matters for global careers. Participants will reflect on their own experiences in a collaborative dialogue. Please see the Reading/Listening Assignment section below for the pre-assignment.

### Key words

- Intercultural Competence
- Global Competence
- Global Citizenship
- Employability

### References

- Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. Sage Publications.
- Lantz-Deaton, C., & Golubeva, I. (2020). *Intercultural Competence for College and University Students: A Global Guide for Employability and Social Change*. Springer.
- Meyer, E. (2016). *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. PublicAffairs. Also available in Japanese: 『異文化理解力』.

### Reading assignment for the participants

1. Please prepare a short self-introduction for the introductory session on July 23. This will help the other members understand your cultural background.
2. Before reading any materials related to this topic, think about what you believe are the most important qualities for working in a multicultural environment and why. We'll discuss your answers in class.
3. Research several definitions of "culture." Make sure to include the sources; we'll share and compare them in class. English translations from your language are also welcome.
4. Watch, listen to, or read the following, and prepare to share what you agree or disagree with, and explain your reasons. This is also for class discussions.
  - [The surprising paradox of intercultural communication](#) (Helena Merschdorf)
  - [Cross cultural communication](#) (Pellegrino Riccardi)
  - [Decoding cross-cultural communication with Erin Meyer](#)
5. Additional reading assignments will be handed out during the session from the above references.



Please scan the QR code to download the teaching materials.



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発行：宇都宮大学 国際学部

〒321-8505 宇都宮市峰町 350

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

E-mail: kokuca@a.utsunomiya-u.ac.jp

学部		学科	
学年		氏名	