

Globalization Support Internship for Exchange Students in a Japanese University:  
*Japanization of Foreign Interns or Globalization of the Local Society*

**日本比較教育学会 第49会大会**  
 2013年7月5(金)-7日(日)  
 会場 上智大学 (四ツ谷キャンパス)

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広島大学短期交換留学プログラム  
 Hiroshima University Study Abroad (HUSA) Program  
 プログラムHP [http://www.hiroshima-u.ac.jp/en/husaprogram\\_incoming](http://www.hiroshima-u.ac.jp/en/husaprogram_incoming)

研究発表  
 7月6日(土)  
 10:00-10:30



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### Cross-cultural Setting in Japan

International Exchange Students' Internship in Japan

**Challenges - How Can I Make It Work ?**

#### Mobile Knowledge Workers Learn:

\*How to **interact** with people from other cultures

\*How **culture impacts** on management within

organizations (Klooster, 2008, p.691)

Exchange Students

Short Period of Stay (10 months)

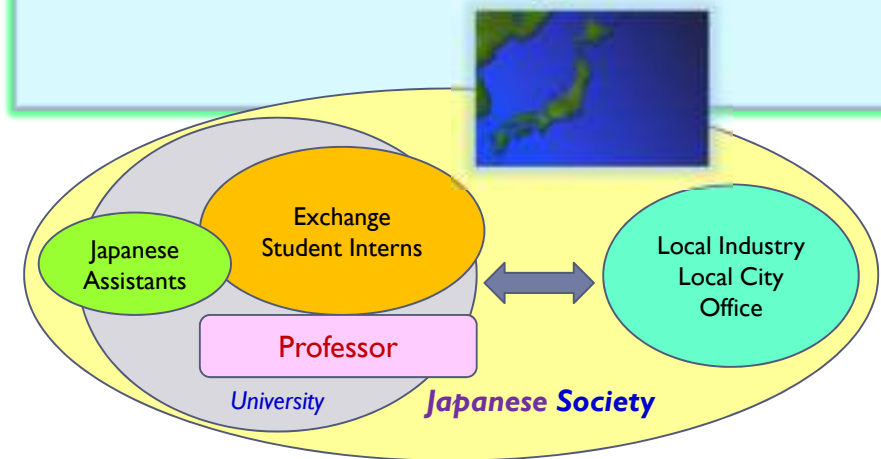
One's Own Culture

Japanese Language & Culture

Self-Expression

▶ 3

Course : Globalization Support Internship  
 International Intern ・ Professor ・ Local Society  
**New Challenge**



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## Who are "HUSA Students" ?

### Hiroshima University Study Abroad Program (HUSA)

- **Approx. 40 students** attend from partner universities all over the world
- **Exchange Agreement**  
66 universities + 2 consortiums [USAC (University Studies Abroad Consortium) & UMAP (University Mobility in Asia and the Pacific) ]  
(24 countries: North America, Europe, Oceania, Asia) 2012 December
- **Participation Period:** 1 year (2 semesters) or half a year (1 semester)
- **Undergraduate:** Special Auditing Students (minimum 10 credits / semester)
- **Graduate:** Special Auditing Students or Special Research Students
- **Language Requirement:** English or Japanese proficiency
- **HUSA's Character:** Diversity of Exchange Students



They love Japan

#### Students' Purpose:

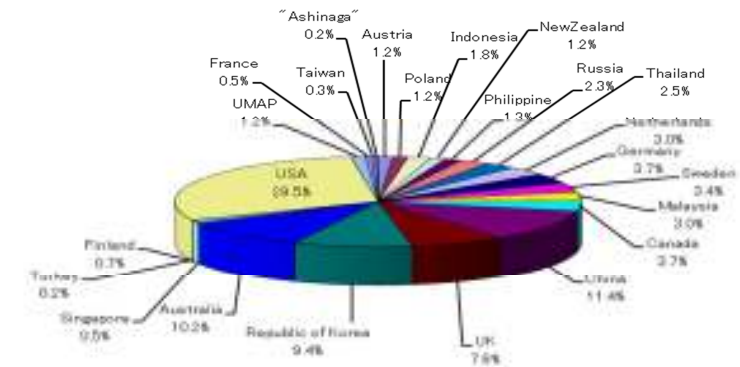
Acquisition of Japanese language and cultural understanding

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## Participants from Partner Universities

(1996 Oct. – 2012 Nov. Total: 596 students)

