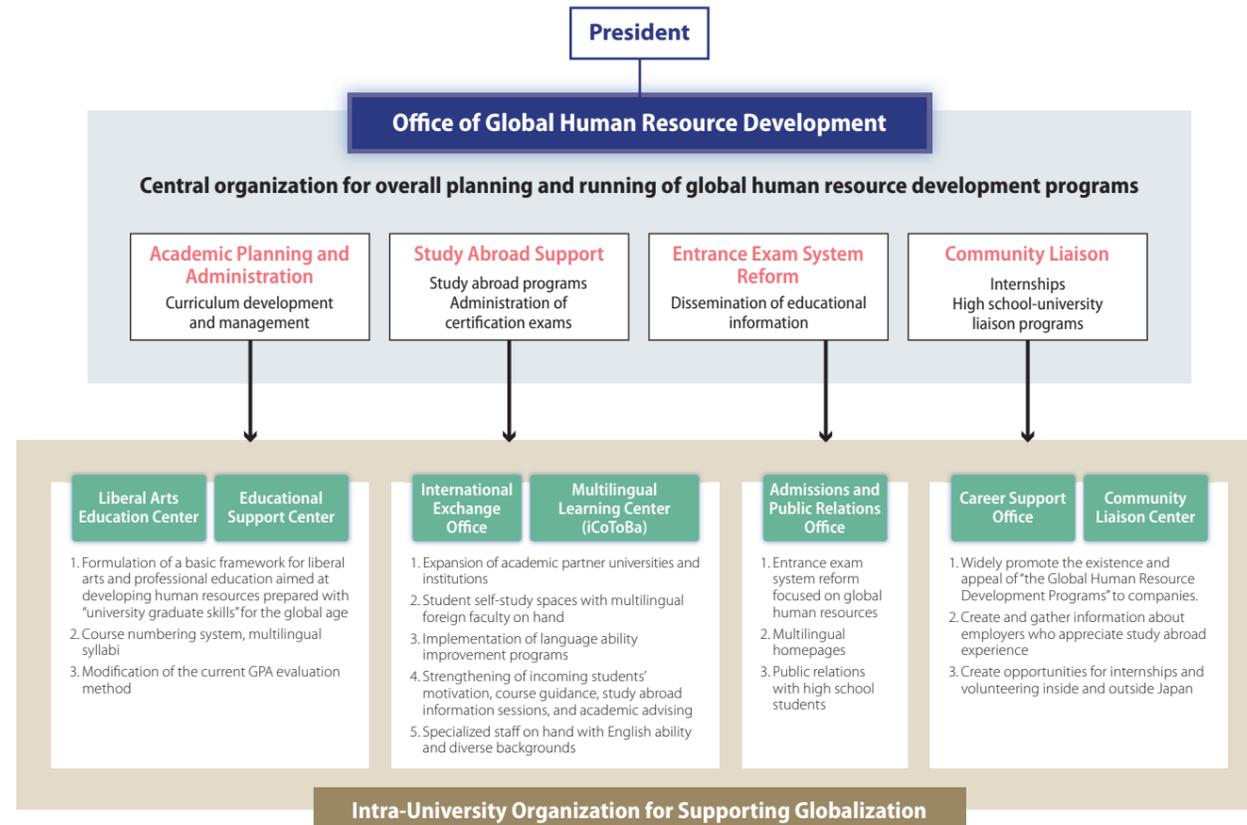


● Intra-University System for Promoting Globalization



● Industry, Community, and Overseas Liaisons and Information Dissemination



# Project for Promotion of Global Human Resource Development

~A project for developing global careers through an expanded study abroad system in the undergraduate curriculum~



# Aichi Prefectural University Will Embark On a Global Human Resource Development Project in 2013.

## Aiming to be “a base of global knowledge”

The Tokai region occupies an important position in Japan's economy as a center of industry and is home to many globally expanding companies, large corporations as well as small and medium-sized enterprises. In recent years, not only the manufacturing and distribution industries but also the financial industry has begun to expand business overseas, so the global human resource needs in various fields are on the rise right now. In addition, this region currently needs global human resources who are capable of responding to various challenges of “multicultural society” because of a large number of foreigners who live here in Tokai, many of them being from South America.

Under such circumstances, many students in the School of Foreign Studies at our university go through overseas experiences such as study abroad every year, an image quite at odds with the predominant image of young Japanese as so-called “inwardly” oriented.

Until now, however, our university's pre-study abroad guidance system and post-study abroad follow-up have been insufficient, and we have not adequately linked their overseas experience with career support. With this newly accepted program, we will treat the before-during-after process of study abroad as a continuous and expansive educational issue to cultivate global human resources and will implement a systematic program to foster the necessary abilities at each stage. By implementing follow-up programs through cooperation with local companies and governments, NPOs/NGOs, and overseas partner universities, and by deepening students' understanding of other cultures as well as languages, we will help our students establish their identities as Japanese people. In addition, we will set up a “Multilingual Learning Center (iCoToBa)” to make an environment more conducive to learning multiple languages, including English. At this center, we are planning to offer courses not only for students in the School of Foreign Studies, but also for other students in the other Schools, the faculty, and the administrative staff, in order to make our entire university more compatible with globalization.

As “a base of global knowledge” to develop human resources who are equipped with abundant language abilities and communication skills and capable of actively competing and flourishing on the global stage, Aichi Prefectural University will initiate and expand the “Global Human Resource Development Project,” which is seen as necessary for the international and local communities, by tapping into the strengths of our School of Foreign Studies, where “one can specialize in learning multiple languages and multiple cultures,” as well as the educational resources of our local community.

