Empowering Future-Ready Graduates by Developing Trilingual Global Leaders

Robin Sakamoto, PhD
Kyorin University
Fundamental Competencies for Working Persons

- In February, 2006, the Ministry of Economy, Trade and Industry defined the basic abilities required in working together with various people in the workplace and in the local communities as “Fundamental Competencies for Working Persons” which consist of the following three competencies (12 competency factors) at a committee comprising of intellectuals in businesses and universities (Chaired by Prof. Yasuo Suwa of Hosei University Graduate School).

< 3 Competencies / 12 Competency Factors >

- Ability to step forward (action)
  - Initiative
    - Ability to initiate things proactively
  - Ability to influence
    - Ability to influence and involve others
  - Execution skill
    - Ability to set goals and execute with conviction

- Ability to think through (thinking)
  - Ability to question and think through
  - Ability to detect issues
    - Ability to analyze status quo and clarify issues
  - Planning skill
    - Ability to clarify procedures to solve issues and prepare
  - Creativity
    - Ability to create new values

- Ability to work in a team (teamwork)
  - Ability to collaborate with various people to achieve goals
    - Ability to deliver messages
    - Ability to listen closely and carefully
    - Flexibility
    - Ability to grasp situations
    - Ability to apply rules and regulations
    - Ability to control stress
  - Ability to deliver own opinions clearly
  - Ability to listen to other peoples’ opinions carefully
  - Ability to appreciate different opinions and perspectives
  - Ability to comprehend relationship between yourself and other people as well as things surrounding you
  - Ability to comply with social rules and keep promises with others
  - Ability to deal with the original cause of stress

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Global human resource (Global Jinzai)

- Cross-cultural understanding
- Communication in foreign language (English)
- Social skills as adults

- Ability to step forward (Action)
- Ability to think through (Thinking)
- Ability to work in a team (Teamwork)


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The Project for Promotion for Global Human Resource Development (FY2012~2016) “Go Global Japan”

- **The aim:** to overcome the Japanese younger generation's "inward tendency" and to foster human resources who can positively meet the challenges and succeed in the global field, as the basis for improving Japan’s global competitiveness and enhancing the ties between nations. Efforts to promote the internalization of university education in Japan will be given strong, priority support.

- **Type A (University-wide) 11**
  The goal is the internationalization of the entire university. The universities selected as lead schools are required to contribute to the promotion of the globalization of other universities.

- **Type B (Faculty/school-specific) 31**
  The goal is the internationalization of the specific faculties/schools. The selected universities are required to promote the globalization of the specific faculties/schools within the university, as well as to contribute to the internationalization of the university as a whole.

Source: Ministry of Education, Culture, Sports, Science, and Technology (n.d.)
http://www.mext.go.jp/en/policy/education/highered/title02/detail02/sdetail02/1373895.htm
Empowering Future-Ready Graduates by Developing Trilingual Global Leaders
Developing Trilingual Global Leaders
= Language Proficiency in English and Chinese
+ Negotiation Skill Development

English Department

Chinese Department

Tourism Department

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Creating a Curriculum based on 「Language Proficiency」 and 「Negotiation Skill Development」

GLOBAL
- Global Communication
- Global Human Resources
- Japanese Culture

LOCAL
- Field Studies I · II · III · IV · V
- Community and the University

HOSPITALITY
- Hospitality Communication

CAREER
- Freshman Seminar
- Japanese Expression I · II
- Career Design I · II · III · IV · V · VI etc...
## Language Proficiency Standards for Graduating Students

<table>
<thead>
<tr>
<th>Language</th>
<th>Department of English/Department of Hospitality and Tourism</th>
<th>Department of Chinese Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>• TOEIC® score of 800 or higher</td>
<td>• TOEFL iBT® score of 52 or higher</td>
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<tr>
<td></td>
<td>• TOEFL iBT® score of 80 or higher</td>
<td>• IELTS score of 4.5 or higher</td>
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<td></td>
<td>• IELTS score of 6 or higher</td>
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</tr>
<tr>
<td>Chinese</td>
<td>Department of English/Department of Hospitality and Tourism</td>
<td>Department of Chinese Communication</td>
</tr>
<tr>
<td></td>
<td>• Chukun level 4 or higher</td>
<td>• Chukun level 2 or higher</td>
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<tr>
<td></td>
<td>• HSK level 2 or higher</td>
<td>• HSK level 5 or higher</td>
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<td></td>
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<td>• Guide-Interpreter certification (Chinese)</td>
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</tbody>
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Results in Language Proficiency

- Increase of 516%
- Went from 6 students in the first year of the program to 31
- While we did not meet our target goals, we now have a solid 6% of students able to meet the requirement that we did not have before
- We have also increased our ranking by 10 points so are recruiting an entirely new type of student

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Results in Language Proficiency

• Chinese Proficiency By Department

• Salon Participation

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Negotiation skill development

- “Smart and Tough” Negotiation Skills
- GPA and Language Scores are automatically input
- Students self assess leadership, intercultural/global competency, and communication skills on an annual basis using a rubric similar to AAC&U’s Value Rubrics

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Studying and training abroad

Increase seen in all 4 Faculties

- Medical School one in four students now do their Clinical Clerkship abroad
- 75% reduction in tuition for any student wanting to study abroad for a full semester
- Our faculty went from 64 to 140 students or well over half of our students study abroad in their 2nd year

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CLIL (Content and Language Integrated Learning)

- Faculty of Foreign Studies
  - 2 Professors, 2 Lecturers
- Faculty of Health Sciences
  - 1 Assistant Professor, 1 Lecturer
- Faculty of Social Sciences
  - 2 Associate Professors, 1 Lecturer
- School of Medicine
  - 1 Lecturer
Post Funding Challenges

• Maintaining the programs and activities started during the grant period
• Finding the budget with which to do so
• Convincing the faculty that this is a worthy endeavor
• Creating an internationalized curriculum and university
Reminder

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• If you have any questions or wish to discuss the contents of this presentation further, please feel free to contact me at:
  • rsakamoto@ks.kyorin-u.ac.jp
• Thank you for the opportunity to speak to you today!