### Ratio of Participants from Each Country

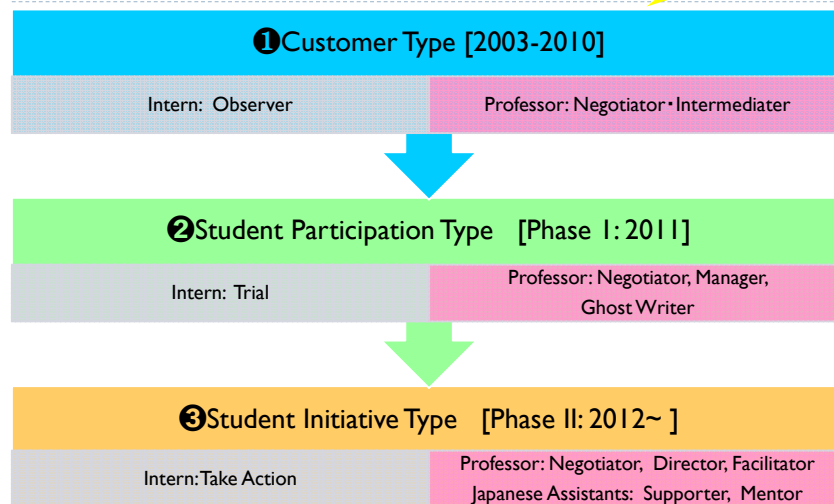


\*Ashinaga Ikuei Kai = Educational and Emotional Support for Orphans Worldwide.

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## I. Paradigm Shift Operation of Internship

Roles have changed!



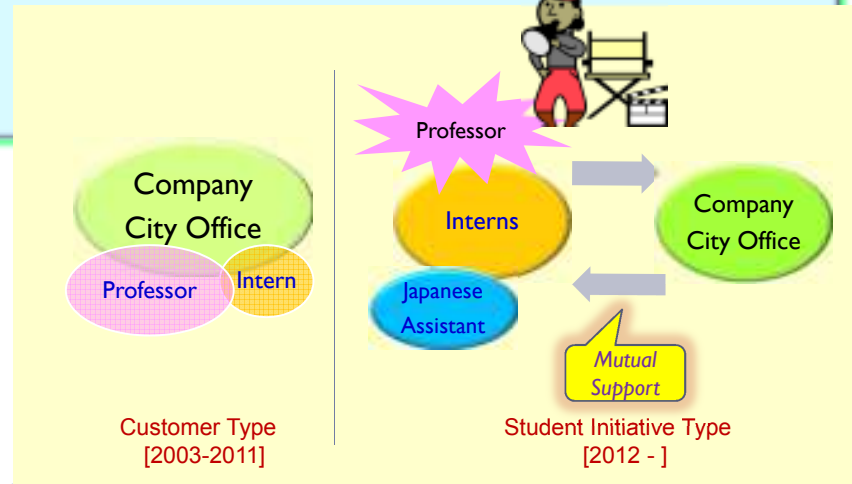
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## Issues

1. Paradigm Shift to 'Student-Initiative'
2. Experiential Learning
3. Cultural Issues & Goal: 'Japanization' Or 'Globalization'?  
*Ethno-centrism VS Ethno-relativism*  
*Pilot Study in 2011*
4. Empowerment – Agency  
*Skill Utilization, Motivation, Job Attitudes*
5. Practicum – Japan & Globalization  
*\* Market Research of Local Industry*  
*\* International Exchange Coordinator*

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From **"Customer Type"** to **"Student-Initiative Type"**  
*Paradigm Shift*



New Paradigm

Student-Initiative Type [2012 - ]



**Globalization Support Internship I & II [2012 - ]**

**Globalization Support Internship I: Career Theory and Practice**  
(90minutes x 16 times) [Preparation Course] (2 credits)

Approx. 10 students

\* Japanese Level: **Advanced** (Level 4,5)

\* **Training**

\* Lecture by entrepreneurs & PBL

- Placement Test
- Group Discussion



**Globalization Support Internship II: Practicum** (2 credits)

Approx. 10 students

\* Japanese Level: **Advanced** (Level 5)

\* **Globalization Support Research Project**

*Team Work*



Student-initiative Type

Course Operation - Preparation & Practicum -



2. Experiential Learning - Internship Abroad -

Need for a true *experiential international experience*

- The **thrill** of learning to **communicate in another language**, and finding **one's own way** are very empowering
- Outside of their **comfort zones**
- **Unpredictable situations** in a broad setting



