

Career Development of Japanese College Students in International Virtual Internship Programs

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Agenda

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1. Introduction (background and Overview of internship project)
2. Objectives
3. Theoretical basis
4. Methodology
5. Results
6. Discussion and Conclusions

I. Introduction

Background

- ◆ The Japanese government has promoted the development of global human resources and encourages college students to study abroad and internships abroad. The Japanese government has set a goal for 10% of 18- to early 20-year-olds to have an overseas experience. (Council for the Promotion of Global Human Resource Development, 2011)
- ◆ Overseas experiences is effective for developing human resources in the new globalization era. (Aoun, 2018)

Since the 2020 academic year,
the department of Tourism at S University has established
a long-term overseas internship program as a credit-bearing course.
(Hotels, English Language schools, Leisure facilities)

COVID-19
Programs Canceled

A collaborative learning project with a firm in Spain

- ◆ Spanish tourism-related company (hereafter, Company A) cooperate the project in 2021.
- ◆ To explore the potential of international virtual internship programs.
- ◆ Company A has provided students with internship programs to assist Japanese tourists since 2016.
- ◆ Internship programs were canceled due to COVID-19 pandemic.
- ◆ Company A were looking for new business.

- ◆ **Activity Period: April 27, 2021 – July 20, 2021 (3 months)**
Bi-weekly virtual follow-up meetings
- ◆ **Project Members: 17 members**
 - 12 students and 2 professors from S University
 - 3 students /1st, 3 students /2nd
 - 2 students /3rd, 4 students /4th
 - 3 staffs from Company A
 - 1 Japanese president, 1 Japanese manager
 - 1 Spanish manager
- ◆ **Pilot Program of Virtual international internship programs**
- ◆ **Communication Language: Japanese**
- ◆ **No pre-training sessions**

- ◆ **Communication Tools: Slack, Google Drive, Zoom**
Both S University and Company A use
- ◆ **Evaluation of effect : Measure Pre and Post Assessment tests**
The beginning and end of project (April & July)
 - ① **Career Consciousness** (CAVT: Career Action Vision Test, Umezaki & Tazawa, 2013)
 - ② **Global Savvy Assessment** (Japan Association of Overseas Studies)
- ◆ **Personal interviews: Goal-setting interviews (May)**
Reflection interviews (August)
- ◆ **Weekly reports: Feedback from a professor**
- ◆ **Reflection Workshop (end of July)**
World Café: “Virtual internship programs for college students”

Summary of student activities

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Guest Service	To improve Spain Virtual Tour for Japanese
	To plan new Spain Virtual Tour for Japanese, ->Students proposed 7 plans *Virtual Parador tour was sold and hold in September 2021
	To establish FAQ website for Japanese customers
	To assist Japanese speaking lesson for Spanish
Public Relations	To create movies for SNS (Instagram, Facebook,) *Introduction of Japanese culture (Daly life, Tourist spot, Convenience Store) *How to cook Japanese food, Company A opened Japanese food store in July. To analyze #tug of SNS
Research	Location of B&B in Spain
	Restaurant in Japan for Vigan, Bath for people with tattoos
Planning	International virtual internship programs with credits *Duration, Job description, Operation Tool etc.

2. Objectives

To examine the process of change in the career development and intercultural understanding of university students in Japan by analyzing their narratives about international virtual internships conducted by universities to foster global human resources.

- Virtual internship programs are an opportunity for students and company staffs to learn from each other, there are new results, and mentors who provide business advice help students growth. (Jeske, 2019; Jeske & Linehan, 2020; Taniwaki & Nemoto, 2021)
- We don't know how international virtual internships are changing students' career development.

