

Promoting International Education and Adapting to the Effects of Globalization: The Issues Involved in Developing Globally-Oriented Human Resources in Japan

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1. INTRODUCTION

Presently, higher education plays a significant role in connecting peoples, institutions and countries through global cooperation to help understand and solve global issues such as poverty, health care, ethnic and gender diversity and sustainable development.¹⁾ In internationalizing the curriculum, it is important to include methodology and/or content that relates to global issues and perspectives, especially if any course is to relate itself to the development of globally-oriented human resources. In the last two decades, many Japanese universities have been involved in promoting the development of globally-oriented human resources. Just in the first 10 years after the year 2000, every year

(except for the year 2003) had double digit figures in the number of universities establishing faculties or departments with missions emphasizing the development of globally-oriented human resources.²⁾ According to Professor Aya Yoshida, universities throughout Japan during this period establishing “international,” “global” and “communication” related faculties and departments were the small and medium sized “private” universities aiming to add value to their programs to recruit more high school students as well as to increase the chance of employability for their graduates.³⁾

According to Professor Akira Ninomiya, many universities are still lingering behind the international bandwagon since many faculty have difficulty understanding this “new” mission for the university to internationalize and promote the development of globally-oriented human resources at their institutions.⁴⁾ He suggests that to the university faculty this movement to “internationalize” is seemingly an odd movement since to them scholarship (academic study) has been known to have no borders, that faculty already cite many foreign publications in their research as well as give presentations abroad, and since many of them have submitted their research to international journals in English or other foreign languages. However, Professor Ninomiya explains

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that although the “research” aspect may be international, “education” is far from being internationally oriented and educating students to become “globally-oriented” human resources has not been the part of the normal academic curriculum.⁵⁾ To pursue this mission, a “new addition to the curriculum” would have to be developed. Therefore, only a portion of universities in Japan are seriously involved with this mission and for the majority of universities, it has nothing to do with them.⁶⁾

This paper will introduce an example of a small/medium sized university that has been seriously involved with this mission and the difficulties faced in developing programs to promote the development of globally-oriented human resources. First, it will examine the background of how the idea of globally-oriented human resources came about.

2. THE NEED FOR GLOBALLY-ORIENTED HUMAN RESOURCES

2.1 The politics behind the idea of promoting the development of globally-oriented human resources

According Professor Akiyoshi Yonezawa, the need to develop globally-oriented human resources began through discussions by Japanese industry as a result of the long-term recession and loss of competitiveness experienced in the 1990s.⁷⁾ And, the term “*gurobaru jinzai* (globally-oriented human resources)” was initially developed through discussions involving the fields of labor economics and business in attempts to solve the issues concerning the need to develop “new” types of employees that could work effectively in the rapidly changing global environment. In the early discussions, these “new” types of employees

referred generally to those who were hired in Japan and worked at the overseas branch offices (Japanese recruits), those who were hired at the overseas branch offices (both Japanese and international recruits), and international students that graduated from Japanese universities that were hired in Japan (international recruits). These new recruits required a “new” human resource development system within the company to adequately position and develop them. This process came to form the idea of “*gurobaru jinzai ikusei* (development of globally-oriented human resources)”.⁸⁾ Professor Yoshida adds that as the issues concerning globalization caught on and connected with the government’s policies for economic growth, an editorial written in the *Nikkei Shimbun* in January 2011, emphasized the need for universities to internationalize and answer to the needs of the private sector.⁹⁾

In a policy paper presented in 2007, the Keizai Doyukai (Japan Association of Corporate Executives) referred to the same issue by critically suggesting reform of the whole university educational system (national, public and private universities included), including its organization and management. And, that it was time for a drastic educational reform that would meet the needs of society for developing human resources that would support innovation.¹⁰⁾ The university’s strong involvement in supporting students’ career placement and its connection with the local region put it in a position that would provide them with information on the changes occurring in society, needs of particular areas of education, and the types of human resources needed at an early stage. Therefore, universities were strategically positioned to present solutions to these problems.¹¹⁾ To the Keizai Doyukai and others

involved in the private sector that wanted universities to develop appropriate “globally-oriented” workers, university education was out of date and needed to be reformed.

The Keidanren (Japan Business Federation) followed by suggesting that the increase in global competition had required companies to become more effective overseas and that this situation created a need to develop “leaders” that could navigate the company through difficult waters. It stressed that industry could not do this alone—that the Japanese society as a whole, which included industry, government, “and universities,” had to work together in developing human resources.¹²⁾

According to Professor Yoshida, industry (through policy papers of the Keizai Doyukai and Keidanren) directed the issue of developing globally-oriented human resources from what was originally a corporate issue in developing a new type of training system to accommodate globalization to an issue that was important for society to be concerned about and that this was something that universities needed to get involved in.¹³⁾ This transfer of responsibility may have been used to speed up the educational and organizational reforms (that also included the internationalization of higher education) that were being implemented by the government at the time.

This pressure from industry influenced the government in establishing the *Sangaku Jinzai Ikusei Patonaship’pu Kaigi* (Industry-Academia Partnership Committee on Human Resource Development) headed by the Ministry of Economy, Trade and Industry (METI) and joined by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2007.¹⁴⁾ In

the committee reports that followed resulting from the continued discussion on what issues were to be resolved and how to reform the universities to establish a better system to develop globally-oriented human resources, the conclusion was that industry and academia would have to work together to provide for the needs of society to develop globally-oriented human resources by:

- 1) Promoting education that reflected the needs of industry and emphasized a balance of basic and professional/technical knowledge;¹⁵⁾
- 2) Attracting more interest in the fields of science and engineering;¹⁶⁾
- 3) Developing human resources with a global perspective in mind.¹⁷⁾

2.2 The definition of “globally-oriented” human resources

In 2010, the Global Human Resource Development Committee established under the Industry-Academia Partnership Committee on Human Resource Development presented a comprehensive report on what was to be done.¹⁸⁾ This report defined “globally-oriented human resources” in the following manner:

In an advancing globalized world, a globally-oriented human resource has his/her own strong beliefs and can explain his/her own thoughts eloquently to his/her colleagues, business partners and customers coming from diversified backgrounds. Furthermore, he/she can understand other people’s positions by comprehending different characteristics and values originating from cultural and historical backgrounds.

Moreover, he/she can develop new values from understanding these differences...¹⁹⁾

The report also mentioned that in developing “globally-oriented” human resources the following elements (skills) needed to be emphasized²⁰⁾:

- 1) Basic skills to be attained to be a working member of society (*shakaijin kisoryoku*);
- 2) Communication skills in foreign languages (mainly English);
- 3) Skills in understanding and adapting to foreign cultures.

The report stressed that the development of globally-oriented human resources was an issue to be considered by the whole society, reiterating what industry had said earlier. In resolving this issue, it would be important to engage in this development altogether and use the available resources in industry and academia, and emphasized the need for universities to take leadership in working with society to develop these skills.²¹⁾ The Report recommended establishing competitive grants by the government to assist universities in setting up programs to develop the needed skills for students and to promote overseas study programs to cultivate intercultural understanding.²²⁾

Another definition for globally-oriented human resources is from the deliberations of the Council for the Promotion of the Development of Global Human Resources which was newly established under the government led by the Democratic Party of Japan. The deliberations came to the conclusion that globally-oriented human resources were people who had the following skills and qualities: 1) Language and communication skills; 2) Independence and being active, having spirit for challenge, cooperative-

ness and flexibility, and a sense of responsibility and mission; 3) Understanding for different cultures and having identity as a Japanese.²³⁾ And, in addition to this, human resources that were to engage actively in society would be required to have a wide range of general knowledge as well as expertise in various fields, skills in problem-solving, teamwork and leadership skills, openness and valuing ethics, and media literacy.²⁴⁾

According to Professor Yonezawa, these definitions were directly “related to national, economic, and social development of Japan.”²⁵⁾ He added that the requirement of language and communication skills reflected “the general weakness of Japanese workers in global business communication.”²⁶⁾ Furthermore, he suggested that there was a slight difference in interpretation of intercultural competence between the definition given in the recommendations by Committee of METI and MEXT and the Council Report, in that, the former emphasized “global leadership” while the latter stressed the importance of “Japanese identity.”²⁷⁾