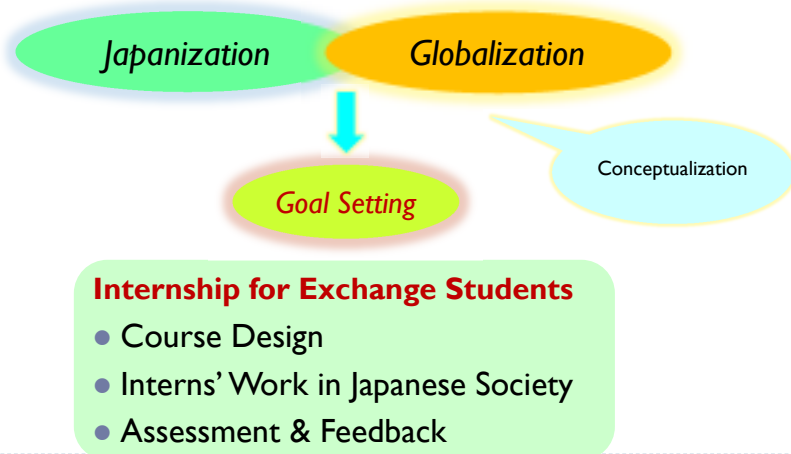
*Intern's comment:*  
"It is nerves-breaking in a good way"

Formal Academic Preparation

Integration

Work Experience in Foreign Culture

### 3. Cultural Issues & Goal : 'Japanization' or 'Globalization'?



### Cultural Issues - Challenges and Difficulties -

#### Exposure to Japanese Work Culture

\*Exposure to another culture – tension in new culture  
*Unprepared and unmonitored internship experience – hostility, suspicion, tension in the new culture*

Stephen Bochner, ed., *Cultures in Contact* (Oxford: Pergamon, 1982) 23.



#### International Exchange Students in Japan

- \* Interns are "Foreigners"
- \* Interns *Never Worked in Japan* !?

How Should Interns be Trained?



### News

#### Employment of International Students in Japan

##### A. Development of 'Global Human Resource'

Multicultural competence. Cross-cultural training

- 1) Employment of Foreign Students
- 2) Training Japanese Employees

- ▣ **Panasonic (2011)**: among 1390, 1100 foreign employees hired overseas (80%)  
 Domestic employment: 290.
- ▣ **Rakuten (2012)**: Official language = English (from 2012 July) – meetings, documents
- ▣ **First Retailing (2012)**: 1500 new employment in spring 2013 – 1300 (80%) = foreigners  
 Within 3-5 years, half of the employees in Tokyo headquarter will be foreigners

<Disco 2012 Dec. Career Research>



##### B. "Japanization of Foreigners"?

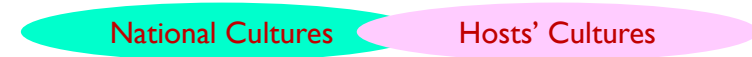
Key

Japanese Language Proficiency & Cultural Understanding

### Cultural Distance

#### Cultural Variation – Value Dimensions

➔ Cultural Distance



*Cultural Distance*: Index compiled by Kogut and Singh (1988) from Hofstede's cultural dimensions (Shenkar 2001).

#### 4 Dimensions: Power Distance, Individualism, Masculinity, Uncertainty Reduction

Klooster, Erik van, et al., 'Educational Travel: The Overseas Internship', *Annals of Tourism Research*, Vol.35, pp.690-711, 2008. p.695



## Intercultural Sensitivity

### Ethnocentrism

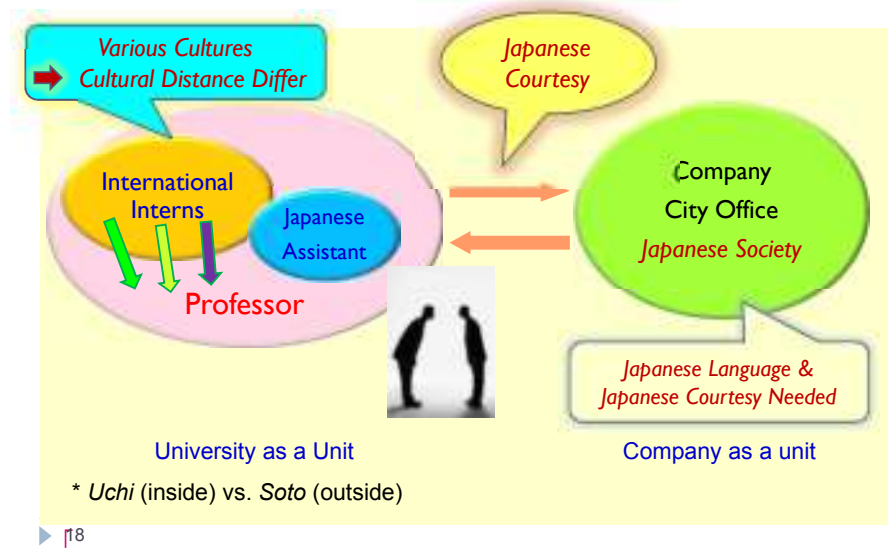
concept that the worldview of one's own culture is central to all reality.