4. Theoretical basis

Human development includes making meaning by communicating on a common social and cultural basis. (Tomasello, 2008)



The theoretical framework

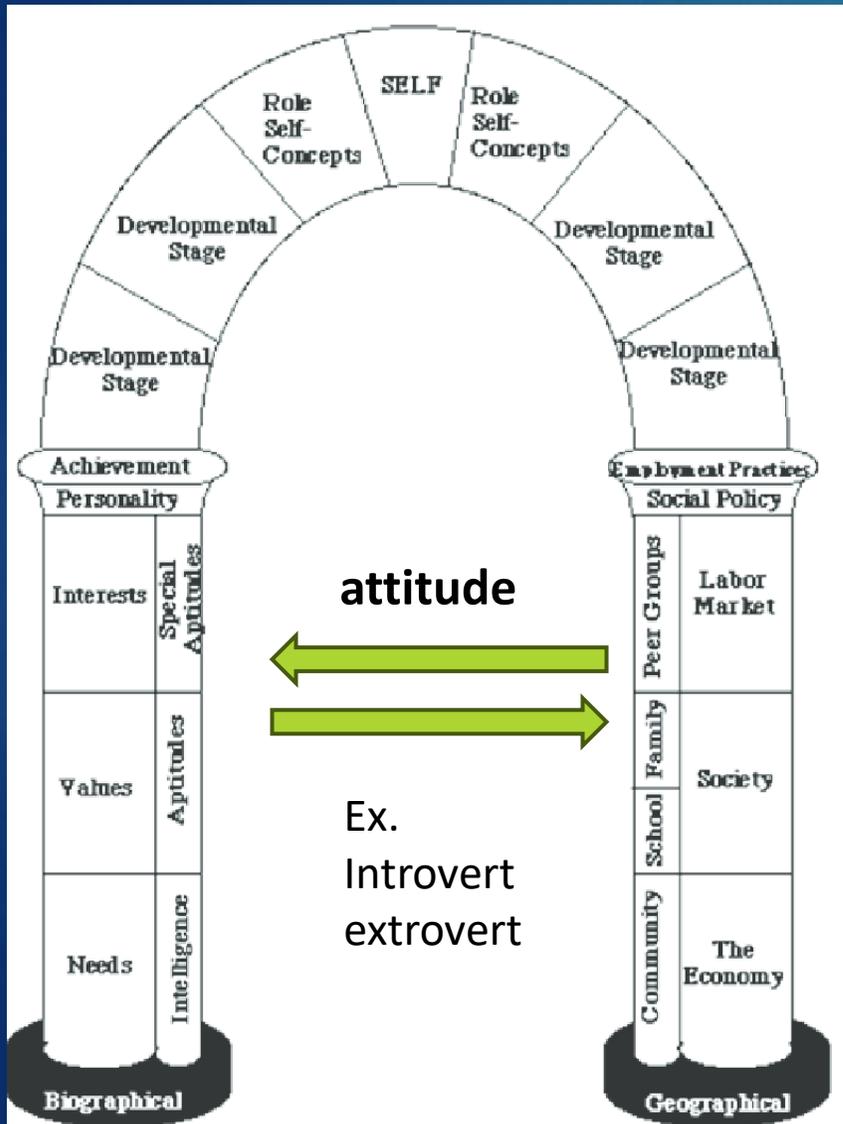
Super's theoretical approach (Super, 1990)

⇒ Flexibly incorporating cultural variables is possible

(Fouad & Arbona, 1994)

Super's Archway model (Super, 1990)

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- ◆ To define career development as the formulation of self-concepts of career through the interaction of social and psychological factors.
- ◆ Possibility exists that social factors that differ from those in Japan influence psychological factors
⇒ that the career self-concept is developed through this interaction.

People develop a new self-concept of a role by interacting with others (Goffman, 1961)
⇒ Acquire a new self-concept of new social and cultural roles is possible.

4. Methodology (Ueno's qualitative analysis)

➤ Proposed by Dr. Chizuko Ueno (2018)

➤ One of KJ method

① proposed by Jiro Kawakita (cultural anthropologist) (1967)

② creating new knowledge by summarizing qualitative data

③ making it possible to visualize the structure of a phenomenon, eliminate researcher bias, and reconstruct it.