3. A CASE STUDY OF A SMALL/MEDIUM-SIZED UNIVERSITY PROMOTING THE DEVELOPMENT OF GLOBALLY-ORIENTED HUMAN RESOURCES

3.1 Institutional Efforts

The Hiroshima University of Economics (HUE) was founded in 1967 with one Faculty of Economics. Presently, the university still maintains one Faculty of Economics but has expanded its departments to five which consists of the Departments of Economics, Business Administration, Information Business, Media Business and Sport Business Administration. The

Graduate School of Economics consists of a Master's Program and a Doctoral Program. The total student population for undergraduate and graduate programs is approximately 3,000. There are approximately 120 faculty members and 100 staff on campus managing the university. In 2004, the university created an innovative proposal to establish a program devoted to the development of "personal skills" fostering human resources called the Koudoukan.²⁸⁾ In 2006, the university established a new curriculum which would complement the normal university curriculum with courses and project-based learning initiatives led by students that would be more practice-oriented with specific learning outcomes. The motto of the program was: "Become a *Koudoujin*: starting from zero." The concept within the Koudoukan was strategically created to match up with the objectives of the *shakaijin kisoryoku* promoted by the private sector.²⁹⁾ The curriculum was categorized into four fields: 1) "Genki Ryoku Field (field in developing a positive mindset—discovering "potential" in students to enable them to challenge and get involved with new activities)"; 2) "Koudou Ryoku Field (field in developing skills in bringing something to action—learning not to be afraid of failure and to move forward)"; 3) "Kikaku Ryoku Field (field in developing planning skills—drawing out the creativity in students 'to develop something from nothing')"; 4) "Kyosei Ryoku Field (field in developing skills in working together under different conditions—learning about cooperation and teambuilding to reach a goal)" This curriculum was combined with the opportunity to propose a student managed university-funded project.³⁰⁾

In each course, the students are monitored for their learning outcomes. Students are required

to fill out a progress sheet of all of the monitored *shakaijin kisoryoku* qualities. They are also required to fill in a mid-term progress sheet where the professor in charge is required to give them feedback on their progress to make sure they are on the right track. At the end of the course, students are again required to fill in their progress sheet to let the professor know how much he/she has improved or not in the specific qualities.³¹⁾ The Koudoukan prints out the levels of the learning outcomes of each course at the end of the semester and uses it as discussion material for an end of semester committee meeting consisting of all of the faculty involved in teaching Koudoukan courses to develop education strategy for deciding future courses and direction.

Another important characteristic of the Koudoukan program, as previously mentioned, is the part that encourages students to propose projects that are inspired by taking these courses. These projects are proposed by students and student led enabling them to learn through their experiences. There are no credits involved in these projects, however, to create an incentive to propose one, the university funds projects that are accepted.³²⁾

In 2007, METI announced a policy paper³³⁾ that noted the aims in promoting the *shakaijin kisoryoku*. In promoting these specific basic qualities, *shakaijin kisoryoku* were to be promoted in combination with other basic and professional skills and knowledge to fully achieve the aim in developing human resources needed for the workplace.³⁴⁾ The paper emphasized the importance in acquiring the qualities of *shakaijin kisoryoku* explaining that many governments around the world have acknowledged the impor-

tance of certain human resource qualities that are necessary in today's rapidly changing environment and that the education and private sectors have been collaborating in developing training programs for students to attain these qualities and skills. The purpose in getting involved for higher education is not only to promote employability to meet the immediate needs of society, but to educate students to be prepared for any future changes in work environment and to be able to have skills and knowledge that can be transferable to another position in a different environment.³⁵⁾ The presumption would be then that the promotion of *shakaijin kisoryoku* would be a necessary step in developing "globally-oriented" human resources.

Taking advantage of this trend in the need to develop human resources that fit the needs of the private sector, the university applied for a grant offered by the METI and was approved in 2007 and 2008, however, the grant was discontinued soon after the Democratic Party took charge of the government in 2009 and initiated budget cuts in the government.³⁶⁾ In many cases, the small/medium sized universities that were not capable of applying toward the larger grants offered by MEXT, benefitted from the smaller and innovative (niche) grants like the METI grant focusing on developing human resources. As a result, when government funds are decreased or cut, the institutions that are affected most are presumably the smaller/medium sized universities. The Koudoukan Education Program (curriculum and projects) even after the cut in funds has nevertheless maintained its program, and close to a thousand students a year experience the program in whole (curriculum and/or involvement in projects).

In pursuing this Koudoukan Program, the reasons for continuing it after the termination of the grant can be explained by the enlightenment of new experiences and different perspectives gained by being involved with the program as instructors, as students and as collaborators (peoples, organizations and companies that did not readily associate themselves with the university). From the Report that was submitted to the METI explaining the results of the grant program in the last year before termination, the instructors teaching the courses mentioned their active involvement with the students in giving periodic feedback to the students. This engagement in developing the students' *shakaijin kisoryoku* provided for an opportunity to increase the dialogue between instructor and student and improved the communication abilities of both sides.³⁷⁾ Students that were used to a one way lecture were also stimulated by the opportunity given to them to actively work with other students in teambuilding, meeting different people and NPO organizations outside the university that enabled them to recognize new perspectives. And, as their experiences developed into an actual Koudoukan Project, students with the help of their coordinators could reflect on how their experiences helped them mature and changed their mindset to think about the future from different perspectives.³⁸⁾ As mentioned previously, developing the students' *shakaijin kisoryoku* is a necessary step in promoting globally-oriented human resources. Therefore, the continuation of this Program is significant in providing the human resources demanded by the private sector.

3.2 Individual Efforts within the university

The establishing of the Koudoukan Program was an institutional effort to make the university more attractive for high school students in developing their motivation by complementing the normal theoretical based courses with more practice-related themes/courses and other project-based learning programs. At the same time, students who took these courses would become more confident in themselves and increase employability by attaining qualities and skills related to *shakaijin kisoryoku*. To maintain the curriculum, individual efforts of the faculty become essential. The following are examples of different themes and perspectives in trying to promote the development of globally-oriented human resources.

1) Hiroi Sekai ni Tobidaso (Stepping Out Into the Wider World)

Period taught: 2010-present

Category: Kyosei Ryoku Field

Instructors: George R. Harada & Takahiro Yamamoto

This course began in 2010 with an idea to promote a combination of internationalization at home (IaH) and the need to answer to the private sectors demands in developing globally-oriented human resources. It was a collaborative effort between the Office of International Exchange (presently, the Center for International Education Exchange) and the Koudoukan. This course strategically mixed international students and Japanese students into one class to develop intercultural competence, and at the same time to provide an opportunity for both international students and Japanese students to interact and

communicate to eventually become friends. In addition, the instructors hoped that through this experience, Japanese students would think more seriously about the significance of study abroad before graduating from the university. As previously mentioned, the private sector was concerned with the Japanese youth having an “inward looking attitude” resulting in less students deciding to study abroad and many new recruits not desiring to work at the overseas branches of their companies.³⁹⁾ The instructors were hoping that this course would assist in making students more motivated in “stepping out into the wider world,” as the title to the course suggested.