### Ethnorelativism

assumes that cultures can only be understood relative to one another and that behavior can only be understood within a cultural context.

- ▶ Bennett, M. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R.M.Paige (Ed.), *Education for the Intercultural Experience*. Yarmouth: ME, Intercultural Press.
- ▶ Quoted in Olson and Kroeger, "Global Competency and Sensitivity", 2001, p.119

## Japanese Society – Operation as a unit Cultural Complexity



## Japanization VS Globalization

*Cultural Distance • Ethnocentrism & Ethnorelativism*

### Japanization

Japanize International Interns  
\* Simple

\* Why foreign interns?  
\* Students from China & Korea

### Globalization

\* Characteristics of Exchange Program  
\* Cooperation  
\* Different Skills

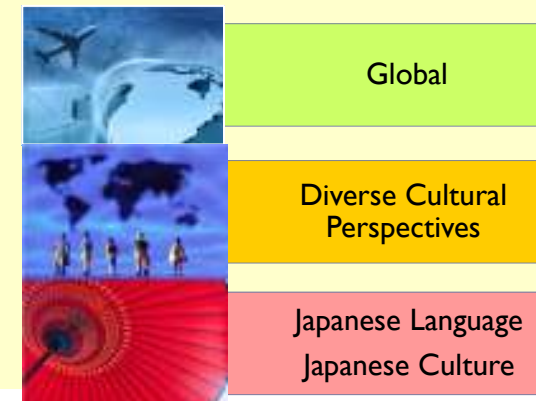
\* Too much diversity  
\* Cultural Axis  
\* Lack of Japanese Language

*Professor becomes an interpreter!*

## Japanese Culture VS Globalization Ethnocentrism vs. Ethnorelativism How "Exchange Students" can be located?

\* Should foreign interns be "Japanized"?

◆ International Interns' New Perspectives



## 4. Empowerment Power



### Power is:

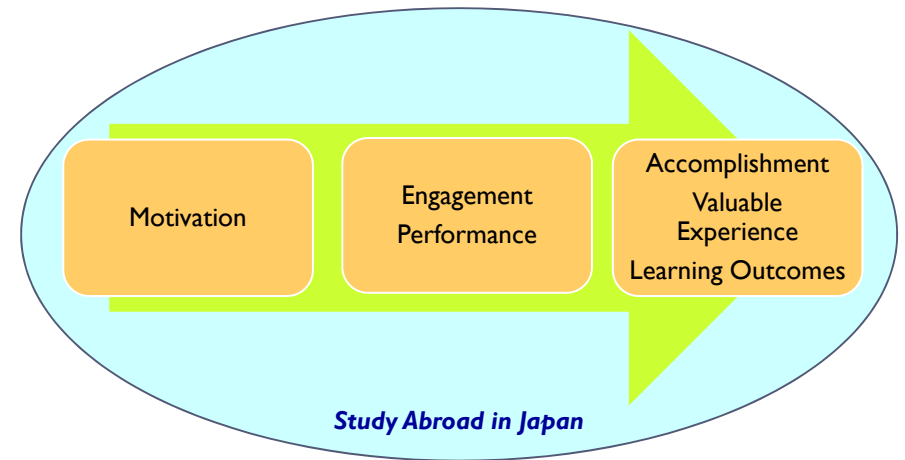
1. The ability to **influence** the course of one's life
2. An expression of **self-worth**
3. The capacity to work with others to control aspects of **public life**
4. Access to the mechanisms of **public decision making...**  
(p.8)

Gutierrez, Lorraine M., Parsons, Ruth J. Cox, Enid Opal (1998). *Empowerment in Social Work Practice: A Sourcebook*. Pacific Grove, CA: Brooks/Col Publishing Co.