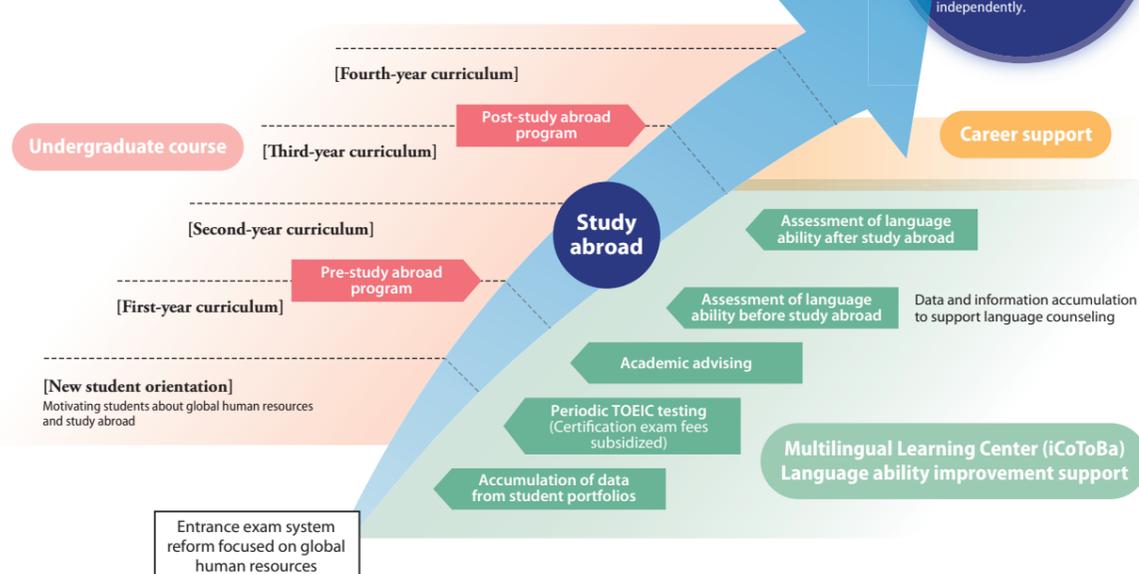


President, Aichi Prefectural University  
Tadayoshi TAKASHIMA

## Global Human Resource Development Project Plan

### Concept Overview

(Global Human Resource Development Through an Expanded Study Abroad System)



## Main Initiatives and Educational Objectives of the Project

- 1 To have more than 60% of students in the School of Foreign Studies participate in “study abroad for official course credits (for a period ranging from about one month to one year)” at an overseas partner university while enrolled.
- 2 To treat the before-during-after process of study abroad as a continuous and expansive educational issue to cultivate global human resources and to implement a systematic program to foster the necessary abilities at each stage. To conduct follow-up programs (e.g., internships and joint projects between international students) through cooperation with local companies and governments, NPOs/NGOs, and overseas agreement universities.
- 3 To have more than 70% of students in the School of Foreign Studies reach a set level of competency in multiple foreign languages, including their language of specialization, at the time of graduation (by requiring them to take tests such as TOEIC and other specified language certifications).
- 4 To cultivate “people interested in, and engaged with, international and local communities” and “people who think, plan, and act independently” by determining seven types of abilities needed for global careers in addition to language ability, such as international cultivation (including Japanese history and culture), presentation skills, and problem-finding and problem-solving skills, and by instilling these abilities through a variety of courses in specified subjects and practice activities.
- 5 To increase “classes conducted in a foreign language,” to expand lectures by inviting speakers from companies and organizations expanding overseas, and to promote internships through cooperation with local companies and organizations.

## The Type of Global Human Resources to be Developed Through the Project

### Abilities/Knowledge

- 1 **Advanced Language Ability**  
A person who has the ability to use multiple foreign languages and, with at least one of them, who can complete a job in a team or in cooperation with a counterpart from another team.
- 2 **International Cultivation**  
A person who has knowledge of the histories, cultures, religions, customs, rules, and respective national affairs of Aichi, Japan, and various foreign countries. A person well versed in international protocols and manners.
- 3 **Presentation Skills**  
A person equipped with the ability to conduct presentations smoothly in either Japanese or a foreign language.
- 4 **Information Literacy**  
A person who can handle basic software and who can use information search tools to collect global information. A person well informed about information security.
- 5 **Communication Skills, Broadly Construed**  
A person who can build trusting relationships while finding common ground with people who have different values. A person who is able to communicate, converse, negotiate, and build networks with others.
- 6 **Adaptability to Other Cultures**  
A person who accepts the world's diversity and who has what it takes to be able to adapt to any environment and work there.
- 7 **Problem-Finding and Problem-Solving Skills**  
A person who always has a critical mind and who has a sharp sensibility that picks out new ideas. A person who solves problems and who is able to link them to the creation of new concepts or values (innovation).
- 8 **Management Abilities**  
A person who has the leadership skills to unite a diverse group of people, who has the power to coordinate, and who has the ability to encourage and guide others (facilitation and coaching).

### Attitude/Disposition

- 1 **Global Perspective**  
A person with a global perspective, aware of both the international community and its relevance for increasingly globalized local communities, and with an interest in a multicultural society.
- 2 **Autonomy**  
A person who always has a critical mind and who can think, decide, and act independently.
- 3 **Positive Attitude and Can-Do Spirit**  
A person who does not simply sit at a desk wondering but who can translate these thoughts into action. A person with a can-do spirit who comes up with ideas by himself or herself, reaches out to others, and takes an active part in the planning, even when no precedent exists.
- 4 **Cooperativeness**  
A person who can work in a team while still being able to find common ground with people who have different values.
- 5 **Sense of Responsibility and Moral Values**  
A person who takes responsibility for their own actions and who is trusted by others.