The class was limited to 30 students and would be taught during the Fall semester. Collaborating with the Office of International Exchange, the course would be required for international exchange students and open registration for Japanese students. The instructors chose to have international exchange students in the class because they spoke very little Japanese (English is the common language for international exchange students). Most of them would be starting their Japanese language studies during their study abroad term at HUE. Many of the Japanese students would have English language courses in their first year, however, most would not have a good command of English. The initial instructions would be given in detail both in Japanese and English so that there would not be any misunderstanding about what was to be done. The students, however, would have to find a way to communicate and work together to give three separate presentations (group members would be changed after each presentation) during the semester. The presentations would be given in both English and Japanese. This language barrier

created an “uncomfortable” environment for many of the students that actually simulated “real life” experiences. It also stimulated some of them to study more English (or more Japanese in the case of international students) to a level that would become an added advantage for them when it came time to find job.⁴⁰⁾

**2) “Kokusai Kyoryoku · Koken no Shiten”
wo fukumu Gurobaru Jinzai Ikusei
(Globally-Oriented Human Resource
Development with an “International
Cooperation-Contribution Perspective”),
Daigaku Renkei Jigyo (Inter-university
Credit Exchange), Hiroshima Prefectural
Grant Program, 2014–2016)**

Period Taught: 2014–2016 Academic Years

Category: Kikaku Ryoku field

Instructors: George R. Harada & Kenichi
Kawamura

In 2013, the author and his colleague (Professor Kenichi Kawamura) applied for a small grant (approximately 4 million yen) to support an inter-university credit exchange course (enabling students from other universities in the region to attend) that would promote globally-oriented human resource development. The title of the course was: Kokusai Kyoryoku · Kouken no Shiten wo fukumu Gurobaru Jinzai Ikusei (Globally-Oriented Human Resource Development with an “International Cooperation-Contribution Perspective.”

In promoting a typical social science related program to develop globally-oriented human resources, communication and intercultural adaptation skills would normally be emphasized. The instructors of the course decided to cover the

typical areas as well as to include an “international cooperation-contribution perspective” into the process of developing globally-oriented human resources that emphasized the importance of understanding the issues highlighted by the United Nations Global Compact (and more recently by the 17 Sustainable Development Goals). In becoming familiar with the various issues of globalization and learning about the importance in having an “international cooperation-contribution perspective,” it was hoped that the students would learn about sustainable international business and economic behavior for people deciding to do business with developing nations, and more importantly, would understand what managers and leaders in the future would need to know to decide and act “responsibly.”⁴¹⁾ The instructors also chose to introduce the Asian region (especially, the southeastern regions of Asia) since many Japanese companies were branching out to these areas and sending more young recruits to these areas to work.⁴²⁾

In developing content that would cover a multiple of issues in a comprehensive way, the course comprised of 13 different instructors (not including the two coordinators for the course), all professionals in their own field. The course also provided for a short 10 day overseas excursion to a Southeast Asian nation at the end of the course during the summer vacation period (2014 to Indonesia; 2015 to Cambodia; 2016 to Vietnam). The Prefectural Grant covered the lecture fees and provided for one half of the airfare. In this manner, without this grant from the local prefecture, a course consisting of so many lecturers and an overseas excursion at the end of the course would be difficult to organize and maintain. This grant eventually was awarded to the instructors

for the maximum three year period (from 2014 to 2016).

In examining the results of the self-evaluation of the students' initial and final *shakaijin kisoryoku* qualities attained, in 2014, the students reached 84% of their objectives set in the beginning, and improved 157% compared to their initial level of evaluation. In 2015, the students reached 80% of their objectives set in the beginning, and improved 133% compared to their initial level of evaluation. In 2016, the final year, students reached 76% of their objectives set in the beginning, and improved 151% compared to their initial level of evaluation.⁴³⁾ Although self-evaluated, the scores are significant in that the increases in *shakaijin kisoryoku* qualities indicate that the students have developed (or in the process of developing) the qualities demanded by the private sector, something that makes them much more employable than if they did not take the course. Also, in terms of how much the students' learned in each session (for each topic lectured), the radar chart shows an increase in knowledge of each topic making them more aware of the global issues that need to be considered.⁴⁴⁾

3) Jizoku Kanosei to Inobeshon (Sustainability and Innovation)

Daigaku Renkei Jigyo (Inter-university Credit Exchange), Hiroshima Prefectural Grant Program, 2017)

Period Taught: 2017 Academic Year

Category: Koudou Ryoku field

Instructors: George R. Harada & Kenichi Kawamura

After the termination of the prefectural grant in 2016, the instructors submitted another pro-

posal on a different topic (Sustainability & Innovation) and was accepted for a one year term.⁴⁵⁾ The course structure was based on a concept similar to the previous three years in that each topic covered should be taught by a different professional so that the students would be able to listen to many examples and perspectives. There were 12 instructors (not including the two coordinators for the course) teaching the course. Also, an overseas excursion was scheduled to be held in Singapore for the summer vacation following the end of the course. The theme of this overseas excursion would be "how Singapore sustained innovative urban development." The instructors thought the topic of the course as well as the theme for the overseas excursion complemented the previous three years of promoting the development of globally-oriented human resources. The objectives for the course were: 1) to discover the present issues and problems surrounding society concerning sustainability; 2) to examine the individual, societal and corporate responsibilities that are requisite in sustaining society; and 3) to find "innovative" solutions that will lead people to a combination of circular thinking and connectivity which will in turn contribute to the sustainability of society.

In examining the results of the self-evaluation of the students' initial and final *shakaijin kisoryoku* qualities attained, the abilities of discovering problems and being creative/innovative were at the 100% level. The self-evaluation also shows that the student's level of knowledge for each of the topics discussed in class also increased significantly.⁴⁶⁾ It is hoped that by acquiring the knowledge taught in class and attaining the various qualities and abilities of *shakaijin kisoryoku*, and as students enter the workforce, they will in the

end think about the individual, societal and corporate responsibilities that are requisite in sustaining society.

4. CONCLUSION: ADAPTING TO THE EFFECTS OF GLOBALIZATION

The development of globally-oriented human resources that began with the strong influence of industry, actually provided a significant reason for higher education institutions to reform their system to meet the needs for globalization. Many of us in the field of promoting international education have had a difficult time convincing our superiors on what is needed and how to reform. The major impediment is, of course, financial support. Any financial support (and its continuation) would require concrete results at the end of each academic year. However, as many professionals in the field know, the difficulty is that “the effects of our efforts are not immediate,” meaning that in many cases the evidence that is required for the financial reports cannot be supplied in time resulting in significant decrease or loss of support.⁴⁷⁾ A more immediate difficulty is the stance of the university executives on whether or not to reform the education programs to meet globalization needs if present programs do not seem to be a problem. Being insulated in a comfortable environment really does not help in moving things forward, however, messages from the government announcing the vital need to internationalize higher education as a high priority sends a strong message to university executives that helps lean the scale toward reform. The message of “All Japan” asserted by the ministries involved is highly significant in a “Japanese way” in that it provides an impetus that gives weight to the issues concerning internationalization on

how to reform and what should be done. Internationalization is not just about maintaining inbound and outbound exchange of students. It can be used as an effective means to promote and develop globally-oriented human resources. In the case of Hiroshima University of Economics, the Office of International Exchange (presently, the Center for International Education Exchange) collaborated with the Koudoukan in utilizing existing resources to form a course to develop intercultural competency, an essential skill needed to be globally-oriented. Also, if financial support is available, courses like those mentioned above that consist of professionals from various fields can provide a multiple of perspectives and can contribute to a more comprehensive explanation of the topic compared to one that is done by a single instructor.