➤ To Discovery that were not expected by the narrator or even the listener at the time of the interview can be obtained through analysis. (Ichinomiya & Chazono, 2017)

◆ Research of Career Development

✓ The changes and growth of university students through volunteer activities at elementary and junior high schools. (Kurosawa et al., 2008)

Data Collection

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- ◆ The researcher recorded students' narratives during personal reflection interviews that utilized the results of pre and post assessment tests
 - ① Career Consciousness (Career Action and Vision Test)
 - ② Global Savvy (defined as global attitudes, behaviors and skills)
 - ◆ 11 students joined the personal reflection interviews
 - ◆ Duration time of interview: from 1 to 1.5 hours per person
 - ◆ 112 cards were created from student' s narratives
- The researcher informed students that they could cancel their participation in the study whenever they wanted.
 - The researcher requested their permission to report her data during an academic meeting and a journal, provided that the researcher protected their privacy.

Procedure of Ueno' s qualitative analysis

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1. Analyzed by 10 participants who joined the workshop led by Dr. Chizuko Ueno on July 30th 2022.
2. The participants (include the researcher) followed Ueno' s qualitative analysis (Ueno,2018)
3. The 112 cards were classified into 24 information units.
 - One information unit should be classified as containing up to 10 cards.
4. Gather relevant information units
 - ⇒ Arranged information units on a poster paper
 - ⇒ Charted information units
5. The researcher reviewed the charted information units and summarized and discussed the results.
 - Focused on the relationship between 112 comment cards and the profile of research participants.

Profile of 11 Research participants

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Student	Grade (Participation)	Nationality	Gender	Experience of Internship in Japan		Experience of Study abroad and International internship		
				in person	virtual	less than 1 month	more than 6 month	virtual
K	1st	Japan	F	No	No	No	No	No
L	1st	Japan	F	No	No	No	No	No
M	2nd	Japan	F	No	No	No	No	No
N	2nd	Japan	F	No	No	No	No	No
O	2nd	Japan	F	No	No	No	1 year (High school) South America	No
P	3rd	Japan	F	No	No	2 weeks (High School) Oceania 2 weeks (1st grade) South East Asia	No	No
Q	3rd	Japan	F	No	2 month (2nd grade) Community Service	No	No	No
R	4th	Japan	F	No	No	2 weeks (1st grade) South East Asia	No	No
S	4th	Japan	F	1 year(3rd grade) travel agency	No	2 weeks (1st grade) South East Asia	No	2 weeks (3rd grade) travel agency internships
T	4th	China	M	No	No	2 weeks (1st grade) Europe	International student	International student
U	4th	Japan	F	No	6 months (4th grade) foreign-affiliated firm	No	6 months (3rd grade) Europe	4 months (4th grade) Europe exchange programs

6. Discuss and Conclusions

① The effects of international virtual internships on maturity in career development

- ◆ “Essential competencies for the 100 year-life,” which was guided by the Japanese government.
- ◆ Communication improved through greater openness with others by Online communication.
- ◆ There is a possibility of building interpersonal trust through improvement in their self-disclosure (Jourard, 1959).

- ◆ Developed communication skills
- ◆ Developed assertiveness
- ◆ Gained proactiveness
- ◆ Expanded perspective
- ◆ Gained more confidence

Japanese communication is the high-context culture which depends heavily on context and nonverbal communication.

- (1) Trust in new interpersonal relationships in online environments
- (2) Online environments in which all members can share information anytime
- (3) The Spanish culture as a semantic space that is lax

②The challenges for cultivating the concept of diverse social and cultural roles required of global human resources.

◆ Two students with experience of overseas programs for more than six months did not accept diversity and stated that, “I am a student of Japan.”

⇒ This response seemingly indicates that the role attitude of “I am a student of the host country” was dormant (Goffman, 1961).

◆ The study raised the issue that achieving intercultural understanding during the online project is difficult.

⇒ However, one student who studied abroad in South America were aware of Spanish culture, “I went back to being a student of Japan,” while the role attitude of “I am a student of South America” was dormant.

This study suggests that developing devices for intercultural understanding at the micro and meso levels and enabling students to experience cultures in cyberspace after making them aware of interculturalures at pretraining are necessary.

Summary

How international virtual internships are changing Japanese students' career development?

Career Maturity

Development of competencies for 100 year-life

Improvement of open mind by online communications

Developing devices or pre-training to recognize intercultures

Intercultures on online communication effect students' career development.

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Thank you for listening

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