<Other reference>

Solomon, B. (1976). *Black Empowerment: Social Work in Oppressed Communities*. New York: Columbia University Press

## Creating Meaningful Work



### Practicum ① Market Research of Local Industry

2012-2013 (2012 October ~ 2013 July)

Work as a Team

#### Globalization Support Research Project

- Meetings
- Research Project
- Keep minutes
- Presentation



#### Learning Outcome

- Japanese Language (Business)
- Courtesy (Professional)
- Application of theory
- Teamwork & Cooperation
- Leadership



## Work Process with Local Industry



Market Research of Local Industry  
Interim Report (Presentation) – 2013 May 31

**Date:** 2013 May 31

**Place:** Sun Roof Manufacturer (Higashi-hiroshima City)

**Participants:** International Interns, Professor, Industry,  
Japanese Assistant

13:30-13:35 Greeting from Dr. Naomi Tsunematsu

13:35-13:45 Lin, Yun Siang (Taiwan) - Japanese

13:45-13:55 Li, Xiuyan (China) - Japanese

13:55-14:05 Biamonte, Dario (Italy) - English and Japanese

14:05-15:00 Question & Answer, Feedback, Suggestions

Presentation  
Video



Practicum ② International Exchange Coordinator

Planning International Exchange Historical Tour to the Local Island for  
HUSA Program (Exchange Program) 2013 January ~April

Suggestion &  
Discussion

- Plan a Trip and Research the Sites
- Meeting with City Office Officials (Professor & Assistant)
- Poster & Registration form



Planning

- Meeting & Monitor Tour (Feb)
- Contact the Visiting Sites
- Bus Company – Check the Itinerary



Organization

- Participants' Registration
- International Exchange Meetings
- Information Sheet (Japanese & English)

Planning  
trip is not  
easy!

Tour is April  
21, 2013

Visiting Site (1) Japan Maritime Self-defense Force – Etajima

*First Service School / Officer Candidate School (present)*

- ▶ Etajima – site of the Imperial Japanese Academy (1888-1945)
- ▶ One of the three greatest naval academies of the leading naval powers in the world until the end of World War II (Annapolis for the U.S. Navy, Dartmouth for the British Royal Navy and Etajima for the Imperial Japanese Navy).



Visiting Site (2) Strawberry Picking  
What is the Interns' Work to reach here?



- Find the site
- Opening time
- Price
- Discount
- How long can we eat ?
- Can we take them home?

Interns need to Find  
Out!  
Eating strawberries is  
NOT easy!

*International Exchange Historical Tour*  
**International Exchange Meeting with Local People**

Date : April 21, 2013 (Sun)

Time : 13:40-15:15

Place : Yumekirai Exchange Square (Okimi in Etajima City)

*For Exchange Students*

**Participants**

**1) Hiroshima University (24 members)**

International Exchange Students (HUSA Program) : 21  
 Professors (International Center: International Exchange Unit): 2  
 Japanese Assistant: 1



**2) Etajima City (14 members)**

Officials of Etajima City Office (General Affairs Depts: Immigration Promotion Section, Exchange Promotion Section): 4  
 Immigrants to Etajima City (Association to Enjoy Rural Life): 10

**International Exchange Meeting with People in Etajima**

**Greeting from Professor (13:40-13:45)**

**1) HUSA Interns' Intercultural Experience (13:45-14:05)**

Q & A

**2) Discussion in Each Group (5 Groups) (14:10-14:55)**

\* Each Group : 6~8members

- Common Issues for **International Students** and **Immigrants** to Etajima (e.g. Culture Shock)
- Support System Needed for Foreign Immigrants

Cooperation of Everyone

Interpreter's Role

Diverse Cultures & Languages

**3) Short Summary from Each Group (14:55-15:15)**

Visiting Site (3) International Exchange Meeting :  
 Culture Shock by 'Foreign Students' and 'Immigrants to the Island'?



*Globalization & Japanization*

Globalization Support Internship for International Exchange Students

- 1) **Supervision** by the Professor : Director, Mentor, Supervisor  
 Goal Setting & Learning Outcome
- 2) **Japanese Language Proficiency & Japanese Cultural Understanding**
- 3) Global Perspectives – **Foreignness & Cultural Diversity**
- 4) **Cooperation & Teamwork** of Interns  
 Share Information, Others' work & experiences, Leadership