Notes

- 1) See, D. Deardorff, eds., *The Sage Handbook of International Higher Education*, (SAGE, 2012), p. x.
- 2) See, Yoshida, A., “Gurobaru Jinzai Ikusei’ to Nihon no Daigaku Kyoiku (The Development of Globally-oriented Human Resources and University Education),” 81 *Kyoikugaku Kenkyu* 28, 35 (2014).
- 3) *Id.*
- 4) See, Ninomiya, A., “How Are Global Human Resources and the (Global) Competency Designed?: An Analysis of the Programs of GGJ, SGU, Inter-University Exchange Projects and the SGH,” 82 *Web Magazine Ryugaku Janaru* (Web Magazine Study Abroad Journal) 1, 6 (2018).
- 5) *Id.*
- 6) *Id.*
- 7) See, Yonezawa, A., “Japan’s Challenge of Fostering “Global Human Resources”: Policy Debates and Practices,” 11(2) *Japan Labor Review* 41–47 (Spring 2014), copy of article can be downloaded from: www.jil.go.jp/english/JLR/documents/2014/JLR45_yonezawa.pdf (last visited August 31, 2017).
- 8) Yoshida, *supra* note 2, p. 28.
- 9) *Id.*, p. 30. According to this editorial, Japanese brands were losing ground against other brands like Samsung and LG (Korean brands). It described how the Korean companies catered to the needs of the local market. These companies sent their employees

- to various regions for long term to develop international “regional specialists.” These specialists established consumer networks and collected information concerning the needs of the consumers in the region. The editorial emphasized that if Japan were to compete successfully in Asia (or anywhere else), in growth areas such as electric power and water, Japan would need to focus not only on the quality of its equipment and technology, but also to answer to the specific needs of the customers as well as to provide comprehensive solutions. To do this, Japan would have to develop more globally-oriented human resources that could be sent overseas. However, the editorial referred to a survey that showed many of the new hirers in the workforce were less motivated to work overseas. The conclusion was that developing globally-oriented human resources was an urgent matter and that there was a need for universities and graduate schools to speed up internationalization of their programs and to answer to the needs of the business sector. See, *Nikkei Shimbun*, January 3, 2011, Editorial, p. 2.
- 10) Keizai Doyukai, Policy Paper, “Kyoiku no Shiten kara Daigaku wo Ka’eru—Nihon no Inobeishon wo Ninau Jinzai Ikusei ni mukete (Changing the University from an Educational Perspective—Towards Developing Human Resources that Foster Japanese Innovation),” March 1, 2007.
 - 11) *Id.*, p. 3.
 - 12) Keidanren, Policy Paper, “Gurobaru Jinzai no Ikusei ni muketa Teigen (A Proposal for Global Human Resource Development),” June 14, 2011.
 - 13) Yoshida, *supra* note 2, p. 31.
 - 14) *Id.* The Committee was established in October 2007 and the first committee meeting was held on October 3.
 - 15) See, Industry-Academia Partnership Committee on Human Resource Development, “Kongo no Torikumi no Hokosei ni tsuite (The Directions to be Taken for Future Action),” August 25, 2009, p. 2. This first point suggested that industry and academia would need to work together to create “appropriate” human resource development programs that would include a balance of basic and professional/technical knowledge. There was also a need for companies to actively cooperate in sending appropriate personnel to university programs to assist in teaching relevant courses. Parallel to this, universities would need to improve its academic quality and as the Central Education Council had proposed, every field would need to set learning outcomes, establish core curriculums and create new “model” education material adapted toward developing human resources.
 - 16) *Id.* pp. 2–3. This second point suggested that the causes of the decline of interest in the fields of science and engineering be analyzed and ways to increase the attraction to these field be promoted (i.e., employability prospects, and information that would attract interest should also be disseminated not only to prospective students, but also to the parents and teachers as well as to the media).
 - 17) *Id.*, p. 3. This final point suggested that the advancement of the globalized economy was requiring companies to hire employees that could work in a “global” environment. To develop “globally-oriented” human resources, language skills of Japanese students would need to be significantly improved, and the issue of the youth’s “inward looking attitude” causing them to avoid study and work experiences overseas was a concern which needed to be resolved. To assist in developing human resources fitting to the needs of society and industry, the Industry-Academia Partnership Committee would establish the “Global Human Resource Committee [established in November 2009].” This Committee would analyze the situation and find out what skills were needed. From a corporate perspective, the Committee would advise on how to hire, develop and evaluate employees to develop globally-oriented human resources. The Committee would also advise universities on how to effectively educate students to attain the necessary skills thought to be needed to become globally-oriented human resources. For a critical perspective on “inward looking attitudes” of students, see, Hiroshi Ota, “Nihonjin Gakusei no Uchimuki Shiko Saiko (Reconsideration of the Inward Looking Attitude of the Japanese Students),” in M. Yokota & A. Kobayashi, eds., *Daigaku no Kokusaika to Nihonjin Gakusei no Kokusai Shikosei (Internationalization of Japanese Universities and the International Mindset of Japanese Students)* (Gakubunsha, 2013), Chapter 3, pp. 67–93. According to Professor Ota, the “inward looking attitude” of the younger generation was the result of a number of reasons and many of them involved changes of societal, economic, political conditions as well as corporate structure and the system of hiring new recruits. He suggested that it could well be that the various conditions and mechanisms within Japan itself were the real causes of Japanese students making them look inward: 1) lower birth-rate and increased numbers of institutions of higher learning (p. 71); 2) corporate recruiting system for new hires that required university students to begin job hunting from their third year which limited their time to study abroad (72); 3) a deficiency of credit transfer courses and the risk of not being able to graduate in four years (p. 73); 4) small numbers of international education exchange programs available (at the time) and most being standardized study abroad programs oriented toward the high-scoring elite students, limiting the numbers of students that

- could study abroad within the university program (p. 74); 5) (ironically) in 2012, just when the private sector was asserting a strong need for globally-oriented human resources, a majority of the domestic companies were not evaluating study abroad as an added-value or a plus in becoming globally-oriented, and furthermore, companies based on the traditional seniority system preferred not to hire students with advanced degrees from graduate schools because it did not fit with the employment system (over education), in turn, discouraging students to study abroad for an advanced degree (p. 75, 80); 6) the long economic recession and fears of terrorist attacks and pandemics abroad resulting in students desiring to stay close to home and to concentrate on securing a job according to the Japanese employment schedule (p. 76, 84); 7) the increase in tuition rates abroad and the long economic recession in Japan and small numbers of study abroad scholarships made it difficult for students to afford study abroad programs (p. 79, 83); and, 8) students not feeling the necessity to study abroad or even to go abroad because of being comfortable and satisfied with the surrounding conditions in Japan (comfort zone) and having the internet to satisfy them with the necessary information (pp. 85–86).
- 18) Sangaku Jinzai Ikusei Patonaship'pu Gurobaru Jinzai Ikusei Iinkai (Industry-Academia Partnership Committee on Global Human Resource Development), "Hokokusho—Sangakukan de Gurobaru Jinzai no Ikusei wo—(Report—Global Human Resource Development by Industry-Academia Collaboration)," April 2010.
 - 19) *Id.*, p. 31.
 - 20) *Id.*, pp. 31–33.
 - 21) *Id.*, pp. 37–38. In emphasizing the need for universities to take leadership in developing globally-oriented human resources, the Report mentioned the following issues that universities would have to resolve: 1) increasing the numbers of students studying overseas (p. 39); 2) increasing the numbers of international students interested in studying in Japan (pp. 40–41); 3) connecting primary and secondary education with higher education (p. 41); 4) recruiting "globally-oriented" faculty (and staff) for the educational environment (pp. 42–43).
 - 22) *Id.*, p. 46. Answering to the call for financial assistance, MEXT established a number of grants oriented to encouraging Japanese students to study overseas to develop globally-oriented human resources. The first was The Re-inventing Japan Project Grant (2011), presently called the Inter-University Exchange Project Grant. Its objective was to promote the establishment of overseas exchange partners with Japanese universities to create overseas study hubs for Japanese students. The second was The Global Human Resource Development Project Grant (2012). Its objective was to promote the active establishment of global human resource development programs. Study abroad programs would be an important segment in the objective. The third was The Top Global University Project Grant (2014) that promoted the establishment of world-class learning environments (i.e., curriculum development) at high schools and universities to develop globally-oriented human resources. These competitive grants provided for significant government financial support to advance the development of globally-oriented human resources, however, Professor Yoshida suggested that in requiring proposals that would establish educational hubs with elaborate objectives and goals (mentioning the first two grants), only large-scale and traditionally famous leading universities could meet these requirements (see Yoshida, *supra* note 2, p. 37, footnote 5). Professor Yonezawa suggested that the second grant was in fact offered to a few less famous universities that had previously made significant efforts introducing international programs (see, Yonezawa, *supra* note 4, p. 49). In any case, the majority of small and medium-sized universities never had a chance in ever applying for these grants. Nevertheless, many of them have attempted to establish their own unique ways in advancing globally-oriented human resource development in attempts to reform their older programs and to provide programs to enhance employability to maintain a competitive edge in recruiting students (both domestically and internationally) to their universities.
 - 23) See, Gurobaru Jinzai Ikusei Suishin Kaigi (Council for the Promotion of the Development of Global Human Resources), "Gurobaru Jinzai Ikusei Senryaku (Global Human Resource Development Strategy)," June 4, 2012, p. 8.
 - 24) *Id.*
 - 25) See, Yonezawa, *supra* note 4, p. 39.
 - 26) *Id.*
 - 27) *Id.*, pp. 39–40.
 - 28) See, website: <http://www.hue.ac.jp/english/about/system.html> For a detailed description of the present objectives and curriculum (in Japanese), see, <http://hue.ac.jp/manabi/koudoukan-@g/index.html> (last visited, March 12, 2018).
 - 29) See, footnote 17. The *shakaijin kisoryoku* referred to the "basic skills" demanded by the private sector at the time of graduation. In the 2010 Report presented by the Industry-Academia Partnership Committee on Global Human Resource Development, a problem that needed to be solved was the discrepancy between the demands of the industry in terms of the knowledge and skills needed by the graduates and the actual knowledge and skills attained after a

