International Education and Employability
Strategies and Innovative Approaches

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Where is Beppu?
Selected by the Government of Japan as one of the country’s “Top Global Universities”
Overview of APU

- **5818 students from 89 countries**
- App. **50%** of students and professors are from overseas
- **Bilingual Education** in English and Japanese
- All freshmen live in the APU international dormitory
- **96.7%** Employment success rate
Self-introduction

• Professor at APU (Ritsumeikan Asia Pacific University)
• Ph.D. in Counseling Psychology (U. of Minnesota)
• Director of Education Development & Learning Support Center
  • International education, career education, student leadership development, and faculty development
What kinds of career issues exist?

1. “I don’t know what I want to do” → Clarification of interests and values
2. “I have done so many things, but they are all over the place” → Intentional learning design
3. “I don’t know how much I learned and grown from my experiences” → Reflection of their learning and strengths
4. “I want to get a job in a global arena” → Immersion to intercultural/international learning
5. “This is not what expected in Japanese companies” → Prior exposure to the realities of Japanese companies
6. “I don’t know how to work with international employees” → Need for intercultural readiness of Japanese employees
Career Development Services at APU

- **Career Development Courses**
  - Career Design I (self-analysis)
  - Career Design II (understand the world of work)
  - Career Design III (learn how to make career choices through career/life stories from various professionals)

- **Career Advising**
  - Personal career coaching, resume critique, mock interviews, etc.
Career Development Services at APU

• International and Domestic Internships
  • APU alumni accept current students as interns

• On Campus Recruiting
  • Japanese companies come to APU to recruit international students on site

• Unique Educational Programs
  • Enhance students’ intercultural competencies and employability
  • Introduce 3 programs on campus
1: Use of APU Employability Rubric
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- APU (Employability) Rubric
  - Was developed originally from a survey to companies who employed APU students
  - Main survey questions: “What competencies are you looking for in APU students? What kinds of strengths have you observed in our alumni in your companies?”
  - Modified based on inputs from students, staff, and faculty members
Contents of APU Employability Rubric

1. Self
   • Self discovery, Self management, Reflective learner, Autonomy

2. Interpersonal
   • Empathy, Communication, Teamwork, Empowerment

3. Change Agent
   • Problem discovery, Innovation, Challenging spirits, Leadership

4. Virtue
   • Passion, Compassion, Appreciation, Humbleness

5. Global
   • Appreciation of diversity, Flexibility, Global connection, Active use of foreign language
Purposes of APU Employability Rubric

• Enhance students’ intentional and proactive learning

• Facilitate balance between acquisition of knowledge and generic skills or IQ and EQ

• Can be used generally (reflect on and plan for learning once a year) and specifically (before, middle, and after an educational program)
2: TA experience as an intercultural educational internship
Multicultural Collaborative Workshop

- Required course for all freshmen (1200 students)
- Main learning goals: Intercultural communication, teamwork, and problem solving
- In a group of 6 students (3 international and 3 Japanese), students design and conduct an experiential workshop for other students
Teaching arrangement

Lecture

- Taught by professors
- Large class (100 students)
- English or Japanese

Workshop

- Facilitated by 2 TAs (one Japanese and one international)
- Small class (24 students)
- Mixed languages
Roles of Professors and TAs

- **Professors**: create teaching plans, teach theories, supervise TAs and students, grade papers and projects
- **TAs**: prepare and facilitate the workshop portion, encourage students individually, reflect and improve their teaching through pre and post meetings and TA training sessions (3 day TA training prior to the semester, 3-hour mid-term training, and 3-hour final training)
TA = Intercultural educational internship

- Teaching Assistantship as an intercultural educational internship
- TAs can acquire intercultural communication skills, presentation skills, teaching skills, facilitation skills, time management skills, leadership skills, sense of responsibility, project management skills, etc.
- TA trainings and on-site supervision are important components as TA development
- TAs provide excellent role models for first-year students
3: Mutual learning between Japanese business professionals and APU students
GCEP Program Overview

- **Global Competency Enhancement Program**
- **Purpose:** Enhance participants’ intercultural collaboration skills, cultural adaptability, and English communication skills so that they can work well with international employees
- **Participants:** Japanese business professionals (and APU international students as TAs)
  - 8–10 Japanese trainees + 20–30 APU international TAs
  - Companies include Sony, Fujitsu, Kikkoman, Panasonic, etc.
- **Lengths:** 2 months (1 quarter)
- **Venue:** APU campus and international dormitory
GCEP program contents

• Multicultural living in the dormitory
  • Immerse themselves to a multicultural living environment

• Academic courses in English
  • International HRD, Strategic management, Business Ethics, Intercultural communication, Negotiation skills, etc.

• Face-to-Face English coaching
  • Enhance English competency through learning about different cultural background from international students while Japanese trainees explain Japanese corporate culture to them
GCEP program contents

• GCEP global leader seminar
  • Learn about workshop design and facilitation skills through active learning with international students

• Global Career Dialogue Workshop
  • As a team of Japanese corporate trainees and APU students, they design and conduct a one-day workshop for active dialogues among APU students, alumni, administrative staffs, faculty, and Japanese business professionals
Summary

1. Facilitate students’ intentional and proactive learning
2. Consider TA (and other student leadership activities) as excellent opportunities for student development
3. Japanese companies and employees need to improve their intercultural competencies as well
4. Define “employability” not only as skills desirable for job hunting, but also as competencies to bring positive change in the community and the society
5. Make the best use of multicultural learning environment on campus