- university education (p. 30).
- 30) See, Appendix A 1–2 for curriculum and list of projects in the Koudoukan (as of May 2017).
- 31) For an example of the radar charts (Progress Sheet results) showing the monitored levels of qualities attained before and after the course, see Appendix B 1–2.
- 32) There are three different types of projects: 1) *Daigaku Shusai Purojekuto* (University arranged projects); 2) *Konin Purojekuto A-B* (Officially Recognized Projects A & B (A recognition requires over 50 members, B recognition requires over 20 members)); 3) *Jun Konin Purojekuto* (Semi-recognized Projects (requires 5 to 20 members). Application proposals by students will require a presentation of information that includes the objectives, concrete content and budget for the project. If approved by the initial Proposal Reviewing Committee, the project proposals are sent to the Koudoukan Management Committee for final approval. If approved, the Officially Recognized Projects in category A will receive up to 10 million yen and Project B category will receive up to 5 million yen. See, Appendix A-2 for present list of Projects.
- 33) See, METI Policy Paper (2007), “Shakaijin Kisoryoku’ Ikusei no Susume—Shakaijin Kisoryoku Ikusei Puroguramu no Fukyu wo Mezashite—(Promoting ‘Shakaijin Kisoryoku’ Development—The Aim in Promoting the Program of Shakaijin Kisoryoku Development,” http://www.meti.go.jp/policy/kisoryoku/kisoryoku_chosa.html (last visited, March 1, 2018).
- 34) *Ibid.*, see Introduction of the Policy Paper. Chapter 2 of the Policy Paper explains the importance in learning both theoretical education (*chishiki kyoiku*) and practice (*jissen kyoiku*) (p. 13).
- 35) *Ibid.*, pp. 2–3.
- 36) Before termination of the METI Grant (“*Taiki tekina Shakaijin Kisoryoku Iskusei · Hyoka Shisutemu Kaihatsu · Jissho Jigyo* (The Development and Implementation of Systematic Shakaijin Kisoryoku Evaluation System)”), 30 programs were selected by METI. Many of the programs were from small/medium sized universities. See, METI Report, “*Shakaijin Kisoryoku wo Ikusei suru Jugyo 30 sen* (30 Program (Courses) that Foster Shakaijin Kisoryoku—Program Listings),” (published March 2014). A copy of this Report can be found at: http://www.meti.go.jp/policy/kisoryoku/25fy_chosa/kiso/30sen?jireisyu.pdf (last visited, March 12, 2018).
- 37) See, Seika Hokokusho Heisei Nijuninen San Gatsu, “*Jissen wo tsujita Shakaijin Kisoryoku no Ikusei to Hyoka Shisutemu no Kaizen · Kakudai · Teichakuka* (Final Report 2008–2009 Academic Year, “The Development of Shakaijin Kisoryoku through Practical Experiences and the Improvements, Expansion and Sustainability of the Evaluation System of the Program”),” p. 160.
- 38) *Id.*
- 39) In the Sangyo Noritsu University Survey on the “*Shin’nyu Sha’in no Gurobaru Ishiki Chosa* (Global Consciousness of New Recruits to Companies),” the 2013 survey (793 surveyed) showed that 58.3% answered that they preferred not to work overseas, in 2015 (831 surveyed) this question recorded the highest percentage (63.7%) so far. According to the findings of this survey, these results are related to the “new hires not being confident in their language ability.” Also, in relation to language education 52.4% of those surveyed in 2015 felt that their studies in listening comprehension (in English) did not help. And, a higher 64.1% of them felt that their studies in (English) conversation did not help either. For the data for 2013, see, <http://www.sanno.ac.jp/research/vbnear000000lg3-att/global2013.pdf>. For 2015, see, <http://www.sanno.ac.jp/research/vbnear000000q91att/global/2015.pdf> (last visited, March 12, 2018).
- 40) See, APPENDIX B for self-evaluation radar charts (2016 & 2017) on levels of *shakaijin kisoryoku* qualities attained.
- 41) The course content would be divided into three sections: 1) Globally-oriented human resource development and the significance of including “international cooperation and contribution perspectives”; 2) The Asian economy and the significance of including an international cooperation and contribution perspective in globally-oriented human resource development; and 3) Corporate sustainable international business and economic activity and the significance of an international cooperation contribution perspective. As the above sections suggests, the course was an interdisciplinary course that covered the fields of international exchange and cooperation, international politics and relations, international business and economics.
- 42) According to the previously mentioned Sangyo Noritsu University survey (see, note 35) on the Global Consciousness of New Recruits to Companies, the majority of the new recruits favored not to go overseas. On the flip side of this, those who did desire to work overseas (for both the 2013 and 2015 surveys) preferred to work in advanced nations rather than emerging or developing nations. The previously mentioned Report of 2010 by the Industry-Academia Partnership Committee on Global Human Resource Development (see footnote, 16), also mentioned this issue concerning the strategy of companies to expand into the Asian region and emerging nations, and the low interest of students and new recruits to work in these areas (p. 27). The instructors felt that if students had more

- information about emerging and developing nations, and were more prepared on what to expect as new recruits, they would be more confident in accepting opportunities to work in these areas.
- 43) Refer to APPENDIX B radar charts to see the self-evaluation scores for the *shakaijin kisoryoku* qualities.
- 44) See, APPENDIX C.
- 45) The explanation the one year term was that the prefectural budget cuts were making it difficult to financially support programs of this kind, and that this would be the last time the prefecture would be accepting proposals. Ironically, the theme of the course proposal was “Sustainability & Innovation.”
- 46) Refer to APPENDIX B radar charts to see the self-evaluation scores for the *shakaijin kisoryoku* qualities, and APPENDIX C radar charts for the level of knowledge attained for each topic discussed in class.
- 47) See, G. Harada, “Looking to the Bottom,” in H. Teekens, ed., *Global Education—a narrative*, (Nuffic, 2013) p. 16.

APPENDIX A-1 List of Koudoukan Curriculum Courses (as of Academic Year 2017)

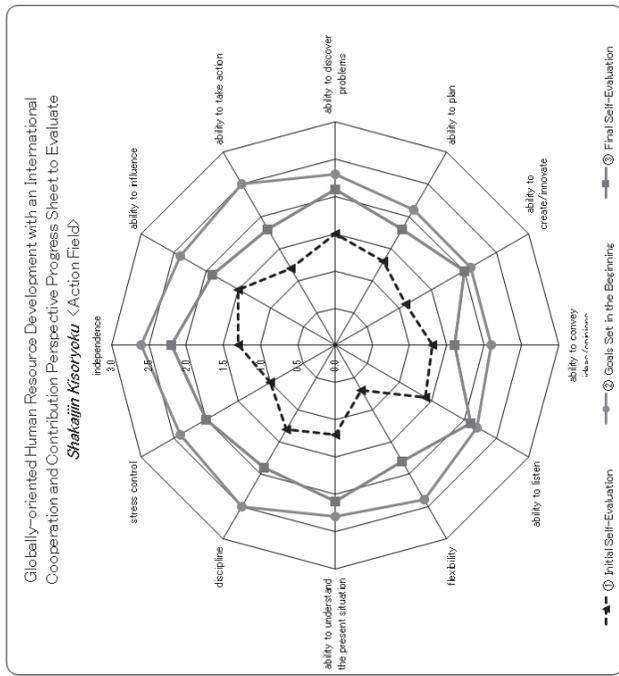
| | Koudoukan Curriculum |
|--|---|
| Genki Ryoku Field Courses | - Turning Point in my Life I (Faculty & Staff) |
| | - Turning Point in my Life II (Alumni) |
| | - The Power of Laughter, the Power of Life |
| | - Lecture on Love |
| | - Developing Self-expression through Reciting |
| | - Experiencing Economic History |
| | - Strategy Meeting for How to Live |
| | - Developing a Healthy Body through Zen |
| | - Developing a Healthy Spirit by Life Planning |
| Kikaku Ryoku Field Courses | - Spreading the Attractiveness of the Seto In-land Sea Region |
| | - Lecture on Developing Planning Skills |
| | - Practice in Business |
| | - Navigating New Publications for Readings |
| | - Let's Make a Textbook |
| | - Lecture on Making Hiroshima more Active by Developing Professional Sports |
| | - Public Relations, "My Hiroshima" |
| | - Experiencing Creative Writing |
| | - Lecture on Copy-writing |
| - Koudoukan Projects and Planning Skills | |
| Koudou Ryoku Field Courses | - Business Simulation Games |
| | - Creating Disaster Prevention for Cities |
| | - Establishing NPOs and NGOs and their Activities |
| | - Sustainability & Innovation |
| | - Planning and Actual Activities of Koudoukan Projects |
| | - Evaluation and Improvements of Koudoukan Projects |
| | - Social Contribution through the Projection of Forests |
| Kyosei Ryoku Field | - Stepping Out into the Wider World |
| | - Persuading People through Speaking Skills |
| | - Understanding the Global Society through Games |
| | - Let's Become Acquainted with the American Continent |
| | - Learning about Teambuilding by Sports |
| | - Learning about Hiroshima |
| | - Practice in Communication |
| | - Let's Study in Hiroshima and Hawaii |
| | - Koudoukan Projects and Communication |

APPENDIX A-2 List of Koudoukan Projects (as of Academic Year 2017)

| | List of Koudoukan Projects 2017 |
|-------------------------------|---|
| University Promoted Projects: | 1 Indonesia International Contribution Project |
| | 2 Protect the Children Project |
| | 3 Mt. Takeda and Town Development Project |
| | 4 Café Management Project |
| Recognized Projects A: | 1 Cambodia International Exchange Project |
| | 2 Local Region Promotion using Sports Projects |
| | 3 Community FM Station Management Project |
| Recognized Projects B: | 1 Clean Clean Ohta River Project |
| | 2 Student-led Faculty Development (FD) Project |
| | 3 Animal Protection Project |
| Semi-recognized Projects: | 1 Supporting Dreams and Bringing Smiles to Junior and Senior High School Students Project |
| | 2 Promoting Trips for the Young Project |
| | 3 Success Stories Publications Project |
| | 4 Food Education Promotion Project |
| | 5 Northeastern Region Disaster Assistance Project |
| | 6 Hiroshima-Hawaii Cultural Exchange Project |
| | 7 Spreading the Attractiveness of Miyajima Project |

Appendix B-2 Charts for Koudoukan *Shakaijin Kisoryoku* Improvement Levels (Global & Sustainability Courses 2014-2017)

2014

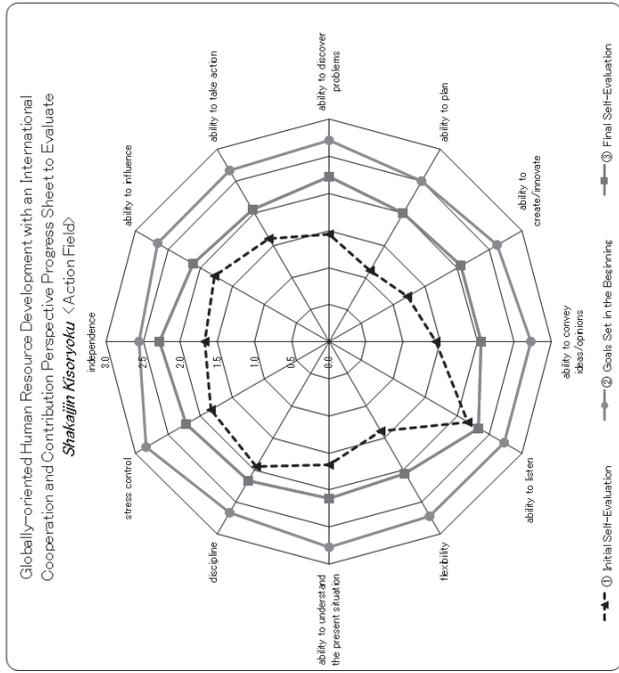


(-- registered)

【Outline of the evaluation based on the mean】
 1) The average level for the initial self-evaluation for the 12 qualities is 1.2 while the final self-evaluation level was 2.3 (improvement rate: 137%).
 2) In comparing the improvement rates, "flexibility" improved 25%, "ability to convey ideas/opinions" improved 200% and "ability to create/innovate" improved 182%.
 3) The overall completion rate for the goals was 88%. The top two qualities were "ability to create/innovate" at 95% and "ability to listen" at 85%.

| | | | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|
| ① Initial Self-Evaluation | 1.3 | 1.5 | 1.2 | 1.5 | 1.3 | 1.1 | 1.3 | 1.4 | 0.7 | 1.2 | 1.3 | 1.0 | 1.2 |
| ② Goals Set in the Beginning | 2.6 | 2.4 | 2.5 | 2.3 | 2.1 | 2.1 | 2.2 | 2.4 | 2.3 | 2.5 | 2.4 | 2.3 | 2.3 |
| ③ Final Self-Evaluation | 2.2 | 1.9 | 1.8 | 2.1 | 1.8 | 2.0 | 1.6 | 2.1 | 1.8 | 2.1 | 1.9 | 2.0 | 1.9 |
| Improvement Rate (③ Final Self-Evaluation/① Initial Self-Evaluation) | 169% | 127% | 150% | 140% | 138% | 182% | 123% | 150% | 257% | 175% | 146% | 200% | 157% |
| Completion Rate for Goals (③ Final Self-Evaluation/② Goals Set in the Beginning) | 85% | 79% | 72% | 91% | 86% | 95% | 76% | 95% | 75% | 91% | 76% | 83% | 84% |

2015



(-- registered)

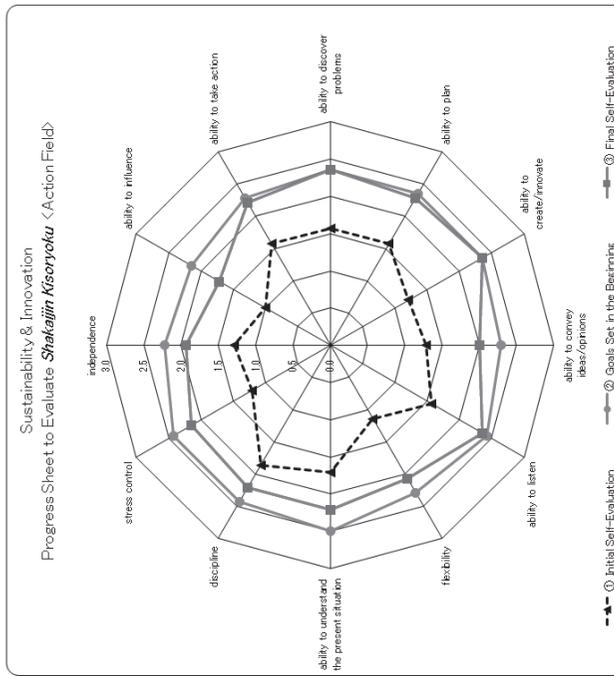
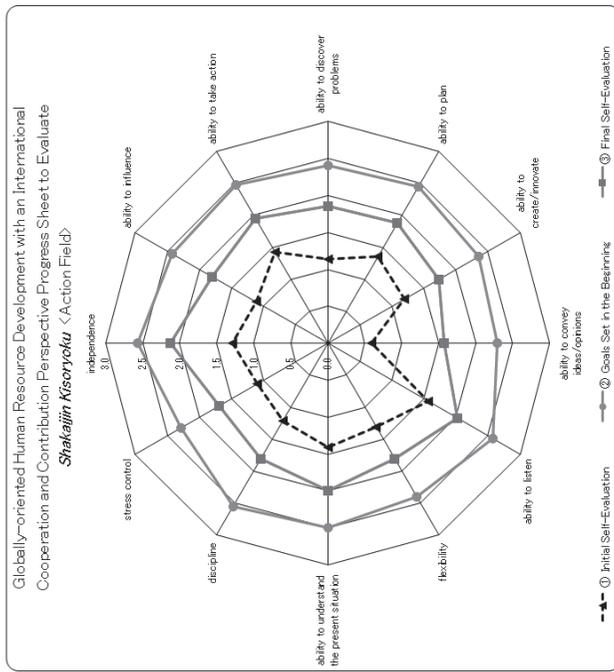
【Outline of the evaluation based on the mean】
 1) The average level for the initial self-evaluation for the 12 qualities is 1.2 while the final self-evaluation level was 2.1 (improvement rate: 193%).
 2) In comparing the improvement rates, "ability to plan" improved 180%, "ability to create/innovate" improved 168% and "ability to discover problems" improved 154%.
 3) The overall completion rate for the goals was 80%. The top two qualities were "independence" at 83% and "ability to listen" at 80%.

| | | | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|
| ① Initial Self-Evaluation | 1.7 | 1.8 | 1.6 | 1.4 | 1.1 | 1.2 | 1.4 | 2.2 | 1.4 | 1.7 | 1.9 | 1.8 | 1.6 |
| ② Goals Set in the Beginning | 2.6 | 2.7 | 2.7 | 2.7 | 2.5 | 2.6 | 2.7 | 2.7 | 2.7 | 2.8 | 2.7 | 2.8 | 2.7 |
| ③ Final Self-Evaluation | 2.3 | 2.1 | 2.1 | 2.2 | 2.0 | 2.1 | 2.1 | 2.3 | 2.1 | 2.1 | 2.2 | 2.2 | 2.1 |
| Improvement Rate (③ Final Self-Evaluation/① Initial Self-Evaluation) | 137% | 119% | 128% | 154% | 180% | 168% | 142% | 108% | 146% | 127% | 111% | 121% | 133% |
| Completion Rate for Goals (③ Final Self-Evaluation/② Goals Set in the Beginning) | 89% | 79% | 77% | 82% | 80% | 79% | 76% | 86% | 76% | 76% | 81% | 78% | 80% |

Appendix B-2 Charts for Koudoukan Shakaijin Kisoryoku Improvement Levels (Global & Sustainability Courses 2014-2017)

2016

2017



(-- registered)

【Outline of the evaluation based on the mean】
 1) The average level for the initial self-evaluation for the 12 qualities is 1.2 while the final self-evaluation level was 1.9 (improvement rate: 151%).
 2) In comparing the improvement rates, "ability to convey ideas/options" improved 26%, "independence" improved 37%, and "ability to discover problems" improved 76%. The top two qualities were "independence" at 82% and "ability to discover problems" at 80%.

| | | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|------|------|------|
| ① Initial Self-Evaluation | 1.3 | 1.1 | 1.4 | 1.1 | 1.4 | 1.2 | 1.6 | 1.3 | 1.4 | 1.2 | 1.1 | 1.2 |
| ② Goals Set in the Beginning | 2.6 | 2.4 | 2.5 | 2.4 | 2.5 | 2.4 | 2.3 | 2.5 | 2.4 | 2.5 | 2.5 | 2.3 |
| ③ Final Self-Evaluation | 2.1 | 1.8 | 2.0 | 1.9 | 1.9 | 1.7 | 1.6 | 2.0 | 1.8 | 2.0 | 1.8 | 1.9 |
| [Improvement Rate] ④ Final Self-Evaluation/⑤ Initial Self-Evaluation | 165% | 162% | 137% | 163% | 139% | 146% | 264% | 129% | 138% | 142% | 149% | 154% |
| Completion Rate for Goals ⑥ Final Self-Evaluation/⑦ Goals Set in the Beginning | 82% | 75% | 79% | 77% | 77% | 74% | 69% | 79% | 75% | 80% | 71% | 74% |

(-- registered)

【Outline of the evaluation based on the mean】
 1) The average level for the initial self-evaluation for the 12 qualities is 1.4 while the final self-evaluation level was 2.2 (improvement rate: 152%).
 2) In comparing the improvement rates, "ability to convey ideas/options" improved 19%, "independence" improved 181% and "stress control" improved 176%. The overall completion rate for the goals was 92%. The top two qualities were "ability to discover problems" at 100% and "ability to create/innovate" at 100%.

| | | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|------|------|------|
| ① Initial Self-Evaluation | 1.3 | 1.0 | 1.6 | 1.6 | 1.6 | 1.2 | 1.3 | 1.6 | 1.1 | 1.7 | 1.9 | 1.2 |
| ② Goals Set in the Beginning | 2.2 | 2.1 | 2.3 | 2.4 | 2.4 | 2.3 | 2.4 | 2.3 | 2.4 | 2.5 | 2.4 | 2.3 |
| ③ Final Self-Evaluation | 1.9 | 1.7 | 2.2 | 2.4 | 2.3 | 2.4 | 2.0 | 2.4 | 2.1 | 2.2 | 2.2 | 2.1 |
| [Improvement Rate] ④ Final Self-Evaluation/⑤ Initial Self-Evaluation | 150% | 171% | 141% | 150% | 145% | 154% | 156% | 150% | 181% | 129% | 119% | 176% |
| Completion Rate for Goals ⑥ Final Self-Evaluation/⑦ Goals Set in the Beginning | 87% | 80% | 97% | 100% | 97% | 100% | 88% | 97% | 91% | 89% | 91% | 88% |

Appendix C Radar Charts for Learning Level Improvements for Each Session (Global & Sustainability Courses 2014–2017)

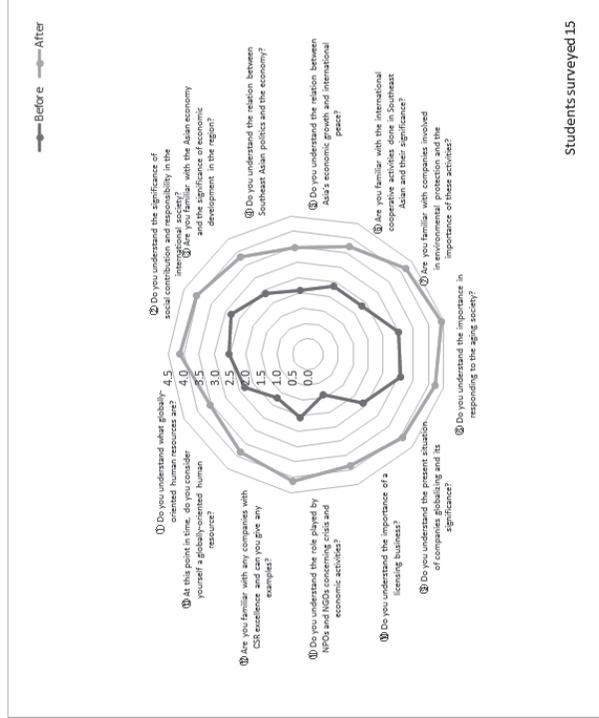
2014



Students surveyed 14

| Questions | Before | After |
|---|--------|-------|
| 1 Do you understand what globally-oriented human resources are? | 3.1 | 4.0 |
| 2 Do you understand the significance of social contribution and responsibility in the international society? | 2.9 | 3.9 |
| 3 Are you familiar with the Asian economy and the significance of economic development in the region? | 2.8 | 3.8 |
| 4 Do you understand the relation between Southeast Asian politics and the economy? | 2.5 | 3.9 |
| 5 Do you understand the relation between Asia's economic growth and international peace? | 2.6 | 3.7 |
| 6 Are you familiar with the international cooperative activities done in Southeast Asian and their significant? | 2.9 | 3.9 |
| 7 Are you familiar with companies involved in environmental protection and the importance of these activities? | 3.4 | 4.3 |
| 8 Are you familiar with the global advances companies are making and their significance? | 3.0 | 3.8 |
| 9 Are you familiar with any examples of being prepared for the aging society? | 3.0 | 3.6 |
| 10 Do you understand the importance of being prepared for the aging society? | 3.6 | 4.2 |
| 11 Are you familiar with crisis management and the importance of insurance? | 3.6 | 3.9 |
| 12 Do you understand the role played by NPOs and NGOs concerning crisis and economic activities? | 2.8 | 3.8 |
| 13 At this point in time, do you consider yourself a globally-oriented human resource? | 2.4 | 3.7 |

2015



Students surveyed 15

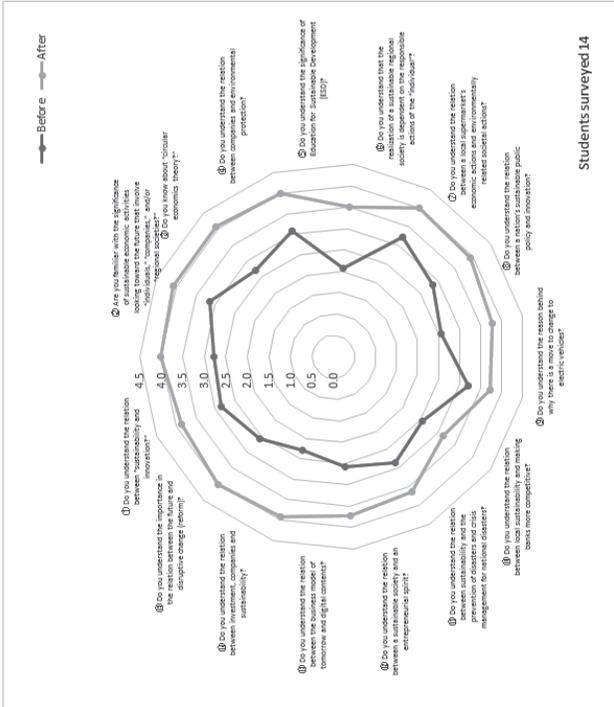
| Questions | Before | After |
|---|--------|-------|
| 1 Do you understand what globally-oriented human resources are? | 2.5 | 4.1 |
| 2 Do you understand the significance of social contribution and responsibility in the international society? | 2.8 | 4.1 |
| 3 Are you familiar with the Asian economy and the significance of economic development in the region? | 2.4 | 3.8 |
| 4 Do you understand the relation between Southeast Asian politics and the economy? | 2.1 | 3.5 |
| 5 Do you understand the relation between Asia's economic growth and international peace? | 2.1 | 3.7 |
| 6 Are you familiar with the international cooperative activities done in Southeast Asian and their significant? | 2.3 | 4.2 |
| 7 Are you familiar with companies involved in environmental protection and the importance of these activities? | 3.0 | 4.4 |
| 8 Are you familiar with the global advances companies are making and their significance? | 3.1 | 4.2 |
| 9 Are you familiar with any examples of being prepared for the aging society? | 2.4 | 4.1 |
| 10 Do you understand the importance of being prepared for the aging society? | 1.4 | 3.8 |
| 11 Are you familiar with crisis management and the importance of insurance? | 2.1 | 4.1 |
| 12 Do you understand the role played by NPOs and NGOs concerning crisis and economic activities? | 1.7 | 3.8 |
| 13 At this point in time, do you consider yourself a globally-oriented human resource? | 2.3 | 3.3 |

Appendix C Radar Charts for Learning Level Improvements for Each Session (Global & Sustainability Courses 2014–2017)

2016



2017



| Questions | Quest | Before | After |
|---|-------|--------|-------|
| 1. Do you understand what globally-oriented human resources are? | 1 | 2.6 | 3.9 |
| 2. Do you understand the significance of social contribution and responsibility in the international society? | 2 | 2.5 | 3.6 |
| 3. Do you understand the relation between Southeast Asian politics and the economy? | 3 | 1.8 | 3.4 |
| 4. Are you familiar with the international cooperative activities done in Southeast Asian and their significant | 4 | 2.0 | 3.4 |
| 5. Do you understand the relation between Asia's economic growth and international peace? | 5 | 2.0 | 3.4 |
| 6. Do you understand the role played by NPOs and NGOs concerning crisis and economic activities? | 6 | 1.8 | 3.5 |
| 7. Are you familiar with the perspective of volunteer activities in Asia? | 7 | 2.3 | 3.8 |
| 8. Do you familiar with companies thinking about the "environment"? | 8 | 2.1 | 3.6 |
| 9. Do you understand the importance in responding to the aging society? | 9 | 2.2 | 3.6 |
| 10. Are you familiar with companies that thinking about the local region and financial institutions? | 10 | 1.8 | 3.8 |
| 11. Are you familiar with any companies with CSR excellence and can you give any examples? | 11 | 2.1 | 3.5 |
| 12. Are you familiar with the perspective of human resource and economic exchange in Asia? | 12 | 1.6 | 3.5 |
| 13. Do you understand the present situation of companies globalizing and its significance? | 13 | 1.7 | 3.5 |
| 14. Do you understand the importance in responding to the aging society? | 14 | 2.3 | 3.9 |
| 15. At this point in time, do you consider yourself a globally-oriented human resource? | 15 | 1.8 | 3.2 |

| Questions | Quest | Before | After |
|--|-------|--------|-------|
| 1. Do you understand the relation between "sustainability and innovation"? | 1 | 2.8 | 4.0 |
| 2. Are you familiar with the significance of sustainable economic activities looking toward the future that involve "individuals," "companies," and/or "regional societies"? | 2 | 3.1 | 4.1 |
| 3. Do you know about "circular economics theory"? | 3 | 2.7 | 4.1 |
| 4. Do you understand the relation between companies and environmental protection? | 4 | 3.1 | 4.0 |
| 5. Do you understand the significance of Education for Sustainable Development (ESD)? | 5 | 2.1 | 3.5 |
| 6. Do you understand that the realization of a sustainable regional society is dependent on the responsible actions of the "individual"? | 6 | 3.2 | 4.0 |
| 7. Do you understand the relation between a local supermarket's economic actions and environmentally related social actions? | 7 | 2.9 | 3.9 |
| 8. Do you understand the relation between a nation's sustainable public policy and innovation? | 8 | 2.6 | 3.8 |
| 9. Do you understand the reason behind why there is a move to change to electric vehicles? | 9 | 3.2 | 3.7 |
| 10. Do you understand the relation behind why there is a move to change to electric vehicles? | 10 | 2.6 | 3.1 |
| 11. Do you understand the relation between sustainable and the prevention of disasters and crisis management for national disasters? | 11 | 2.9 | 3.6 |
| 12. Do you understand the relation between a sustainable society and an entrepreneurial spirit? | 12 | 2.6 | 3.7 |
| 13. Do you understand the relation between the business model of tomorrow and digital contents? | 13 | 2.3 | 3.9 |
| 14. Do you understand the relation between investment, companies and sustainability? | 14 | 2.6 | 4.0 |
| 15. Do you understand the importance in the relation between the future and disruptive change (reform)? | 15 | 2.9 | 3.9 |